Liberty Town
a Design-Based Learning Project

Red is for challenges, the Orange line is for the guided lessons, Yellow is for the CA State Standards

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BPUSD
Baldwin Park, CA
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Liberty Town

My project was a year long project where 5th graders at Tracy Elementary School in the Baldwin Park Unified School District built a miniature city in the classroom. All materials used were recyclables brought in by the students. When students built a city to learn the required curriculum they analyzed, justified, and evaluated.
About Me

I was born in East Los Angeles, where I attended a small private traditional school. My junior high and high school public school education was in the form of a lecture. I got a good education, but it did not meet my needs as a learner. I learn best when I am actively involved in the learning. When I went into teaching I wanted learning to be fun and interesting. I wanted my students to learn to use and revise information.

2007 with own children
I taught elementary school for 13 years. Seven of these were at Tracy Elementary in the Baldwin Park Unified School District where I taught 4th, 5th, and 6th, including two years of a 4th & 5th grade combination class. Design-Based Learning has provided me with a method to practice what I dreamed of doing when as an undergraduate and I wrote my Philosophy of Education. Today, in my classroom my students learn by actively taking risks as they go through the process of evaluating and justifying their reasoning.

5th graders at
Tracy Elementary School

•L: students LEARN by doing
•E: instruction is ENGAGING
•A: students are ACTIVE participants in the learning
•R: students are encouraged to be RISK takers
•N: classroom environment is a safe NURTURING place
The majority of the students at Tracy Elementary are Hispanic, English Language Learners and are at a socioeconomic disadvantage. Tracy Elementary is one of the eleven elementary schools in the Baldwin Park Unified School District that is a Title I school. These students need Educational programs that teach them to talk about their learning and ideas rather than sitting and listening to someone else talk.

<table>
<thead>
<tr>
<th>Student Body Ethnicity</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Low Income Students</td>
<td>78.2%</td>
</tr>
<tr>
<td>White</td>
<td>1.3%</td>
</tr>
<tr>
<td>African-American</td>
<td>1.3%</td>
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<tr>
<td>Latino</td>
<td>87.4%</td>
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<tr>
<td>Filipino</td>
<td>4.3%</td>
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<tr>
<td>Asian</td>
<td>5.1%</td>
</tr>
<tr>
<td>English Language Learners</td>
<td>41.6%</td>
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</tbody>
</table>

Finding obtained on school site DATA Bank. 2007
Design-Based Learning and 6 ½ Steps of Backwards Thinking™

Through the implementation of DBL and The 6 ½ Steps of Backwards Thinking™ I looked at what my students needed to learn at the end. When I looked at what the end result needed to be and worked back from there I found my instruction becoming an integration of all subjects. An example of this was when my 5th graders needed to learn figurative language and personification. I gave them examples through the writings of others. Although they seem to get it at the time, later they were not able to identify figurative language and personification in isolation. I decided to do the Never-Before-Seen Introduction for them to grasp this concept.

When I used the 6½ Steps of Backwards Thinking™ the first step was done when I identified what my students needed to learn. The second step was when I identified the problem from the curriculum, which was for the students to learn figurative language and apply it in their writing. The ½ step is when I communicated to the students the design challenge. The third step was to set the criteria for the students. In this step the students gave input on what they didn’t want to include in their introduction of themselves. In this step I also set the guide for how their design was to meet the challenge. In the 6 ½ Steps of Backwards Thinking™, the fourth step, which is the step in where the students built and introduced themselves in a Never Before Seen way. In the fifth step I instructed the students through a series of guided subject matter lessons that related to the challenge. The sixth step allowed the students to analyze and make revisions and rebuild their design.
DBL and Me

I was looking for a method that would actively engage the students but also require them to think critically, and make connections beyond the classroom. I wanted them to be able to justify their thoughts through writing and discussion. Through the implementation of Design-Based Learning my students are active participants in an academic journey rather then passive observers.

The methodology of Design-Based Learning integrated my teaching practice. Prior to beginning DBL, I was teaching subjects in isolation. I observed my students not actively involved in the learning. Through the use of DBL my students participated in their learning by making objects that represented the curriculum. They then were required to discuss, refine, and justify their designs.
Listing the Criteria

When I introduced the students to a new building, a challenge, I made a list of the criteria for the challenge. It came from the prescribed curriculum and required State standards. This became the guide to what was being built and to measure their success as they talked to each other and built an object that represented the challenge.

