**DUMBO, Brooklyn Unit**

**Grade 2**

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Integrating Curricula in Children’s Literature, Art, & Technology

W 4:55PM

5/2/12

**Framework for the Unit of Study**

**Grade: Second Grade**

**Topic/Theme: DUMBO, Brooklyn**

The beginning of our unit focuses on the aspects of communities. We want our students to understand that while communities and neighborhoods may differ, they share many similarities as well. As the unit progresses we will begin to focus on the community of DUMBO, Brooklyn where our school is located. Since our students are used to seeing the neighborhood on an everyday basis, they have become used to and have become aware of how their neighborhood is today. Through an exploration of the community and discovering how DUMBO used to be in the past, students will gain a greater appreciation for the neighborhood that is home to their school. Students will use multiple subject areas to explore multiple aspects of the community. They will compare and contrast the past to the present, and will also contemplate how DUMBO will change in the future. They will learn that their contribution to the community can shape what DUMBO becomes in the future.

**Essential Questions:**

·      What is a community?

·      How has transportation influenced the development of Dumbo?

·      How has Dumbo changed/transformed over time?

**Essential Understandings:**

·      Students will gain an understanding of communities and the different aspects that make up a community, specifically the community of Dumbo.

·      Students will recognize that industrialization and the Brooklyn Bridge influenced the development and prosperity of Dumbo, Brooklyn.

·      Students will be able to identify the differences between past and present communities of Brooklyn, specifically of Dumbo.

·      Something about research?  How community study affects place?  How can we go about protecting our place?  What is meaningful for us in our neighborhood and what/who is in danger?  How can I be an agent of change in my community?

**Standards:**

**NYC Social Studies Scope & Sequence Standards**

2nd Grade:

Geographic Terms and Features:

•Location can be described using cardinal directions (north, south, east, west). 3.1c

•New York City, New York State can be located on a map. 3.1c

•Maps provide information and have special purposes. 3.1c, 3.2b

•There are many different kinds of maps. 3.2b

•People can read maps to learn about New York City. 3.2a

•Special buildings can be located on a map. 3.1c

•Geographic features influence communities. 3.1e, 3.2a

•A community’s location is relative to other communities. 3.1c

•New York City communities are close to bodies of water. 3.1b, 3.1c, 3.2a

•The islands of New York City are connected by bridges and tunnels. 3.1e, 3.2a

•New York City residents are influenced by the geography (travel, jobs, architecture, etc.) 3.2a

New York City as an Urban Community

•New York City is an urban community with special features. 3.2a

•People in New York City travel in a variety of ways (subways, bus, car, ferry, tram, etc.) 3.1e

•New York City has many cultural institutions (museums, historical societies, libraries, schools). 3.1a

•New York City remains connected to its historical heritage (street and place names, old buildings, parades, museums, historical re-enactments, etc.) 1.1a, 1.2b

•New York City communities are connected by a system of bridges and tunnels. 3.1d, 3.1e.

New York City Long Ago:

•New York City has changed over time and will continue to change in the future. 1.1, 1.2, 1.4.

•The cultural landscape of New York City includes old and new features (historic buildings, skyscrapers) 2.2d

Looking at Change

•Physical environment. 3.1d, 3.1e.

•Size, shape, homes, and buildings. 1.3a, 1.3b, 3.1e.

•Methods of transportation. 3.1a, 4.1c, 4.1e.

•Evolution of communities and neighborhoods. 1.1a, 1.2a, 1.4b.

