

Unit Planner

(Adapted from AERO Template)

Subject/Course:	Social Studies
Grade Level:	Grade Two
Unit/Topic/Concept:	Micro Finance based on the book <i>One Hen</i> (by Katie Smith Milway & Eugenie Fernandes)
Estimated Time Required:	6 Weeks
Developed by:	Barbara Flattley

Desired Results:	Reflection & Evaluation
<p>Big Idea (from scope & sequence): Production, Distribution, and Consumption Finance: Money is a modern form of economic transaction.</p>	
<p>Essential questions: From scope & sequence</p> <ol style="list-style-type: none"> 1. Why do people buy what they do? 2. Why can't people buy whatever they want? 3. What kind of products are made locally? 4. What kind of products are made in other places? 5. How does trade work? <p>School-based</p> <ol style="list-style-type: none"> 6. What is the cultural life of Kojo in Ashanti, Ghana? 7. What are the best ways to help break the poverty cycle? 8. How can I help, alone or with a group to make a difference to the lives of people less fortunate than myself? 	<p>Linking the scope and sequence questions to the book <i>One Hen</i> and three school-based questions gave the children a deeper and more personalised unit of inquiry.</p> <p>Living in Cameroon means the children daily see inequalities of wealth and privileged.</p> <p>The children are also privileged to observe and to be part of Cameroonian society to various degrees.</p>

<p>Enduring understandings: From scope & sequence</p> <ul style="list-style-type: none"> • People have limited resources and must make decisions about what to produce or buy. • People have wants and needs, which differ. • People engage in different economic activities and trade to acquire goods and services they do not produce themselves. • Trade can be local or extend around the world. • Poverty is caused by many reasons. <p>School-based</p> <ul style="list-style-type: none"> • The cultural life of a poor person is rich although poverty may make it difficult for them to participate fully. • Aid needs to help people help themselves to break the poverty cycle. • Philanthropy is a conscious decision made by individuals to help others financially. 	<p>These enduring understandings were very powerful. The children from the other countries were fascinated by the insights shared by the [wealthy] Cameroon students about their culture.</p> <p>All the children enjoyed learning about Ghana's rich culture in which the book <i>One Hen</i> is explicitly placed.</p>
<p>School-based understandings, skills and values: Essential skills:</p> <p>Identify the role of money in society. Explain why the 'haves' of society have responsibility to help the 'have-nots' by positive actions. Share in solutions at a class level to help the School Micro Finance Organization [SMFO] with its work. Cooperate in implementing a fundraising Lemonade Stall.</p> <p>Essential knowledge:</p> <p>Financial literacy concerns how business works, the basics of saving and money management as well as the role of SMFO. Personal Initiative requires the students to see themselves as having the ability to make decisions about their future and to work hard to achieve them. This will be practised when they plan, supply and run their fundraising Lemonade Stall. Global Awareness requires the students to learn about the life and culture of Ghana, which they will be able to compare and contrast to our host country as well as their various passport countries. The value of giving back will mean children will be guided to explore problems in their local community and to develop ways in which they can personally contribute to alleviate these challenges.</p>	<p>The children benefitted from the Essential skills and Knowledge underlying this unit as they were actively problem solving, as opposed to passively donating money to a 'feel good' cause once.</p> <p>The 'team work' that was required for the stall to happen stretched a few of the children initially. However, the stall was a success due to the the majority of the class's positive attitude and goodwill. The less socially adept were carried along and were part of the class success.</p> <p>This was aided by a lot of deliberate planning sessions and</p>