I could tell that the students listened when the criteria was being explained because I was no longer getting questioned, “Like this, teacher?”, or “I don’t get it.” Instead what I saw was students working diligently and many helping others.

Using the criteria these students built a landform.
The Criteria Chart

I used the Criteria Chart when guiding the students into a Never Before-Seen challenge. The students generated a list of what they did not want as part of their creation. I gave the students the guidelines based on the learning that must be covered by the CA State standards. An example of this was when the students built Never-Before Seen Shelters to learn how the Native Americans of the United States built shelters that were reflective of the area, their customs, and beliefs.

In my the past when I gave the students a project, I often ended up with everything looking alike. The criteria chart changed this by setting specific requirements, to promote creativity.

<table>
<thead>
<tr>
<th>Challenge</th>
<th>Don't Wants</th>
<th>Needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never Before Seen Shelter</td>
<td>Weapons</td>
<td>To provide protection from the elements</td>
</tr>
<tr>
<td></td>
<td>Wild animals</td>
<td>To provide a place to rest</td>
</tr>
<tr>
<td></td>
<td>Flat screen TV’s</td>
<td>To provide a place for nourishment</td>
</tr>
<tr>
<td></td>
<td>Fire</td>
<td>To provide a place for entertainment</td>
</tr>
<tr>
<td></td>
<td>Mansions</td>
<td>A way in and out</td>
</tr>
<tr>
<td></td>
<td></td>
<td>To identify the natural resources</td>
</tr>
</tbody>
</table>
Never-Before-Seen (NBS)

In all Design-Based Learning challenges students built Never-Before-Seen (NBS) objects. They followed the Criteria Chart guidelines as they built and created their own solution to a design challenge. All design challenges met the required learning of the California State Standards and district curriculum requirements. As they worked on their strange looking creation out of recyclable materials that represented their thinking, I discovered that they couldn’t keep quiet. They eagerly shared with each other the many attributes of their artifacts. Never-Before-Seen taught students to use their imagination and problem solving skills to look beyond what already exists.
The Never-Before-Seen Me

Students found other objects in the classroom that they could form a group with. This group became their “family” because they shared the same attribute. This was the beginning of students getting to know each other as they dressed up as their object and found others like them.

“I am like my glasses because when I don’t understand something I can look closer and get a better understanding.”

“We are a family because we represent strength.”

When I asked my student to find a Never-Before-Seen way to introduce themselves, to learn figurative language and personification as it is used in different genres of writing I found they could compare themselves to an inanimate object. They then could identify with the Native Americans and how different objects became important representations of their lives. Students could identify with the Native Americans and explain how a teepee or totem pole represented the tribe. When the boy who was a baseball could not find a family, the wrestler figurines took him in because he was a form of strength. They made this connection because they said he was strong because he gets hit hard and doesn’t fall apart.
I developed a ten month plan and made ten boards where I displayed how I integrated each Never-Before-Seen challenge with the required district curriculum and California State Standards. These boards served as a guide not only for me, but also for my students, and school administration. Each board reflected an integration of the curriculum, the lessons, the State standards and the challenges students solved. Each board was divided horizontally by colors indicating a specific subject area and the related State Standards. Each board vertically shows the week, the challenge, and the guided lessons that corresponded with the study of the History of the United States.
A Closer Look at the Long-Range Planning Boards

For each of the ten boards a legend includes:

- Language Arts
  - Reading
  - Writing
  - Listening and Speaking

- Math
  - Number Sense
  - Algebra and Functions
  - Measurement and Geometry
  - Data Analysis, Statistics and Probability

- Science
  - Physical
  - Life
  - Earth
  - Investigations

- Social Studies
  - U.S. History and Geography
  - Making A New Nation

Never Before Seen Challenge

Long Range Planning Boards were developed to integrate the NBS challenge with all subjects.

Standards for each subject
Through the implementation of DBL I developed a History Wall in my classroom. It was a visual display of the students’ learning across the curriculum, the learning of the standards, and student made artifacts. Students looked at the wall to learn to reflect on their learning. Administrators saw what I taught and the evidence of the student learning. Unlike a classroom full of purchased items that add “print”, the implementation of the DBL History Wall has created a “print rich” environment with a lot of meaning references for the students.