Communities are Diverse

•Geography and natural resources shape where and how communities develop. 3.1a, 3.1e, 3.2a, 3.2b

Communities and Government

•Communities need rules and laws to solve problems and resolve conflicts. 5.1a, 5.1b, 5.4b

•People need rules for the use of community resources. 5.1c

•Government buildings and their functions (City Hall, courts, post office, etc.) 5.2e

•Community resources provide public services (library, hospital, playground, etc.) 3.1a, 4.1a, 4.1c, 4.1f

•Community resources require community workers (fire fighters, police officers, sanitation workers, teachers, etc.) 3.1a, 4.1a, 4.1c, 4.1f

**Common Core ELA Standards – Grade 2**

Reading Standards for Literature

*Students will:*

*1. Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.*

*11. Make connections between self, text, and the world around them (text, media, social interaction).*

Reading Standards for Informational Texts

*Students will:*

*1. Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.*

*2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.*

*6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.*

Writing Standards

*Students will:*

*1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.*

*3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.*

*11. Create and present a poem, narrative, play, art work, or personal response to a particular author or theme studied in class, with support as needed.*

Speaking and Listening Standards

*Students will:*

*1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.*

*a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).*

*b. Build on others’ talk in conversations by linking their comments to the remarks of others.*

*c. Ask for clarification and further explanation as needed about the topics and texts under discussion.*

*d. Seek to understand and communicate with individuals from different cultural backgrounds.*

*2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.*

*4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.*

*6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.*

Language Standards

*Students will:*

*1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.*

*a. Use collective nouns*

*c. Use reflective pronouns*

*d. Form and use the past tense of frequently occurring irregular verbs*

*2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.*

*a. Capitalize holidays, product names, and geographic names.*

*e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.*

*6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe*

**Blueprint for Visual Arts -2nd Grade**

Art Making

*Students will*

*•Create a drawing that demonstrates:*

*•experimentation with various drawing tools such as, oil pastels, pencils, colored pencils, crayons*

*•Create a work of art using a computer that demonstrates experimentation with:*

*•compositional elements*

*•computer program icons*

Developing Art Literacy

*Students will:*

*•Share with classmates a recently completed work of art, and describe:*

*•experiences with the media*

*•personal choices*

Making Connections Through Visual Arts

*Students will:*

*•Observe community sites on a neighborhood walk and note:*

*•colors*

*•buildings*

*•vehicles*

*•signs*

*•people*

Community and Cultural Resources

*Students will:*

*•Explore public are and design in the neighborhood, such as monuments, parks, plazas, murals, buildings, and bridges; discuss aesthetic responses; explain how these structures contribute to the cultural life of the neighborhood.*

**Lessons**

Day: 1 Attachment 2

Day: 2

Subject: English Language Arts

Lesson: I Live in Brooklyn Read Aloud

Rationale: The students previously learned about what a community is and the different people and places that make up a community. During this lesson, the class will begin a discussion about the community surrounding their school in Brooklyn. In order to introduce this lesson, the teacher will read aloud the story I Live in Brooklyn by Mari Takabayashi. The purpose of this lesson is to encourage the students to think about the community around their school and spark their interest in learning more about Brooklyn, but specifically about DUMBO.

Focus Questions: What do you already know about Brooklyn? What would you like to know about Brooklyn? Are your experiences in Brooklyn similar or different from the experiences of the character in the story? What is your favorite part of Brooklyn?

Main Ideas: Students should begin to think about the communities that they live and go to school in. Students will think about the different aspects that make up the community surrounding their school and they will compare their own experiences in Brooklyn to the experiences of the character from the read aloud. The students will consider what the read aloud tells them about Brooklyn and they will discuss with the class anything else that they wish to learn about their community.

Main Skills: Processing visual and auditory information, critical thinking, making self to text connections

Main Activity: After the read aloud the students will go back to their seats and create their own books about living in Brooklyn or going to school in Brooklyn. They will use the book I Live in Brooklyn to guide them in creating their own stories. In their books, the students will write about the different experiences they have had in Brooklyn and what a typical day in DUMBO is like for them. They can write about any stores, restaurants and/or galleries that they frequently visit in their community. After the activity, the students can then read their stories aloud to their peers.

\*Students struggling in reading and writing can create their book using pictures rather than words. They can draw pictures to represent their experiences living in Brooklyn, rather than writing sentences.

