

## TGC Fellow Unit Template \*

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School/Location: *Buford Middle School, Charlottesville, VA*

Subject: *Beginning ESOL/Language Arts*  
 Corporal Punishment

Grade: *7 and 8*

Unit Title: *Schools Around the World and the Use of*

Time Needed: *3-4 weeks*

Unit Summary: Students will use technology to teach others about schools in different cultures. They will investigate the world by researching corporal punishment in the USA, and in schools around the world. They will examine different perspectives and formulate their own opinions on the topic, and chose an appropriate medium to communicate their findings with others.

### Stage 1 Desired Results

**ESTABLISHED GOALS:**

**VA Reading Standards:**

**Communication: Speaking, Listening, Media Literacy**

**The student will:**

- 8.1 use interview techniques to gain information
- 8.2 develop and deliver oral presentations in groups and individually
- 8.3 analyze, develop and produce creative or informational media messages

**Reading**

**The student will:**

- 8.6 read and analyze a variety of nonfiction texts

**Writing**

**The student will:**

- 8.7 write in a variety of forms including narration, exposition, persuasion, and informational
- 8.8 edit writing for correct grammar, capitalization, punctuation, spelling sentence structure, and paragraphing

**VA Math Standards**

**Probability and Statistics**

**Focus: Statistical Analysis of Graphs and Problem Situations**

**8.13 The student will**

- a) make comparisons, predictions, and inferences, using information displayed in graphs

**WIDA 6-8, Level 5 can do descriptor, Speaking**

- Defend a point of view and give reasons
- Communicate with fluency in social and academic contexts
- Negotiate meaning in group discussions  
 Discuss and give examples of abstract, content-based ideas (e.g, democracy, justice)

**Transfer**

*Students will be able to independently use their learning to... (real world purpose)*

*T1 Use a variety of languages, and domestic and international sources and media to identify and weigh relevant evidence to address a globally significant research question.*

*T2 Recognize Perspectives*

*T3 Communicate effectively with a diverse audience using technology*

*T4 Take action to change policy*

**Meaning**

**UNDERSTANDINGS**

*Students will understand that...*

- U1. Schools all over the world share the same characteristics.
- U2. There are different perspectives on controversial topics shared by different cultures.
- U2. They have a voice.

**ESSENTIAL QUESTIONS**

- E1. What are the major similarities and differences between schools in Nepal, El Salvador, Mexico, Thailand, and the USA?
- E2. What are some attitudes, and laws on the disciplining of children in the different countries?
- E3. If you disagree with the way something is done, what can you do about it?

**Acquisition**

*Students will know... (Content)*

- K1. How to construct a survey, to gain data, and conduct an interview to gather

*Students will be able to... (Skills)*

- S1. Gather information from multiple sources
- S2. Present information in an appealing way to

<p>GLOBAL COMPETENCY: Investigate the world Communicate ideas Weigh perspectives Take action</p> <p>RESOURCES: Tablets/internet Family members Google form survey Buford Beat (student news show) Various Websites, including, but not limited to: <a href="http://youtu.be/r3ZsY8EWc_8">http://youtu.be/r3ZsY8EWc_8</a> <a href="http://www.endcorporalpunishment.org/children">http://www.endcorporalpunishment.org/children</a> <a href="http://www.stophitting.com/index">http://www.stophitting.com/index</a> <a href="https://www.youtube.com/watch?v=VmlplFprhlw">https://www.youtube.com/watch?v=VmlplFprhlw</a> <a href="http://youtu.be/WM0Qu7ufI5A">http://youtu.be/WM0Qu7ufI5A</a></p>	<p>information. K2. How to examine different perspectives. K3. How to present data to illustrate trends. K4. How to use appropriate technology and media to communicate a message to diverse people.</p>	<p>teach others about their school culture, and their research findings. S3. Form an educated opinion on a controversial topic. S4. Choose an appropriate and effective medium to communicate their ideas with others, and influence opinion.</p>
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## Stage 2 - Evidence

Assessment	Evaluation Criteria (Learning Target or Student Will Be Able To)
<p>Assessments <b>FOR</b> Learning: (ex: kwl chart, exit ticket, observation, draft, rehearsal)</p> <ul style="list-style-type: none"> <li>• Researching pictures, and writing captions</li> <li>• Writing script for video, rehearsed reading</li> <li>• Corporal punishment survey/family interview</li> <li>• Note-taking on research</li> <li>• Create a list on attitudes in favor of and against the use of corporal punishment in schools.</li> <li>• Class discussions on videos and readings</li> <li>• Class debate</li> </ul>	<ol style="list-style-type: none"> <li>1. Create google presentation</li> <li>2. Create a video from a google presentation</li> <li>3. Interview family members, and share their views</li> <li>4. Collect data from a Google form survey on views from Buford's faculty on corporal punishment, and graph the findings</li> <li>5. Listen to their peers, and share ideas with them</li> <li>6. Use extensive research to formulate an opinion, and express it with support</li> <li>7. Explore different perspectives by holding a class debate</li> </ol>
<p>Assessment <b>OF</b> Learning: (ex: performance task, project, final paper)</p> <ul style="list-style-type: none"> <li>• Google presentation</li> <li>• Peer review, and reflection (using rubric)</li> <li>• Self-evaluation (using rubric)</li> </ul>	<p>A. Schools</p> <ol style="list-style-type: none"> <li>1. Present their Google presentation to the class, explaining their slides, pictures and information in clear English.</li> <li>2. Transform presentation into a video to share with a wider audience.</li> <li>3. Spanish speakers will present their videos to students in Ms. Lowson's Spanish class,</li> </ol>