The History Wall showed a month to month progression of the challenges that the students accomplished throughout the year. The challenges were displayed in red. Underneath the challenge was our story. The story developed throughout the year. It followed the sequence of my pathways. I started the story with, “Nobody knew each other so we introduced ourselves. In order to share space we need to respect everyone, cooperate together, and be responsible. The middle section, white was where the students artifacts were displayed. Students evaluated their peers work, based on how well they met the criteria. The evaluations by the students helped choose that best ones to be displayed. Along the bottom, on the blue section was were the standards were posted.
Traveling the DBL Journey through the Pathways

To accomplish all ten planned Never-Before-Seen challenges students traveled down a carefully laid out pathway. Each pathway contained a challenge and guided lessons and led to a new piece of our “story”. Prior to organizing my instruction as a story students learned section by section of all the textbooks. Now, they get through the required learning by walking this path that incorporated all the necessary elements. The story worked because the students became the main characters. They built all the elements that become the problems and solutions found in the curriculum.

When I first introduced myself in a Never-Before-Seen way I introduced myself as a key. I am a key because like keys can open doors for a variety of reasons, I, as a teacher, open many different doors for my students. These doors have led to the different pathways of the DBL journey.
The Story of DBL, Room 18, and Our Learning!

My year-long “story” included a design challenge and guided lessons from the curriculum and standards. I developed these to mirror the 5th grade California Social Studies Standards called The Shaping Of Our Nation. The students felt like they wrote the story as they built everything that made up a city. This story taught students to make connections between past historical events and present day situations.
The Story of Our Nation
(Based on the California State Standards)

A group of people, Native Americans, introduced themselves to each other. Individuals grouped together to become a tribe.

The Project Class Story

Nobody know each other so they introduced themselves. In order to share space they needed to respect everyone, cooperate together, and be responsible.

what was built

When students used and object to represent themselves in a Never-Before-Seen Introduction then they drew a body sized costume called Never-Before-Seen Skin to learn figurative language and personification as it is used in different genres of writing they compared and used symbolism of themselves to an inanimate object.

NBS Challenge #1- 2
NBS Introduction and NBS Skin
They introduced themselves as an inanimate object and built a “new skin” for themselves to learn symbolism.
Students read a book entitled, *My Name is Maria Isabel*, by Alma Flor Ada to empathize with the main character in the story of not being valued for who they are because of others not understanding or knowing them personally. The first year I tried the NBS Introduction, I had them use an object the represented mother. I was frustrated at their inability to figuratively use an inanimate object to represent someone as close to them as their own mother. I then realized that they needed to apply it first to themselves in order to understand the concept. The next time around with NBS Introduction they used an inanimate object to introduce themselves by giving the object an attribute they felt they possessed. The majority of the students were eager to give suggestions to those who were struggling with the concept. Students could identify attributes of other objects, such saying the wrestler figurine represented, strength, power, endurance and might. The student who struggles with language processing who was the wrestler said, “I am like this wrestler because I am strong.” Then students organized themselves into families. These families were formed by objects finding other objects that were like them. Salvador who usually is sitting back with his feet up and slouched during instruction and is struggling academically was quickly engaged and eager to help everyone. He helped groups and individuals who did not have a family, find a family. Salvador suggested that the music book join the family of the pencil and drawings, because like they create something beautiful for others so does the music book. I saw how when students dressed up in these funny paper costumes they lost the fear of giving the wrong answers.
When students built a miniature model of a topographical map of Baldwin Park to identify the main features of an environment, including locations of villages, and the distinct structures that they built. Then they compared these features to those across the United States.

The Story of Our Nation
(Based on the California State Standards)
Geography and climate influences the way various nations lived and adjusted to the new environment, including the locations of villages.
October

Mapping and Allocation
Finding a Place to Settle

“That’s Baldwin Park?”
Through the challenge of having the student locate an area on a topographical map of Baldwin Park, the students gained an understanding of how the geography of the land on an impact the where people settled and the distinct villages they formed. It was interesting to see how many of the students wanted to settle close to the water source to be able to obtain nourishment. A few justified that even though they weren’t near the main water source, which appeared to be a river, that they could still obtain the necessary nourishment for survival. These students chose not to be near the river, for fear of flooding. When the students were then shown the an overhead street map of Baldwin Park, that was overlaid on the topographical map, they were amazed to see how many of them today live close to where they had identified as a place to settle the topographical map. Students were eager to point out other main street and establishments that they were familiar with.