Day: 3

Subject: Field Trip

Lesson: DUMBO Neighborhood Walk

Rationale: Now that the students have a basic understanding of what a community is and what makes up a community, they are ready to explore the community surrounding their school. In the previous lesson the students had the opportunity to share some of their experiences in DUMBO with the class and they also discussed what else they would like to learn about DUMBO. During this field trip, the students will have that opportunity to learn more about this community in Brooklyn, by exploring, taking pictures, asking questions and meeting community members.

Focus Questions: What do you expect to see on the fieldtrip today? What kinds of places/people make up the community of DUMBO? What about this community is most important to you?

Maid Ideas: The students will begin to think about the specific community of DUMBO, Brooklyn. They will consider how the different people and places that make up DUMBO influence the growth and prosperity of the community. Students will consider how this community is similar and/or different from other communities and they will think about why this community might be important to them.

Main Skills: Processing visual information, making real world connections to class lessons

Main Activity: During the neighborhood walk, each pair of students will have a camera to take pictures of the important sights that make up the community of DUMBO. They will use these pictures in future lessons to create maps of their community. On this field trip, the students will explore the different restaurants, stores, galleries and other places that make up the community. They will visit the 84th precinct and talk to police officers about their responsibility to keep the DUMBO community safe. The students will be encouraged to think about why the community of DUMBO needs all of these different places in order to grow and prosper.

Day: 4 Attachment 2

Day: 5

Subject: Technology

Lesson: Digital DUMBO Replica

Rationale: Students will replicate one block found within their community of DUMBO. Using computer program, “Sketch Up” students will create a virtual representation of a block they walked during the class community walk.

Focus Questions: What makes up a community?

Main Ideas: Students will replicate a street block, including the buildings, cross streets, restaurants, stores, etc. found on that block.

Main Skills: Locating places on a map and using computer program “Sketch Up”

Main Activities: Lesson 5 will follow the class community walk through DUMBO. In this lesson, students will recognize and identify the components of “What makes up a community” specifically the components to the community of DUMBO. Students will use their previously learned skills for computer program, “Sketch Up” to replicate a street block of DUMBO. After looking the maps created of the walking route created by the teacher, students will choose the block they wish to sketch. Prior to using the computer program, students will identify and sketch with paper and pencil the buildings, cross streets, restaurants, stores, etc. shown on the block they choose. Using this “draft,” students will create their virtual DUMBO projects. Students will be assessed based on how they apply the skills previously learned for; map making, using computer program “Sketch Up” in addition to the accuracy of their street block (specifically, including representations and labels for all items of the chosen street block).

Day: 6 Attachment 2

Day: 7 Attachment 2

Day: 8

Subject: Writing

Lesson: Transportation within the Larger DUMBO Community (Bridges and Ferries)

Rationale: Students will identify modern day transportation used within the DUMBO community. By recalling personal stories, students will discuss ways to travel from DUMBO to Manhattan and then complete a writing exercise based on the discussion.

Focus Questions: What forms of transportation are used in the larger DUMBO community?

Main Ideas: There are numerous ways to travel from DUMBO to Manhattan (bridges, subways, boat). This lesson guides students into thinking about the different ways people travel and which will become foundations for discussing how transportation has changed due to advancements in engineering.

Main Skills: Creating a web to brainstorm ideas, write a journal about a time in their life

Main Activities: In this lesson, students will continue to explore and discuss transportation found within the DUMBO community. The lesson will begin with a brief follow up discussion of Christoph Niemann’s book, Subway. Students have already explored the methods of transportation they use to get to and from school (through graphing) and will now begin to discuss transportation to other boroughs, with a focus on Manhattan. The teacher will begin by having students brainstorm a list of ways to get from DUMBO to Manhattan. After brainstorming, students will have the opportunity to share a story with a partner about a time they went to Manhattan. In their share, students may include details, (ie. discussing the purpose of the trip) however, the acknowledgment of the transportation they used is most important. After students share with their partner, there will be a full class share. The discussion of the student’s stories will be a brainstorm for their writing. After students have shared their ideas, they will be instructed to “write about a time you visited Manhattan”. Students will be instructed to include what transportation they used to get to and from the borough and how long (if they remember) it took for them to get there. This exercise will continue to have students think about transportation in modern day DUMBO.

