

Author: Jake Chernikoff

Grade Level: 3

School: South Hill

Name and Summary Description of Case Study	
<p>Voting Vanguard's Book Creation. Why does our right to vote matter? Who fought for us to have that right and why? How can we stand up for the rights and voices of those who aren't counted and recognized? A research based writing, illustrating and publishing project to honor the past, celebrate the present and challenge the future.</p>	
Broad <u>Topic</u> or Concept	
<ul style="list-style-type: none"> - Students will analyze the role of their own voice through voting, discussions, debates and other means and consider the way that is scaled into our government and democracy. - Students will follow their own interests to learn from primary and secondary resources (print and virtual text, video, audio and interviews) while asking specific research questions as well as considering larger contexts of history and their own power and voices - Students will work with a professional author to learn from his experiences, expertise and systems for the phases of the research, note taking, writing, revising/editing and publishing processes - Students will work with a designer and illustrator to synthesize their ideas and skills with his to create high quality illustrations and other elements for a professional quality book 	
<u>Guiding Question(s)</u>	
<p>(Is it relevant, meaningful, provocative and accessible to students? Does it stimulate ongoing rethinking of big ideas and prior lessons? Does it provide the opportunity for students to generate a variety of plausible and arguable responses?)</p>	
<ul style="list-style-type: none"> - How does voting determine whose voice matters most? - What is the history of voting rights in the United States and how does that history inform our own perspectives and actions? - How can we be change makers and teachers through the creation of our book or otherwise? 	
Standards and Skills	
Content Standards	<p>3.7 -- Governments in communities and countries around the world have the authority to make and the power to enforce laws. The role of the citizen within these communities or countries varies across different types of governments.</p> <p>3.4 Each community or culture has a unique history, including heroic figures, traditions, and holidays.</p>
Literacy Standards	<p><u>CCSS.ELA-LITERACY.RL.3.1</u> Ask and answer questions to demonstrate understanding of a text, referring</p>

	<p>explicitly to the text as the basis for the answers.</p> <p><u>CCSS.ELA-LITERACY.RL.3.9</u> Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series)</p> <p><u>CCSS.ELA-LITERACY.W.3.2.A</u> Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p><u>CCSS.ELA-LITERACY.W.3.2.B</u> Develop the topic with facts, definitions, and details.</p> <p><u>CCSS.ELA-LITERACY.W.3.2.C</u> Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information.</p> <p><u>CCSS.ELA-LITERACY.W.3.2.D</u> Provide a concluding statement or section.</p>
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<p><u>21st Century Skills/Habits of Mind</u></p>	<ol style="list-style-type: none"> 1. Persisting 3. Listening with understanding and empathy 6. Striving for accuracy 9. Thinking & communicating with clarity and precision 11. Creating, imagining, and innovating 16. Remaining open to continuous learning
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<p>ICSD Anti-Marg Focus Questions</p>	<ul style="list-style-type: none"> - How can I advocate for others? - How do we stand up for ourselves and others rights? How do I speak up about it? - What role do I have in my community? - How has my history influenced my community? - Hard History: How have structures been created and perpetuated to give certain people more power? What is the thread that runs from slavery, through civil rights and up to today for the oppression of certain people in our country?
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Product or Performance
 (High quality, original artifact of learning that emerges from project; in service to an audience beyond the classroom)

<p>Description: A professionally published book of biographical profiles of “voting vanguards” from throughout history written and illustrated by the students in partnership with a guest author and illustrator.</p>	<p>Specific content and skills to be assessed: The book will demonstrate a knowledge of the importance of civic engagement (and civil disobedience) and voting as well as the history of voting rights in our country and some of the key figures in the fight for justice and representation. It will also show their ability to do biographical research as well as skills for 3rd grade informational writing.</p>
<p>Audience and how product will be made public: The intended audience will have multiple layers with some being planned (1 – 3) and others as a hopeful/ideal extension (4). Some of that will</p>	<p>How product matters to this audience: For the most immediate audience (1), the product matters because they (or their loved ones) created it and will inherently be invested in it. This is an opportunity because that inherent investment will automatically create exposure to and excitement about the</p>

also depend on the funding necessary for the printing of books and only a limited amount of money being available for a first wave of printing from an IPEI grant. I envision that if there is interest in the book beyond 1 – 3, then sales of the book would then fund subsequent printing of copies for sale as well as continued distribution of free copies where they will have the most impact.