<p>Creative Thinking requires the students to brainstorm, create products and come up with ideas to market their product i.e. lemonade</p> <p>Teamwork will mean the students, by necessity, will learn how to work as a team as they plan and deliver lemonade.</p> <p>Problem Solving requires that the students will learn that every problem has a solution and practise strategies for effective problem solving by starting and running a small business.</p>	<p>clear sense of what had to happen. The roles children took had to be negotiated sensitively at all times.</p>	
<p>Possible integration with other learning areas:</p>		
<p>Art</p>	<p>Yes</p>	
<p>ELA</p>	<p>Yes</p>	
<p>ICT</p>	<p>Yes</p>	
<p>Library</p>	<p>Yes</p>	
<p>LOTE</p>	<p>Yes</p>	
<p>Math</p>	<p>Yes</p>	
<p>Music</p>	<p>Yes</p>	
<p>Phys. Ed.</p>	<p>Yes</p>	
<p>Science</p>	<p>Yes</p>	
<p>Soc. Stud.</p>	<p>Host subject</p>	
<p>Pre-Test & Formative Assessment:</p>		<p>Reflection & Evaluation</p>
<p>A. Tuning in to student thinking What do you know about money and its use? Make statements to revisit during the unit.</p> <p>B. Initial Formative Assessment</p> <ol style="list-style-type: none"> 1. Students will order statements from the book <i>One Hen</i> in chronological order. 2. Students will write and illustrate a book based on the model of <i>This is the House that Jack Built</i> about Kojo and his hen. 3. Checklist of observations of students when they are playing the game, <i>One Hen</i>. <p>C. Anticipated Further Formative Assessment Strategies</p> <ol style="list-style-type: none"> 1. Students will write to School Micro Finance Organisation [SMFO] members after their visit to class, outlining what they learnt from their talk. 2. Specific Journal Prompts - entries about what students particularly found interesting plus responses to prompts; such as 		<p>Writing the statements on separate pieces of paper meant the statements could be physically moved during the duration of the unit. Children would also add clarifying statements during the unit as it proceeded.</p> <p>All three activities were successful. Students ordered statements from <i>One Hen</i> in pairs. The conversations were fascinating to eavesdrop on.</p>

<p>I helped my family when</p> <p>I made a difference in my community when</p> <p>I think I can make a difference in the world by</p> <p>I would like to start a business by</p> <p>Generic Inquiry Journal Prompts – Interesting Ideas to Explore</p> <p>I learned that</p> <p>I was surprised that</p> <p>I knew that</p> <p>Interesting ideas I am thinking about are</p> <p>I would like to know more about</p> <p>3. Checklist of observations of students when they are planning and executing the lemonade stand..</p>	<p>Feedback from high school students was their amazement at how much ‘the little kids’ understood the purpose of SMFO.</p> <p>Journal entries provided an ongoing evaluation for me so I could tweak unit experiences accordingly.</p>	
Instructional Plan:	Anticipated Resources	Reflection & Evaluation
<p>Statement of significance to school Vision & Mission:</p> <p>Our Belief: Students are responsible for becoming positive agents of change in the world.</p> <p>Our Objective: Students are to engage in meaningful and productive service in both local and global communities.</p>		
<p>Tuning in to the unit:</p> <p>Tuning in:</p> <p>A. At the beginning of the unit.</p> <ul style="list-style-type: none"> • KWL – Money. [Children had finished a unit of money in mathematics]. • Introduction to their Inquiry Journals for their reflections, drawings, ideas. • Fill in Spider Charts – Who helps me? Who do I help? • Read <i>One Hen: How One Small Loan Made a Big Difference</i> which tells the story of Kojo, a young boy from Ghana who turns a small loan into a thriving farm. 	<p>KWL Chart</p> <p>Blank sentence strips and blu-tack.</p> <p>Blank journals</p> <p>Spider charts</p> <p><i>One Hen: How One Small Loan Made a Big Difference</i></p>	<p>Successful. This was a good follow up to the maths unit on money, as that gave a simple shared context for all.</p> <p>The room was humming.</p> <p><i>One Hen: How One Small Loan Made a Big Difference</i> grabbed the</p>

<ul style="list-style-type: none"> • Visit from Ms. Brown and her social studies Grade 10 class who explain the School Micro Finance Organisation [SMFO]. • Attend as guests the presentation to six successful applicants by SMFO of a loan to establish a business in town. Students talk to the successful applicants and give them cards they have made to congratulate them. • Children paint Kojo's hens to decorate the classroom and KWL Chart. <p>B. At Stage 2 of Unit when introducing idea of raising money by running a Lemonade Stall.</p> <ul style="list-style-type: none"> • Reading Circle Book – <i>Lemonade for Sale</i> by Stuart Murphy • Poem of the week – <i>Lemonade</i> by Pyke Johnson, Jr. <p>[Both found in <i>Collections. Something New</i>, Harcourt Reading/Language Arts Program, Florida, 2001]</p>	<p>Cardboard and marker pens for congratulatory cards</p> <p>Paints and A1 paper</p> <p><i>Collections. Something New</i>, Harcourt Reading & Language Arts Program, Florida, 2001]</p>	<p>children instantly and motivated them to think more deeply about money being more than a means for gratification.</p> <p>Working with Grade 10 was beneficial to all.</p> <p>The book introduced the concept of a Lemonade Stall to the class. [Many of the children did not know about homemade lemonade].</p>
<p>Finding out:</p> <ul style="list-style-type: none"> • Review by re-reading several times to class, selecting different aspects to <i>One Hen: How One Small Loan Made a Big Difference</i> to focus on. • Students will order statements from the book <i>One Hen</i> in chronological order. • Students will write and illustrate a book based on the model of <i>This is the House that Jack Built</i> about Kojo and his hen. • Students will design a Mastermind Questions and Answers on Ghana after listening to, and reading a booklet specially prepared on Ghana. • If I lived in Ghana, my name would be - . Kojo is from the Akan ethnic group in Ghana so first names are the name of the day of the week the child was born. http://timeanddate.com 	<p>Prepare sentence strips with statements re <i>One Hen</i>.</p> <p>Copies of <i>This is the House that Jack Built</i> so children are familiar with required model.</p> <p>Print Ghana booklets</p> <p>Print off Days of the Week names in Ghana</p>	<p>A <i>One Hen</i> class set would be wonderful. All activities were successful.</p> <p>Children worked in pairs on Mastermind Q&A. They then joined another pair to take turns either questioning or answering. Children decided on the best Q & A's for International Day.</p> <p>Great fun.</p>