Day: 9

Subject: Writing

Lesson: Life for residents before the Brooklyn Bridge

Rationale: Students will begin to imagine what transportation was like before modern advancements in engineering and architecture. Through process drama students will be guided into thinking about travel before the creation of the Brooklyn Bridge or subway systems. After, they will write a journal entry taking on the point of view from someone of the past.

Focus Questions: How has transportation in DUMBO changed? How did transportation affect the lives of people who lived in DUMBO?

Main Ideas: Transportation was not always how it remains today. Changes in transportation affected the lives of people living in DUMBO.

Main Skills: Thinking about the differences in past and present life, responding to a process drama, and writing from a different point of view.

Main Activities: Lesson 9 will introduce students to start thinking about Brooklyn, specifically DUMBO in the “past.” In this lesson, students will “imagine” what life was like before there were any bridges or subways. Students will first turn and talk with a partner about what they think life was like for people traveling without bridges or subways. Students will be encouraged to revisit Lesson 8 when they discussed a time they traveled to Manhattan, this time they will brainstorm how they would get from place to place without the use of modern architectural advancements. Students will then be guided into a process drama led by the teacher. Students will share their feelings and reactions to the process drama and discuss what it would be like to live “back then.” Students will then translate their feelings and reactions into a “point of view” journal entry. These exercises will allow the students to think about life from a different perspective and make a transition into discussing the “past.”

Day: 10

Subject: Literature/Reading

Lesson: The Brooklyn Bridge Read Aloud

Rationale: The Brooklyn Bridge is a significant monument in New York City’s history and for the community of DUMBO. Its construction led to a greater connection between Manhattan and Brooklyn, and helped to make DUMBO into a largely industrial area in its early existence. This lesson will reinforce for students the importance of transportation, but especially the bridges that surround DUMBO.

Focus Questions: Why is the Brooklyn Bridge so important? How did it help to improve the lives of people in Brooklyn and Manhattan?

Main Ideas: The Brooklyn Bridge (and the Manhattan Bridge) helped provide people with more job opportunities. As industrialization became more prominent, so did the manufacturing industry in DUMBO, Brooklyn.

Main Skills: processing visual and auditory information, critical thinking

Main Activity: Transitioning from the lessons on transportation, this lesson is an introduction to a series of lessons on bridges – which surround DUMBO. Students will listen to the story The Brooklyn Bridge as it is read aloud to them. They will be asked to think about how the Brooklyn Bridge has improved the city and their community. Following the lesson, students will review their responses from lesson 9 and see if their predictions about “what life would be like without transportation” is similar to what they saw in the story. This will also serve as a link to the future “DUMBO Then and Now” lessons.

Day: 11 Attachment 2

Day: 12 Attachment 2

Day: 13 Attachment 2

Day: 14

Subject: Writing

Lesson: DUMBO Then and Now through writing

Rationale: In order to understand how DUMBO has changed throughout the years, it is important to compare DUMBO in the past to DUMBO today. Understanding the buildings, transportation, etc. have changed will give students a greater appreciation for how the neighborhood is today. Since students have already created artwork to display this, they will be working on writing paragraphs to explain both their pictures and how DUMBO has changed.

Focus Question: How can we use writing to make sure a viewer understands how the community of DUMBO has changed?

Main Ideas: DUMBO hasn’t always been the way we know it today. Transportation has been improved, and our neighborhood visually looks different as well. People also dressed differently.

Main Skills: Using writing to compare two different things, using writing to explain artwork.