1. Students and families from our class
2. Other third grade classes at South Hill School
3. Elementary School libraries in ICSD as well as Tompkins County Public Library
4. Sales of the book at The History Center in Tompkins County, Women’s Rights National Historical Park Visitor Center, National Abolition Hall of Fame and Museum and possibly elsewhere

contents, which they may otherwise be unfamiliar with. For levels 2 & 3 this book will hopefully be used as an access point for grade level material on voting rights and history as part of larger interest in those subjects with the 2020 election as well as other Anti-Marginalization Curriculum being taught alongside larger local Rejoice the Vote programs. This product also matters to any person that is exposed to it because it is our history, it is a call to increased action awareness and participation, and because I believe that anyone who engages with this content will be interested in and inspired by what they learn.

Narrowed “Microcosm” of the Big Idea, Example(s), Illustration(s), Tangible/Local
(For Launch and/or Fieldwork)

Unfair voting activity where we make hypothetical decisions as a class but only certain people are allowed to vote based on arbitrary details about their physical appearance or other characteristics (only get to vote if you have glasses, anyone whose first name starts with a vowel doesn’t get to vote, etc.). This accesses the students’ first hand knowledge of voting as a vehicle for expressing their preferences and making decisions while also seeing how it feels to have that right stripped from them without logical explanation.

This activity is then paired with a read aloud of Miss Paul and the President which is a compelling introduction to the women’s suffrage movement and the fact that throughout the history of our country, large groups of people have had to fight for their right to vote.

Assessment

	Learning Targets	Checkpoints/Formative Assessments	Summative Assessment(s)
Content Standards	3.7 -- Governments in communities and countries around the world have the authority to make and the power to enforce laws. The role of the citizen within these communities or countries varies across different types of governments.	Developing understanding will be assessed formatively through note taking, class discussions and sharing through tools like Flipgrid	Evidence of learning of content will be present in final paragraphs written and in the collaborative workshops to synthesize student understanding while creating a shared final multi-

	3.4 Each community or culture has a unique history, including heroic figures, traditions, and holidays.		paragraph piece of writing for each group.
Literacy Standards	<p>Reading standards will be necessary throughout the research process and will also be applicable while using literacy skills with other multimedia “texts”, but writing standards will primarily be those assessed through student work...</p> <p><u>CCSS.ELA-LITERACY.W.3.2.B</u> Develop the topic with facts, definitions, and details.</p> <p><u>CCSS.ELA-LITERACY.W.3.2.C</u> Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information.</p> <p><u>CCSS.ELA-LITERACY.W.3.2.D</u> Provide a concluding statement or section.</p>	Drafting process will be based on checklists, guided models from myself and our partner author as well as familiar protocols for feedback and collaboration through Google Classroom and associated tools	Before combining of writing from multiple students in each group through a collaborative workshop structure, each student and their paragraph(s) that they have written will be assessed for the standardized content and based on guiding checklists/rubrics.
<u>21st Century Skills/Habits of Mind</u>	<p>1. Persisting</p> <p>9. Thinking & communicating with clarity and precision</p> <p>11. Creating, imagining, and innovating</p> <p>16. Remaining open to continuous learning</p>	These will be key parts of every step of our process and points of conversation throughout meetings, feedback and workshops. They will also be frequently shared by our partners and experts as part of their own work experience. The assessment of these things and proof of their achievement will be in the ongoing perseverance, creativity and accuracy present in student learning and work.	One upside of doing this all via Distance Learning is the archived record of conversation, collaboration, workshops, feedback cycles, etc. That provides a great deal of evidence by which to assess students and their ability to persist, be creative, remain open to learning in terms of content and personal growth, and the clarity and precision of their learning will be present both in the final published

			products and the questions, dialogues, and drafts along the way.
Resources			
<u>Anchor Texts:</u>	Bloom by Alex McConduit and Miss Paul and the President by Dean Robbins		
Additional Texts:	All texts used as well as others considered linked here... https://docs.google.com/document/d/1g1LgyWHgHBIWyx7AjuEGCNxQ1OX5-7w74sdUkQvr5AQ/edit?usp=sharing		
<u>Experts:</u>	Alex McConduit (author) Irwan Awalludin (illustrator) Phebe Brown (Alliance for Families for Justice – presenting current issues of disenfranchisement) Laura Brance (Dorothy Cotton Institute) Eleanor Henderson (writing professor and novelist)		
<u>Fieldwork:</u>	Interviews and meeting with experts as well as collaborative work with our writing/publishing and illustrating partners		
Materials:	Texts from library, video read-alouds, Youtube videos, online encyclopedia articles & art supplies		
Equipment and/or Facilities:	Chromebook for digital research, writing, illustration, collaboration with peers and experts		
Flow of the Case Study			
Phases	Days/Instructional Periods	Brief Description	Instructional Strategies for All Learners
Launch (Creating Need to Know)	1	Unfair voting activity, read aloud of Miss Paul & the President, class discussion to synthesize both their experience and developing understanding of historical context	Interactive engagement through activity and discussion Read aloud for access to multiple learning styles through visual and auditory learners as well as discussion and interaction to integrate oracy strategies
Going	3	This includes the research	Research materials