<p>Sorting out:</p> <ul style="list-style-type: none"> • Play board game, <i>One Hen</i>. • Fill in Cause and Effect charts that specifically relate to Kojo's story. • Visit www.onehen.org and explore website, playing games: "Take a quiz," "Enter a maze," "Test your memory," "Catch a fish," "Paint beads." After some time playing the games, the students will join "The One Bead Challenge". • Add new understanding and questions to K-W-L chart • Use Venn Diagram to compare Cameroon, Ghana and/or Passport Country. • Introduce key financial vocabulary – loan, borrow, income, profit, and cost. 	<p>Make the board game.</p> <p>Print cause and Effect charts</p> <p>Print Venn Diagrams</p> <p>Props for role plays</p>	<p>www.onehen.org is a wonderful resource.</p> <p>Cause and effect went well, especially as it followed the children's writing of books based on model of <i>The House that Jack Built</i>.</p> <p>The sharing of Venn Diagrams elicited much discussion about similarities and differences [many different passport holders in class].</p> <p>Role plays re loan, borrow, income, profit and cost ranged across a spectrum of sophistication. An understanding of these aspects was apparent.</p>
<p>Going further:</p> <p>Day 1. Introducing and Brainstorming starting a Grade 2 business – the Lemonade Stand to raise money for SMFO.</p> <p>Day 2. Planning the Details.</p> <p>Day 3. Lemonade Stand opening for business</p>	<p>Letter to parents re Lemonade Stall.</p> <p>Print blank business plans.</p> <p>Paints and paper for signage.</p> <p>Jugs, paper cups.</p> <p>Ingredients.</p>	<p>Non working parents, two nannies and a driver offered to help. Accepted for making the lemonade only.</p>
<p>Concluding:</p> <ul style="list-style-type: none"> • Invite SMFO and Ms. Brown to present money raised. 		<p>Parents and administrators celebrated</p>

<ul style="list-style-type: none"> • Finish business folder to submit. • Review and complete K-W-L chart • Write/draw conclusions in Journal. • Post-test 		with Grade 2 and Grade 10. Each Grade 2 student took a parent and a grade 10 & administrator for a tour of the room, explaining the displays of their work. Also shared business plans and journals. Successful.
Acting: Raising money for SMFO to finance a loan to someone.		

Evidence of Learning:					Reflection & Evaluation
Summative Assessment					
Assessment Rubric Lemonade Stand Business Project					
Criteria	1 – Attempts the Standard	2- Approaches the Standard	3 – Meets the Standard	4 – Exceeds the Standard	
All contents of folder present and completed in each individual student's folder.	Some content finished and some filed in folder appropriately.	Half content finished and most filed in folder appropriately.	Most of the content finished and filed in folder appropriately.	All content finished and filed in folder appropriately.	All appropriate
Actual text and pictures of tasks in Folder reflect understanding what is required.	Demonstrates little understanding of what each individual task requires.	Demonstrates some understanding of what some individual task requires.	Demonstrates understanding of what most individual task requires.	Demonstrates understanding of what each individual task requires.	All appropriate
Letter to SMFO demonstrates a depth of understanding as to why philanthropy and microfinance can work together.	Demonstrates little understanding.	Demonstrates some understanding.	Demonstrates a developing understanding of some depth.	Demonstrates a deep understanding.	All appropriate
All contents of folder present and completed in	Some content finished and some filed in	Half content finished and most filed in folder	Most of the content finished and filed in	All content finished and filed in folder	All appropriate

each individual student's folder.	folder appropriately.	appropriately.	folder appropriately.	appropriately.	
Standard(s) and Relevant Benchmark(s) Covered – from scope & sequence: Social Studies Standard 7. [Production, Distribution and Consumption]. Students will understand fundamental economic principles and ways in which economics are shaped by geographic and human factors.					