Main Activity: Students will use their artwork and their homework from the night before to write two paragraphs (3-4 sentences) about DUMBO in the past and DUMBO today. Students who have difficulty seeing how DUMBO has changed can look at other students’ artwork as well as the chart that was created the previous day. Afterwards, students can read their paragraphs aloud if they wish to. These paragraphs will then be attached to their artwork and will be displayed in the hallway.

Day: 15

Subject: Social Studies

Lesson: DUMBO Timeline

Rationale: Creating a timeline provides students with a visual representation of how DUMBO has changed over time. Students will be able to see that what we have studied extends over a large period of time and that this type of change does not occur in a small amount of time, but rather over a period of years. Ending the timeline with “Our Second Grade Class in DUMBO” shows students that they are a part of history and that the timeline will essentially extend as more years go by.

Focus Questions: What does a timeline show us? What important events have we studied that we should include in DUMBO’s timeline? If we revisited the timeline in ten years, would we most likely need to add more things?

Main Ideas: Neighborhoods are continually changing as time passes. Not only do the people change, but transportation, architecture, and aspects of communities change as well.

Main Skill: Understanding and recognizing the sequence of events that helped change our community throughout many years. Creating artwork to represent each event. Using writing to describe and represent each event. Understanding that our class is a part of the community history as well and the timeline will continue to grow as time goes on.

Main Activity: Through a whole class discussion, students and teacher will list and chart important events that we’ve studied during the unit. After the events have been listed, students will use the Smartboard to research the exact dates for each event. Also, if students want to include something that hasn’t been addressed in the unit we can quickly research it on the Smartboard. Using construction paper, the teacher will create a timeline that spans across the classroom. The timeline will end with “Our Second Grade Class in DUMBO.” Next, students will go off into pre-assigned groups (including students with varying skills and learning styles) to create a small picture and caption for the events. Each group will work one to two pictures and captions. After the activity, the pictures and captions will be attached to the timeline. The class picture will be attached at the end. Creating a visual representation about how the neighborhood changed over time will be a great way to tie into the next lesson regarding how we can make sure our neighborhood changes for the better in the future.

Day: 16 Attachment 2

Day: 17

Subject: Writing, Math

Lesson: Restaurant Field Trip

Rationale: Food serves as a strong motivation for most people. As the students have reached the end of the unit, visiting restaurants – of which there are many in DUMBO – will serve as one last aspect of the neighborhood for the students to discover.

Focus Questions: What foods are popular in DUMBO? These foods, which are most popular in our classroom?

Main Ideas: Food helps bring communities together.

Main Skills: note taking, graphing

Main Activity: During this lesson, the class will visit a few restaurants as decided by the group. They will be able to sample a few different types of food to see if there are any they would be interested in using in their own restaurant (lesson 18). The students will be given a sheet to assist them with note taking during the trip. Once we return to the classroom, we will take a poll on our favorite foods that we tried on the trip and graph the results.

Day: 18

Subject: Math, ELA, Arts, Social Action

Lesson: Opening a Restaurant

Rationale: One aspect of every good neighborhood is food. Culturally food is known to bring people together to celebrate as a community. DUMBO is home to a few famous restaurants, which we would like to incorporate in thinking about our own community.

Focus Questions: How can we bring together our neighborhood community, school community, and family community?

Main Ideas: Our classroom works to celebrate all the communities we are a part of.

Main Skills: writing, math, art, group cooperation

Main Activity: Based on the results from the previous lesson, students will work cooperatively to create their own restaurant. They will decide on the type of restaurant they will open, create menu with prices, create scripts if they choose to have servers, and take care of other details related to the success of a restaurant. Additionally, they can display pictures and work that they did throughout the DUMBO unit. They will be responsible for sending out a flyer to invite their families, friends, and school staff – bringing their many communities together. The proceeds from their restaurant can then be put towards their social action initiatives, decided upon during their “How to Improve Your Neighborhood” lesson.