<p>Deeper/Research (Texts, Fieldwork, Experts)</p>		<p>process over the course of two days with the curated and provided resources as well as an additional day for some interview opportunities. There will also be a whole class meeting with Phoebe Brown to push our own understanding of contemporary issues of disenfranchisement.</p>	<p>provided in a variety of mediums to appeal to varied preferences and styles of students. Additional support and differentiation done through individual and small group workshops and conferencing.</p>
<p>Product Development (Developing High-Quality Work)</p>	<p>4</p>	<p>We will be guided through the writing, editing/revising, illustrating and publishing processes by interactive work done with our professional experts. They will share their own examples of these things from their work, meet with the class to guide their participation and provide feedback and guidance once initial drafts are created. I will work with them to structure things as best as possible for student success as well as participate in all steps of the process.</p>	<p>All meetings, collaborative sessions and coaching will be done as in the moment and hands-on as possible. Given the circumstances of distance learning, all lessons, materials, models, etc. will either be recorded when live or set up to optimize asynchronous access for those unable to participate in the moment. I will also be following up via phone for students who are unable to fully participate via their chromebooks.</p>
<p>Exhibition</p>	<p>TBD given current circumstances with COVID related closures</p>	<p>My best guess is that printed books will be delivered to all students and then once circumstances allow for it we will have an in person celebration of our work. I envision this happening at the History Center, Public Library, Buffalo Street Books, or anywhere else that is a hub for community literacy or connected to the history we are writing about. I also have written into my grant enough money to print books for distribution to other students at South Hill, other ICSD schools, TCPL and possible elsewhere.</p>	<p>I have raised funds so that all families are able to receive copies regardless of their financial resources, I will also ensure that there are as few barriers as possible for student and family participation when we are able to have an in person celebration of our publishing.</p>

Case Study Teacher Reflection Questions

- Did the work students completed help them answer the essential question?

Yes! There was clearly an engagement in the history and content through our writing, this was particularly evident in our sharing and discussions as a class. The students were able to show at these times the ways that they were personally understanding and connecting with their evolving understanding of history as well as their own role as citizens and place in the complex history of marginalization of certain populations in our country. Although we have not had our class meetings with Phoebe Brown from the Alliance of Families for Justice, I also anticipate that sparking an even deeper interest in contemporary challenges and our own agency as change makers.\

- Can I change the task/product to make it more interesting/challenging/successful?

I think that especially given our circumstances with Distance Learning, things went really well. The biggest change that I would envision if we had been in a “normal” classroom setting would have been more opportunities for collaboration and relationship building with our guest experts. Although we did some of this virtually, I would have loved to work with our author and illustrator in even more collaborative workshop type of experiences.

- Where in the process did students have problems?

The biggest challenge was working through the nuances of the research and writing process without being able to be present with each other. There were many times when students who would have benefited greatly from an in person suggestion, or encouraging nudge, or been able to solve a problem with a 30 second conversation got stuck in the more cumbersome barriers of doing things virtually. Sharing docs, opening videos that were glitchy at times, having a guest whose screen sharing didn't work perfectly were all bumps along the way... but the students were able to handle them with grace, patience and enthusiasm (at least most of the time!).

- Was there foundational knowledge that was missing or incomplete?

I learned in the midst of jumping into our research that most students were pretty unaware of how the US government is set up. There were lots of references throughout our research to things like creation of laws, the US Senate, Congress, and Supreme Court. We worked through learning about these things in the moment, but a crash course in branches of government and how decisions are made, laws are changed, etc. would have been helpful as background knowledge.

- What did the students enjoy the most? What did they like the least?

They definitely enjoyed the time and interaction with our experts and partners the most. They loved getting to learn from them and work with them on their own writing and illustration work. I think that the part they liked least was revising and editing of their writing... but the involvement of our professional author helped a lot with that and they definitely minded it less than they typically would for other writing work in class.

- Was the school or community interested in the project?

They have not had the opportunity yet, but I can't imagine that they won't be. Had school buildings been open, and things gone as originally planned, our guest author would have also spent significant time visiting, reading to, and sharing with other classes in the school which definitely would have gotten the community more involved.

