

# Transdisciplinary Theme

## Designing a powerful learning experience

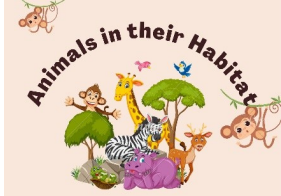

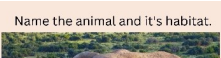
The stimulus I have chosen to create a powerful learning experience for my students is the book “One and Only Ivan” by Katherine Applegate. I chose this book because students in Grade 4, the 9-year-old age group love animals, and friendship is an important emotional and psychological need for children this age and beyond. Katherine Applegate in her book One and Only Ivan deals with a very relevant topic of animal confinement for the pleasure of humans. A study of this book will allow students to truly learn within, across, and beyond subjects. It will help students see that just like human beings, animals also have the need for friendship, love, and freedom. This learning will stimulate their thinking to inquire about the existence of zoos, using animals for business and entertainment, the responsibility human beings have towards animals, and the extinction of species of animals.

The transdisciplinary theme connected to this theme would be Sharing the planet? This unit will be an inquiry into the peaceful co-existence of human beings with other living beings; the rights and responsibilities of human beings in connection with animals; and the impact of human activities on animals.

### Role of Concepts in Planning and the Central Idea:

#### Stimulus – One and Only Ivan by Katherine Applegate

Central Idea: Human beings and animals are alike and different with each having their unique characteristics and they are dependent on each other.

Key Concepts	Related Concepts	Lines of Inquiry	Conceptual Exploration through Inquiry Practices
Form	<p>Natural Habitat of animals.</p> <p>Animal Behavior</p>	<ul style="list-style-type: none"> <li>● What is a natural habitat?</li> <li>● What are some different natural habitats of animals?</li> <li>● What is the natural habitat of gorillas and elephants?</li> <li>● What are some behavioral instincts of gorillas and elephants?</li> </ul>	<p>Gallery walks in groups of three to see and identify the animal and its natural habitat.</p>  <p>Name the animal and its habitat.</p>  <p>Name the animal and its habitat.</p> 



Name the animal and its habitat.



Name the animal and its habitat.



Do animals like to live in groups? What do you think? What animals like to live in groups and why?

Students work on a KWL chart to write about what they know about the prompts and what they would like to learn about.

The class will then watch this [video](#).

They will then complete the last part of the KWL chart and write what they learnt from the video.

Perspective

Opinion on animal rights.

Persuasion to set animals free.

Should animals be used for human entertainment and business?

Through the use of Philosophical Chairs, students will take a position on “Yes” or “No” and then move to one side of the room.

They will then take turns to defend their position.

Students will use the following graphic organizer to write a persuasive essay or letter where they will persuade the reader or the authorities to free animals from the zoo or circus.

Form: \_\_\_\_\_ Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

**Persuasive Argument Essay Planner**

Audience: \_\_\_\_\_  
 Issue: \_\_\_\_\_  
 Claim: \_\_\_\_\_

<b>Reason #1</b> Supporting Details: 1. _____ 2. _____ 3. _____ 4. _____	<b>Reason #2</b> Supporting Details: 1. _____ 2. _____ 3. _____ 4. _____	<b>Reason #3</b> Supporting Details: 1. _____ 2. _____ 3. _____ 4. _____
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Counterclaim: \_\_\_\_\_    Call to Action: \_\_\_\_\_    Checker: \_\_\_\_\_

**Definitive Language Words Bank**

Definitely	Of course	It is a fact that	Without a doubt
Absolutely	Simply	Clearly	Undoubtedly
Completely	Obviously	Obviously	Overwhelmingly
Changingly			Substantively

Responsibility

Communicate our responsibility through art.

Are human beings responsible for the destruction of the natural habitats of animals?

How is this destruction affecting animals such as gorillas?

What can we do to conserve the natural habitats of other species?

Students will work on a Think-Pair-Share activity.

Each pair will look at these three pictures and brainstorm about the message the pictures convey.



The students will share their thoughts with the class. Following this activity learners will make their own piece of art to demonstrate the action that human beings can take to help save the habitats of animals and the environment.