Students identified a place of land to settle on.

Students used a topographical map of Baldwin Park to identify an area they would settle in and why.

Students used a topographical map of Baldwin Park to create the landform for what would later develop into their city.
Challenge #4
NBS Shelter
They built a shelter.

November
Never-Before-Seen Shelter
When students built a NBS Shelter to learn to identify the elements in the natural environment, that caused people to build shelters to survive in the various climates of the United States then they justified why their shelter was best and could appraise those of other classmates.

what was built

The Project Class Story
Everyone needed a way to protect themselves. A shelter was needed to protect them from the various weather conditions and enemies they may encounter on this new land.

The Story of Our Nation
(Based on the California State Standards)
Geography and climate influenced the way various nations lived and adjusted... the distinct structures that they built...
“Look, now everyone knows this is my house because the doors and windows are in the shape of glasses, because my object was glasses.”

After the students built a landform and identified where they wanted to live on that land. I asked them to consider what was needed. They said they needed a house, but I wanted them to learn about the larger concept of protection. I had them build shelters and compare how although each shelter looked different each served the same purpose. These served as a diagram for their thinking. This was evident when they shared how their shelter functioned. I told them that on their shelters somehow they had to represent their body object. My purpose of this was for students to identify with how shelters of the natives were symbolic to the tribe and their body object was symbolic of them.

Students made and placed a shelter on their own piece of the land to form a settlement.
Challenge #5
NBS Settlement
They placed their shelters on their piece of land.

As long as they share space, they needed a deeper understanding of each other. They needed to work together in order to survive on this new land.

December

Never-Before-Seen Settlement

When the students worked together to build a community they gained an understanding of California State Social Studies Standard of how the influence of location and physical setting on the founding of the original 13 colonies was an important factor this was accomplished through a hands on approach that involved the students applying higher level thinking skills.

The Project Class Story

The Story of Our Nation
(Based on the California State Standards)

Cooperation and conflict existed among American Indians and became Indian nations and the new settlers.
December

Never-Before-Seen Settlement

Prior to this a coordinate grid was laid on the landform with the grid matching the street map of Baldwin Park that the students used to identify their present living area. After students built their Never-Before Seen Shelters they used the coordinate grid and placed their shelter on the same location as where they presently live in the city of Baldwin Park. As students placed their shelters down they were excited about who their neighbors were. Students also began to take note of what natural resource they were near. Those that lived close to the apple and orange orchard saw the convenience of that. I found it interesting to hear the discussion arise of just because they lived near a natural resource didn’t mean that they owned that resource. I was pleased that the students were naturally, without realizing it, thinking about the next step of survival. The need for nourishment. Those that lived near or on the water were excited about having water front property. Those that were directly on the water choose to stay. They built platforms or docks to protect their shelters.

Once shelters were placed on the landform and a meeting was needed of those that lived in this new settlement. These people, who came together for a new life, were having problems. The problems were arising due to some individuals having shelters that were too big because they didn’t follow the criteria. Another problem came from students who had moved and left abandoned shelters. There was also the problem of what the settlement was going to do with the homeless, they were homeless as a result of not getting their shelters built. These problems called for the settlement to meet together to come up with solutions.
Never-Before-Seen Way to Move Goods

When students built a NBS Way to Move Goods to learn that the need for survival was independent on others then they gained an understanding on the entrepreneurial characteristics of the early explorers.

Challenge #6
NBS Way to Move Goods
They built a way of transporting good from one area to another.

what was built

The Project Class Story
In order to survive they depended on others to help meet their needs. They needed a way to move from one place to another.

The Story of Our Nation
(Based on the California State Standards)
Describe the entrepreneurial characteristics of early explorers and the technological developments…
January

Never-Before-Seen Way to Move Goods

When students were introduced to the challenge of moving goods from one place to another in order to meet their survival need, one student commented, Teacher, “Why can’t we just make wagons?” Another student was quick to say, “No, they didn’t work. They broke down! They didn’t work!” Students realized that a wagon wasn’t the solution to the movement of all goods. Those that didn’t live near the apple and orange orchard were in need of system that would help them move goods in the least amount of time and in the easiest way.

Students quickly got to work working with their neighbors building contraptions that would move fruits, pumpkins and water. They discovered that if they worked together they could help each other and move goods move efficiently.