**Materials**

Books

Mann, E. (2006). The Brooklyn Bridge: The story of the world’s most famous bridge and the remarkable family that built it. New York: Mikaya Press.

McLerran, A. (1991). Roxaboxen. New York: Harper Collins.

Niemann, C. (2010). Subway. New York: Greenwillow Books.

Takabayashi, M. (2004). I Live in Brooklyn. New York: Houghton Mifflin Books.

Other Print

“Bridge Building” worksheet

Magazines

Maps of Brooklyn

Process Drama Script

Subway Maps

Teacher’s community walk map

Transportation survey

Websites

http://science.howstuffworks.com/engineering/civil/bridge.htm

This website was very useful for gathering information and pictures about bridges. It explains the many types of bridges, what makes them so popular, and their uses. This was a great resource for teachers trying to break down the content into simple terms for students, because it already made the language easy to understand.

Computer Programs

“Sketch Up” program

Classroom Supplies

Blocks

Chart paper

Colored pencils

Construction paper

Glue

Index cards

Markers

Math journals

Paintbrushes

Paper (lined, white, and graph)

Pencils

Pennies

Pipe cleaners

Poster sized paper

Readers’ notebook

Rulers

Scissors

Sharpies

Smartboard

Student Journals

Students’ art notebooks

Watercolors

White board

Miscellaneous

Bar graph template

Cameras

Clipboard

Computers

Pictures (taken on the community walk)

Pictures of bridges

Pictures of DUMBO then and now

Pictures of local communities

Students’ pictures

**Assessment**

During our unit we will assess students in a variety of ways. During whole class discussions we plan on assessing students informally through observation. For example, during a turn and talk we will walk around to make sure students are staying on topic and demonstrate understanding. If we see that students need support, we will provide it through either small group or one-on-one conferences. This type of assessment will also be used during group projects when the teacher will walk around.

We also plan to formally assess student work. For art or creative projects, students will not be assessed on their artistic abilities. Instead, they will be assessed based on their overall understanding of the topic. For example, during the building bridges activity if a student decides to build a suspension bridge over land it will show that the student did not understand the lesson on different types of bridges. For the graphing lesson, students will be assessed based on how accurately their data is collected. Also, they will be assessed on how relevant their graph is to the data that was collected. For the technology lesson, students will be assessed on how their computer street block matches the map they previously created.

Throughout the unit, we want the students to work as a community. Since our unit largely focuses on how different aspects of a neighborhood bring a community together, we will be assessing on our students on how cooperative and respectful they are. This includes their social interactions during field trips, group work, etc.

At the end of the unit, students will be assessed on how they met the enduring understandings and essential questions. Since these were the guidelines for the creation of our unit, we want to make sure that students fully understand them. We will formally assess this using the student work that was completed in the unit.

**Parental Involvement**

It is always important that parents are a part of their children’s learning, however, it seems especially important to include parents when the unit involves understanding the meaning of a community and the importance of community members. Parents are an essential part of our communities and it is important that we also make them feel as though they are an essential part of our classroom community.

Parents have a tremendous amount of knowledge to share and it would be especially interesting to hear about their experiences living in the community of DUMBO. It would also be interesting to learn about different communities that some of the parents may come from or be a part of. It is important for students to understand that while communities have some basic similarities, communities can be extremely different in their culture, traditions and values. By inviting parents into the classroom we are able to learn more about different communities, which will allow us to then compare and contrast those communities to our own.

The students will spend a lot of time learning about how different community members have different responsibilities to their community. Since parents are also community members, we may invite the parents into our classroom to discuss their role in their community and their responsibility to their community. For example, while learning about the construction of the Brooklyn Bridge, we may want to ask a parent who is an engineer to talk to the class about bridge building. While learning about the different forms of transportation in DUMBO, we may want to talk to a parent who works on trains or buses or maybe just a parent who rides the train or bus on a daily basis.