Final Unit Evaluation:
<p>To what extent were the enduring understandings understood? See children's individual assessment files as to different degrees of understanding. However, on a general class level, all children demonstrated a satisfactory grasp and knowledge of the Big Idea.</p> <p>To what extent were the standards covered? Completely.</p> <p>In general, what are the remaining gaps in student learning? In order for the work done on respectful philanthropy underlying this unit to be continued, it must be built into whole school practice. This will entail deliberate and explicit planning.</p> <p>What are your recommendations for the future improvement of this unit? Strengths:</p> <ul style="list-style-type: none"> • The unit's heart was the book "One Hen: One Small Loan Made a Big Difference". This not only provided the moral compass of the unit, but also allowed the children's interest in Anansi stories, the cloth from Ghana, the music and drumming from Ghana, weaving styles of Kente and Adrinka, Akan naming system, traditional games and Ghana itself to be accommodated naturally. [The hero of the book, Kojo, comes from the Ashanti region of Ghana]. • The input from the senior students and Ms. Brown [Social Studies teacher] provided an authentic model for positive change. • This unit was integrated across several curriculum areas. • The children made connections with Kojo's cultural background and saw his culture as rich as well as emotionally and intellectually supportive. This followed the children's interest in the Anansi stories, the Kente cloth of Ghana, the Adrinka symbols, the Akan way of naming their children, games of Ghana, the drumming patterns, the music, the songs and the dances. • The children overcame their original premise that poor people were somehow at fault and therefore were poor. • The children made comparisons and contrasts to Australia, Cameroon, Belgium, Germany, Togo and the USA, making both economic and cultural observations.

- The art teacher, the music teacher, the librarian and the IT teacher all contributed to enhance the children’s understandings of this unit.
- The International Day, with Ghana as Grade 2’s focus country, provided a wonderful opportunity for the children to display their learning in artifacts they had made as well as in dance and song. They also acted as guides to parents and others, explaining what everything was and how it was connected to both Ghana and Kojo’s story.
- See the outline of our International Day brochure cover that the children used to guide guests around the classroom. It is on the next page of this document.
- Doing a KWL chart at the beginning of the unit and again mid way through the unit allowed the children’s desires for knowledge and understanding to stay central to the process.
- Resources and planning documents have been stored together in a big plastic chest for ensuing Grade 2 programs over the future school years.

Challenges:

- The crowded calendar for Grade 2, with a performance of “Goin’ Buggy” and International Day falling so closely together, meant we could not hold our Lemonade Stall at the planned time.
- The lack of appropriate facilities makes it difficult to do any cooking [or making lemonade] with the children.
- The International Day could have hijacked the whole unit so it is with gratitude that I thank the organisers for changing our country from Norway to Ghana.

Recommendations:

- Before International Day, all classes could chose a **Big Idea/Topic** from the Social Studies Scope and Sequence, and plan a unit accordingly, based on a country they would represent a month later on the day.
- When planning the school calendar, consultation with all stakeholders needs to occur so that events for classes are spaced evenly throughout the year.

What are your recommendations about the resources available for this unit?

Strengths:

I have stored all the resources bought, found and/or made on this unit in a big plastic chest for next year’s Grade 2 unit of inquiry. I have also put any resources used or created by me on a memory stick in the plastic chest for next year’s Grade 2 unit of inquiry.

Challenges:

Starting the unit from scratch meant a lot of time was spent finding or making resources

Recommendations:

- The school did not have a copy of *One Hen*. I used Ms. Brown’s copy. However, a class set has been ordered for next year.
- In the new plans for the school, there needs to be an area where the children can cook and store foodstuffs safely.

Grade 2 International Day Program

Ghana

One Hen

Book
Game
Wall Story
Art Work

Kente Cloth Line

Information
Art Work
Cloth from Ghana
Weaving
Alana's Comic

Oware Game

A game for two

Akan Names

What day of the week were
you born?

Adrinka Symbols

Printing examples

Anansi Lines

Hanging Spiders
Hanging Anansi Stories
Anansi Wall Story: -
"How the Moon Appeared
in the Sky".

Anansi Storytelling

You are a griot.

Your Ghana Writing

Guide Book and maps
Anansi Comic
"Anansi & the Watermelon"

Sharing books we have enjoyed reading and listening to.