After studying and attending an assembly on the many inventions of Benjamin Franklin they were excited to get to work. The students were also encouraged to learn that even the great inventions that still have an affect on the quality of our lives today did not always work very well at the beginning. It took time and many revisions before they worked.
February

Never-Before-Seen Transportation System

When the students built Never-Before-Seen Transportation Systems to learn how movement was an important part of shaping of our nation, they then applied critical thinking skills to the problem of getting from one side of a land form to the other.

The students created a grid and used colored squares, “H’s”, and orange squares to depict where shelters were located on the settlement, so they could build accordingly.

The Project Class Story

In order to survive they depended on others to help meet their needs. They needed a way to move goods from one place to another.

The Story of Our Nation

(Based on the California State Standards)

Describe the entrepreneurial characteristics of early explorers and the technological developments.... Aims, obstacles, and accomplishments of early explorers
In the last couple of years the community of Baldwin Park has been facing the issue of imminent domain due to the expansion and welcoming of bigger businesses.

When the students were introduced to the need of a transportation system in their settlement the first issue that was brought up was the removal of shelters. Students decided that this was something that they did not want to happen in their settlement. There was a discussion on how this was happening in their city of Baldwin Park. Many had relatives who were being or had been displaced. Some students commented on it would be impossible to put in a transportation system without removing or moving shelters.

As students began building I was pleased to see that many of them drew a grid and labeled the coordinates to correspond to those of the settlement. They then blacked out the coordinates where a shelters were, this indicated that the transportation system could not be built there. The students showed much thought in the planning stages of their Transportation System.

Part of the criteria was for the students to be able to explain their System to the town. The town would then vote on which system they felt best met the criteria needs. In the end, their was a tie between three Transportation Systems. It was decided on by the town, that these three “developers” could form a committee and use the models to build a Transportation System on the large landform that was now a settlement.
Reflection: Transportation System

When I used the term “transportation” to have students build a Never-Before-Seen way to move goods and people I realize that I should have used the word “movement” instead because it wasn’t a broad enough term. The word, “transportation” is not never-before-seen but the opposite, already-been-seen. Not using a broader term limited the students in their creative thinking. Many of the students inventions showed characteristics seen in today’s transportation vehicles. If I had used the term movement instead their building would have included more creativity and originality.
March

Never-Before-Seen Organisms

When the students built Never-Before-Seen Organisms to learn how animal adapt to their environment then they compared how people and animals adapted to their environment in various geographical regions. They manipulated their 3-D organisms and wrote descriptive stories that applied the characteristics needed for survival.

The Project Class Story

Others heard about their community and migrated to their city. They brought new ideas, customs, and creatures they had never seen before.

The Story of Our Nation

(Based on the California State Standards)

Cooperation and conflict existed among American Indians and became Indian nations and the new settlers.

Challenge #8
NBS Organisms
They built an organism and identified its adaptations to its environment.
March

Never-Before-Seen Organisms

When I introduced the students to the challenge of creating a Never-Before-Seen Organism they were so excited. Once the criteria was set they got right down to work. They talked and shared their ideas but not as much as they had in the past. This led me to believe that they didn’t want others to copy them. I believe this to be true because no two organisms looked alike. When I instructed them on the next lesson, there was a silence of uncertainty in the room. I couldn’t figure out why they were having a hard time understanding me until Alison raised her hand and asked, “do you mean you want us to play?” “Yes!” That seem to clear up all uncertainties. They went out and spread out in all the different areas of the field. Some went right out to the grass, some the sand, another to the muddy home plate of the diamond, some under the trees, and some to the shrubs and brushes. They were out there “playing”, imagining how their organism would protect itself, find nourishment and survive in it’s new environment. As they “played”, I could watched how they manipulated these creations. There was no hesitation when we returned to class to write about their organisms experience.
Challenge #9
NBS Government

When students built a NBS Government to learn how the government derives its power from the people then they understood the primacy of individual liberty.

What was built

The Project Class Story
With new people and ideas in their community, they needed order to continue to get along, they needed to come with some rules and regulations.

The Story of Our Nation
(Based on the California State Standards)
Understand the political, religious, social, and economic institutions that evolved in the era.

Poster of class government:
Table captain-state representatives
Group Leaders-governors
April

Never-Before-Seen Government

Government: “What’s that? Who’s that?