At the end of our unit, the students will transform the classroom into a community restaurant where they will create menus, cook food and decorate the room according to the type of restaurant they chose. During this ‘end of the unit’ celebration, parents and families will be invited to make a reservation and have lunch at the classroom restaurant. Students’ artwork and projects from the unit will also be displayed around the room and parents and family members will have the opportunity to comment on the different pieces of work. The joining together of parents, students, and teachers in this way, is the ultimate demonstration and celebration of what it means to be a part of a community!

**Hackman**

While creating a Social Studies unit that embodies the principles of multicultural education, it is essential to consider Heather Hackman’s five components of Social Justice Education. In creating a unit on communities, specifically DUMBO, we were careful in ensuring that Hackman’s components of Social Justice Education were addressed throughout the progression of lessons.

Hackman’s first component of Social Justice Education is labeled “content mastery/factual Information” where students learn the significance of “information acquisition through data collection, historical contextualization, and micro-macro levels of content analysis. In many of our lessons, students compare and contrast past DUMBO to present DUMBO. During these lessons, the students use primary resources, such as maps to gather information about how the community has changed over time. Throughout the unit students will gather data from different primary and secondary resources in order make text-to-self connections as they develop an understanding of what a community is and consider their own communities that they live and go to school in.

Another component of Social Justice Education is a critical analysis of the “systems of oppression” in which students will learn the significance of “perspective”, “positioning”, “power” and “possibility.” In our lesson on transportation and the Brooklyn Bridge, the students consider what life may have been like before the construction of the bride and the development of the subway system. The students will write a journal entry from the point of view of someone living in Brooklyn before the Brooklyn Bride was built. This allows students to gain a better understanding of how perspectives in the DUMBO community have changed over time and also gives them a better understanding of all the possibilities that the building of the bridge brought to DUMBO.

When planning a unit around Social Justice Education, it is crucial that students learn about action and social change, where students understand that their knowledge and voice is “empowering.” In our unit, the students will look back on their community and come up with ways to improve the community of DUMBO, Brooklyn. During this lesson the students will need to reflect on what they have learned about Brooklyn thus far and come up with ways to improve the community of DUMBO. For example, they may want to plant trees, encourage recycling, or open more art galleries, etc. This activity requires the children to reflect on what they know and develop strategies to change the community for the better. Through this activity, students learn that they are powerful agents in calling for social change and they will discover ways to improve to their community and society.

Hackman also notes that for a successful Social Justice Education, students need time for personal reflection where they will “examine and recognize” the relationships amongst factors such as power, bias, domination, religion, politics, etc. Throughout the unit, students will have time to write or draw in their journals in order to reflect on their understanding of communities and their understanding of DUMBO. Some of the lessons also provide time for students to share their work from the unit with their peers. During this time students can give one another feedback and ask questions about the different projects. Feedback and questions from peers and teachers encourages students to look back at their work and make decisions about why they drew certain things or why certain aspects of a community seem to be more important to them than others. It is important that students not only reflect on the unit on their own, but that they also reflect on the unit as a class, especially since they are learning as a class.

The final component of Social Justice Education is creating multicultural group dynamics where students can engage in “cross cultural communication” and “dialogue on diversity issues.” Evidence of this component is seen throughout the unit in group work, presentations, partner activities and parent involvement. When creating our unit, it was important for us to provide students with the opportunity to discuss information and develop their own opinions through conversation with peers. This is why the majority of our lessons call for students to collaborate with their classmates, present their findings, and/or develop their own perspectives/positions and defend them. Through a unit that is structured in this way, students are able to understand and recognize group dynamics and communicate with their peers about important issues related to concepts such as community, perspective, responsibility and diversity.

While creating a unit in which students examine what it means to be a part of a community, but specifically the community of DUMBO, we found it to be crucial to incorporate Hackman’s five components of Social Justice Education into our lessons. Throughout our unit, students work on skills related to content mastery and critical analysis through “cross-cultural communication” and peer led discussions. They are also given opportunities to consider social action and develop strategies for social change. In creating a unit that addresses Hackman’s five essential components of Social Justice Education, we are ensuring the creation of a student centered classroom, where students can connect information to a larger society, prepare to take social action and engage in dialogue with peers.