- Video
- Graphs to show trends, and opinions on corporal punishment in our community
- Ability to handle ambiguity: weigh the pros and cons of corporal punishment
- Persuasive letter, poster, and or video (OR other student suggestions)
- Final reflection on learning.

and take part in a (hopefully) bilingual discussion on schools in Mexico and El Salvador.

#### B. Corporal Punishment.

Students will choose one of the following for a final project, (or suggest their own):

1. Make a poster to inform the students at Buford about what you have learned about corporal punishment in schools in the USA and abroad.
2. Make an informational video, for Buford Beat.
3. Write a letter to someone in the education department in the government of your home country making an appeal on behalf of students.
4. Write a letter to the US president about the need to abolish (or keep) corporal punishment in all American states.

### Stage 3 – Learning Plan

*Summary of Key Learning Events and Instruction (Make this a useful outline or summary of your unit, your daily lesson plans will be separate)*

*Week One:* Students will learn how to research, and make google presentations on their tablets.

*Week Two:* Students will present their presentations to the class. They will review, and offer feedback to their peers, and use a rubric for a self-assessment. They will then write scripts, and turn their presentations into videos to share with a wider audience.

*Weeks Three and Four:*

Students will be given the following questions to guide their research of corporal punishment in their native countries, and in the USA:

1. Is corporal punishment legal in your home country?
2. In spite of its legality, or illegality, is corporal punishment still used as a form of discipline?
3. Explain how students in your old school were punished.
4. What are the attitudes towards corporal punishment in your home country? What do your parents think about it? What do teachers and principals think about it?
5. What states still allow corporal punishment in the USA?
6. What do the teachers at our school think about it?
7. What are the arguments in favor of using corporal punishment in schools?
8. What are the arguments against it?
9. What is your opinion? Explain.
10. What is currently being done, and what can you do to stop the use of corporal punishment in schools, at home, and abroad OR to promote its continued use?

**NB: Higher level ESOL students may not need the question scaffolding, and can work with a partner to create their own research question to guide them.**

Students will read about corporal punishment in their home countries and the US, and interview their parents.

Conduct a survey to collect data on what our faculty thinks about CP.

Use the following resources to explore different perspectives on corporal punishment, and formulate their own opinions:

Watch YouTube video on corporal punishment in the US <http://youtu.be/r3ZsY8EWc> 8  
<http://www.un.org/en/index.shtml> Use this site to research global corporal punishment  
<http://www.washingtonpost.com/blogs/answer-sheet/wp/2014/09/18/19-states-still-allow-corporal-punishment-in-school/> article in the Washington Post on corporal punishment in the US  
<http://www.stophitting.com/index.php?page=statesbanning> Statistics on corporal punishment in the US, with actions kids can take to stop it. A great site for kids to find out lots of information on the topic.  
<http://www.politics.co.uk/reference/corporal-punishment> this site includes statistics on countries that have banned corporal punishment etc.  
<http://www.bbc.com/news/world-south-asia-11617206> corporal punishment in India still going on in spite of being banned.  
<http://www.cnn.com/2011/WORLD/asiapcf/11/08/country.comparisons.corporal.punishment/> a look at the legality of corporal punishment in schools and the home, in countries around the world.  
[http://en.wikipedia.org/wiki/School\\_corporal\\_punishment](http://en.wikipedia.org/wiki/School_corporal_punishment) This has a great explanation of corporal punishment, and lists all the countries in the world where it has been banned.  
<https://www.youtube.com/watch?v=VmplfFprhlw> -2013 debate on corporal punishment in Alabama schools  
<http://youtu.be/WM0Qu7ufI5A>, Students in a Catholic school in Louisiana call for the bringing back of corporal punishment.  
<https://m.youtube.com/watch?feature=share&v=zZAEUiqhrAM> -German and American talking about CP. In their countries.

The class will be divided into two groups, one will draw up at least 5 arguments in favor of CP, and the other will draw up at least 5 arguments against it. We will come together and conduct a debate on the issue.

#### **Culminating Activities**

Students will choose one of the following for a final project, or suggest their own:

5. Make a poster to inform the students at Buford about what you have learned about corporal punishment in schools in the USA and abroad.
6. Make an informational video, for Buford Beat.
7. Write a letter to someone in the education department in the government of your home country making an appeal on behalf of students.
8. Write a letter to the US president about the need to abolish (or keep) corporal punishment in all American states.

#### **Students will reflect on:**

How their ideas may have changed during this unit.

Their understanding of why people believe different things.

How different cultures may have similar, or totally different perspectives.

How different people within the same culture may have different perspectives.

*\*adapted from Understanding by Design Model*