In 5th grade there is so few situations that connect them directly with what we call or think of as the government. So getting this concept across to my 5th graders seem like it wasn’t going to be a very easy task. The conversation began with a brainstorm of the different places the students spend time. Students came up with a list: home, school, the mall or places of entertainment, and in the community, which they said could be the neighborhood or family. The conversation then went to discuss who they see or go to when they have problems in this places. This help narrow down the list to those with authority. We continued until we made our way to the top. The students then began to make connections with their Social Studies learning of the colonist being under the control of Britain, and not being happy. They found their own leaders to help them make decisions that would benefit the people. Through this discussion the students then saw the need for a government in their own settlement.

I was pleasantly surprised at how hard they were on each other when it came time to evaluate and vote for the building that would become part of the settlement. After students went around and looked at the different NBS Governments that were built, they asked questions like, “How does it represent the people?” and “How is the name representative of us?”

The people choose to different NBS Governments to take place in the settlement. The individuals who built them were given the responsibility of finding a prominent place for the buildings to be located.
Challenge #10
NBS Recognition
They created a way to recognize those who made a significant difference in the shaping of Liberty Town.

Never-Before-Seen Recognition
When students built a NBS Recognition to learn how to describe how the views and lives of key individuals played a key role in the shaping of our nation. Students could apply to individuals in their lives.

The Project Class Story
They felt like some individuals had worked very hard to help the development of what started out as a simple settlement into a flourishing city, so they wanted to give them recognition.

The Story of Our Nation
(Based on the California State Standards)
Describe the views, lives, and impact of key individuals…
Explain the influence and achievements of significant leaders of the time.
May Never-Before-Seen Recognition

Through this challenge students evaluated what character traits, actions and values deserved to be recognized. Throughout the year, Tracy School, has been recognizing students who display certain positive character traits. The students reflected on those individuals in our class who had received an award. They also recognized those who were nominated. In my classroom, I often allowed the students to vote or give input on individuals they observed practicing the character trait that was being awarded in a particular month. I felt this was important, since they spent so much time together and often in situations, like the cafeteria, playground or with substitutes where I was not present.

For this particular Never-Before Seen challenge I asked the students to reflect on those who had made a difference in our classroom. They were to think about those who helped with the learning, behavior, and attitudes in the room. The focus of the conversation was to be on recognizing positive character traits and actions.

Jose, an English Language Learner, who struggles academically beamed when a classmate recognized him for his incredible artistic abilities. Although the written work is often difficult for Jose, he was always eager to assist a classmate with an illustration. This is something Jose, will remember and cherish for a long time. Due to his academic struggles he will not receive any of the normal end of the year certificates but he will have the special Never-Before Seen Recognition and Certificate he received in 5th grade from his classmates.
June

Never-Before-Seen Monument

When students built a NBS Monument to learn the significance behind American ideals, symbols, and monuments then they could apply their learning to those who have made a significant impact in their own lives.

what was built

The Project Class Story

They wanted the story of their city to always be remembered by their descendants and anyone new who entered. They built a monument to honor individuals and events that had the biggest impact on how They live today.

The Story of Our Nation

(Based on the California State Standards)

Identify the major individuals and groups responsible for the various colonies and their founding…

Challenge #11

NBS Monument

They built a monument to be a symbol of their city.
June Never Before Seen Monument

As the year came to a close, students began asking what was going to happen to their city. "Teacher, are you going to throw out our city?" "Do we get to take home our buildings?" "Is your class next year going to do the same thing?" There was much anxiousness and concern in their voices over what was to become of their “Liberty Town”.

This led to a discussion on how we today know of those that came before us. What evidence do we have of others who shaped our lives, cities, and our nation. Students were quick to answer with responses about reading stories, seeing movies, pictures in books or from stores of relatives from ago. As the discussion continued the students talked about statues that they had seen in their own city of Baldwin Park.

The students were anxious to get busy building a monument that would represent them as a group of people and individuals. They no longer were concerned about what would happen to their city and their building, but instead were eager to create a symbol that would teach my next years class about who they were.

I began to see symbols of things that they learned about during the year. Symbols of Math, Reading, Writing and Science. I began to see individuals incorporated who they were. The student who had introduced himself as a pair of glasses in September, was incorporating his symbol of glasses on the monument. Mid-year they were given new table groups. They named themselves and created a flag as a representation. As a group they were identifying themselves by their table name. Some groups were including their table flag on the monument.