**Community Resources**

**The Brooklyn Bridge and the Manhattan Bridge** are historic landmarks to New York City which represent the growth of industrialization and the connecting of boroughs within the city. As these two bridges mark the territory of DUMBO, Brooklyn, they would make great additions to the bridge and transportation lessons of our unit study. By visiting these landmarks, students will be exposed first-hand to the size and strength of the bridges and how they allow for multiple forms of transportation across the East River.

**Bargemusic.** This music venue presents classical music in an interesting way. The venue is actually floating in the East River under the Brooklyn Bridge. The barge was built in 1899 and was used to transport industrial goods across the river. Today, chamber music is played on the barge in an intimate, appropriate setting. The venue has special prices for students. This would be a great place to bring students for some appreciation of music with a great view of the amazing Brooklyn Bridge.

**The Brooklyn Bridge Park** offers incredible views of downtown Manhattan and the South Street Seaport. The Brooklyn Bridge Park Conservancy, affiliated with the Park also offers education programs that “incorporate inquiry based and experiential learning initiatives into lessons which align with both New York State, and New York City education standards”. Using this resource could give students access to observe where the ferries transported passengers from Brooklyn to Manhattan or explore science in “their own backyard”.

**84th Precinct in Dumbo, Brooklyn**. 301 Gold St, Brooklyn, NY 11201

This police precinct in DUMBO will encourage students to think about the different roles that community members have in their community. During the community walk, students can talk with police officers about keeping their neighborhood safe and their responsibility to their community. This community resource is beneficial especially since it follows the lesson about what a community needs to prosper. All communities need a police precinct to keep their neighborhood safe and enforce laws (this is similar to the children in Roxaboxen who created their own police force of boys and girls).

**Differentiation**

*In order to meet the many needs, abilities and interests of all students, this unit has been differentiated across all subject areas (presented content, content delivery as well as product), to ensure participation and active learning from all students. Forms of differentiation found within this unit include:*

**Provide choice**

Students will be given the option to choose an activity within a lesson(s) that they wish to complete.

**Use of visuals**

Students will be provided with an image or organizer to help convey and/or organize the presented information and material. Some of the visuals found in this unit include: maps, graphic organizers, picture books, and posters.

**Grouping students**

Students will be grouped differently based on the activity/lesson presented. Some specific ways students are grouped in this unit include: heterogeneously leveled, homogeneously leveled, and partnerships.

**Content**

Content will be differentiated based on the readiness of every student. This modification is seen in many forms throughout the unit including: the amount of assigned material, homework assignment and content delivery.

**Use of language**

The teacher will be mindful of the way he or she delivers directions and content to the class. To assist students whose first language is not English, as well as students with learning disabilities, language will be delivered in a clear and explicit manner.

**Specific Examples of Differentiation**

**Lessons 1-4**

Group work, pairing students based on personality/positive interactions, modeling, giving students the choice to draw or write, tiered activities based on students’ present level of performance (PLOP)

**Lessons 5-9**

Teacher provides struggling students with 1:1 and/or small group support in addition to heterogeneous partnerships, differentiated homework assignments based on student’s level, giving students the choice to tell their story or write their story, modeling, turn and talks to assist students (i.e., ELLS) in generating ideas

**Lessons 10-12**

Allowing students to talk about a topic prior to activity, asking simpler questions, use of visuals, providing for different learning styles (auditory, visual, kinesthetic), breaking a task into smaller parts, scaffolding

**Lessons 13-16**

Pairing turn and talk students making sure that students of different skill sets and learning styles are working together. One-on-one check-ins during independent activities. Forming groups with students of varying skill sets and personalities

**Lessons 17-18**

Providing students with a visual handout, cooperative learning, choose their role based on interest