An impactful project exploring the identity of us as a human race!

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WHO DO YOU THINK YOU ARE?

6TH GRADE INTERDISCIPLINARY PROJECT

Project Overview

Everyday we are exposed to different individuals, perspectives, and walks of life. Have you ever thought about why some individuals have similar features to yourself? Why is identity so important? Does the way we define ourselves affect how other people look at us? This project will allow students to develop their ability to empathize with others and engage in meaningful ways with members of our community and beyond.

Essential Questions

1. Who do you think you are?
   - How do race and culture shape identity?
   - How are our identities shaped by history?
   - How do our genes influence how we look and function?

Project Product

As an interdisciplinary project, students will create one to two minute mini-documentaries depicting perceptive ideas around race and culture. Along with these documentaries, students will create resonating photographic art. Students will create a news article that will house their research-based article(s), and create a graphical art piece depicting various phenotypes shared amongst us. Students will also create a digital art piece or, a digital plan for a conceptual art piece, that addresses an insight that they identified while interviewing their subject. At exhibition students will present their digital art piece and share their design process.

Student Exhibition

All Schools Day - March 23, 2017

Project Objectives:

Students will explore the evolution of man.

Students will research change-agents throughout history and create a presentation about their significance.

Students will explore their cultural identity and those from other cultures.

Students will investigate, research, and compose an evidence-based article on the perceptive idea(s) on race and culture.

Students will create one to two minute mini documentaries

Students will design a conceptual ART piece which identifies, and expresses insights gained from their interviewee

Students will learn design thinking processes which they will utilize to design this ART piece.

Students will design graphed self-portraits through application of integers and coordinate pairs

Students will explore heredity: inheritance and variation of traits and cell structure.

Project Standards

Discipline	Standards Addressed Through Project
English/Language Arts	CCSS.ELA-LITERACY.RL.6.3 - Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. CCSS.ELA-LITERACY.RL.6.5 - Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. CCSS.ELA-LITERACY.RL.6.6 - Explain how an author develops the point of view of the narrator or speaker in a text. CCSS.ELA-LITERACY.RH.6-8.1 - Cite specific textual evidence to support analysis of primary and secondary sources. CCSS.ELA-LITERACY.RH.6-8.6 - Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). CCSS.ELA-LITERACY.RH.6-8.8 - Distinguish among fact, opinion, and reasoned judgment in a text.
History	6.1. Students describe what is known through archaeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution. 6.1.1. Describe the hunter-gatherer societies, including the development of tools and the use of fire. 6.1.2. Identify the locations of human communities that populated the major regions of the world and describe how humans adapted to a variety of environments. 6.1.3. Discuss the climatic changes and human modifications of the physical environment that gave rise to the domestication of plants and animals and new sources of clothing and shelter.
Arts	2.4 - Create increasingly complex original works of art reflecting personal choices and increased technical skill. 2.5 - Select specific media and processes to express moods, feelings, themes, or ideas. 2.6 - Use technology to create original works of art. 4.2 - Identify and describe ways in which their culture is being reflected in current works of art. 4.4 - Change, edit, or revise their works of art after a critique, articulating reasons for their changes. 4.3 - Develop specific criteria as individuals or in groups to assess and critique works of art.

Discipline	Standards Addressed Through Project
Science (NGSS)	MS-LS1-1 - Conduct an investigation to provide evidence that living things that are made of cells; either one cell or many different numbers and types of cells. MS-LS1-2 - Develop and use a model to describe the function of a cell as a whole and ways parts of cells contribute to the function. MS-LS1-5 - Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms. MS-LS3-2 - Develop and use a model to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation.
Math	6.NS.5 - Understand that positive and negative numbers are used together to describe quantities having opposite directions or values; use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation. 6.NS.6 - Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates. 6.NS.7 - Understand ordering and absolute value of rational numbers. 6.NS.8 - solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.