

---

# Social Studies

---

---

---

## Social Studies/U.S. History Instructional Plan Grades 3-5

---

---

This unit will explore immigration in the United States. Students will learn about the history of immigration in our country, how our treatment of immigration corresponds to the American ideals, and how immigration policies have been shaped by the course of history.

The following McRel Social Studies Standards will provide the foundation for learning into which the identified 21<sup>st</sup> Century Skills will be immersed:<sup>5</sup>

### United States History

**Standard 3.** Understands why the Americas attracted Europeans, why they brought enslaved Africans to their colonies and how Europeans struggled for control of North America and the Caribbean

#### Level II [Grade 5-6]

Benchmark 1. Understands the lives of free and indentured immigrants who came to North America and the Caribbean from Europe (e.g., religious, political, and economic motives of free immigrants from different parts of Europe; why indentured servants risked the hardships of bound labor overseas; opportunities and challenges encountered by European immigrants)

**Standard 10.** Understands how the industrial revolution, increasing immigration, the rapid expansion of slavery, and the westward movement changed American lives and led to regional tensions

#### Level II [Grade 5-6]

Benchmark 1. Understands the lives of immigrants in American society during the antebellum period (e.g., factors that led to increased immigration from China, Ireland, and Germany; how immigrants adapted to life in the United States and to hostility from the nativist movement and the "Know- Nothing" party)

**Standard 5.** Understands the causes and nature of movements of large groups of people into and within the United States, now and long ago

#### Level II (Grades 3-4)

Benchmark 1. Knows the various movements (westward, northward, and eastward) of large groups of people in the history of the U.S.

Benchmark 2. Knows about the forced relocation of Native Americans and how their lives, rights, and territories were affected by European colonization and expansion of the U.S. (e.g., Spanish colonization of the Southwest, Tecumseh's resistance to Indian removal, the Cherokee Trail of Tears, Black Hawk's War, the movement of the Nez Perce)

Benchmark 3. Understands the experience of immigrant groups (e.g., where they came from, why they left, travel experiences, ports of entry and immigration screening, the opportunities and

---

<sup>5</sup> Mid-continent Research for Education and Learning (2007). 4<sup>th</sup> Edition Standards and Benchmarks. Retrieved December 30, 2007, from <http://www.mcrel.org/compendium/browse.asp>.

obstacles they encountered when they arrived; changes that occurred when they moved to the United States)

Benchmark 4. Knows the reasons why various groups (e.g., freed African Americans, Mexican and Puerto Rican migrant workers, Dust Bowl farm families) migrated to different parts of the U.S.

**Standard 17.** Understands massive immigration after 1870 and how new social patterns, conflicts, and ideas of national unity developed amid growing cultural diversity

**Level II [Grade 5-6]**

Benchmark 1. Understands patterns of immigrant life after 1870 (e.g., where people came from and where they settled; how immigrants formed a new American culture; the challenges, opportunities, and contributions of different immigrant groups; ways in which immigrants learned to live and work in a new country)

Essential questions that might be explored through this unit of study include:

What are the American ideals that are represented in Emma Lazarus' poem "The New Colossus" displayed on the Statue of Liberty?

What are the main reasons that immigrants come to this country?

How has life in the United States been affected by immigration?

Why do illegal immigrants move to the United States?

Suggested performance tasks for collecting evidence of learning:

- Students will write an updated version of the poem "The New Colossus" representing today's language and perspectives.
- Students will select one immigrant group to research. In the final project, students will describe the history of immigration from their home country, how their lives were changed in coming to the United States, and a reflection of one thing that could have made the process easier, more positive, or otherwise more successful.
- Students will create a timeline of major immigration periods in our country, identifying the major settlement patterns and any significant changes that happened as a result.

Use the following resources from Film Clips for 21<sup>st</sup> Century Education series to illustrate and stimulate discussion of the key concepts identified above:

Star Wars: The Phantom Menace (*Episode 3, Courage*)

**Synopsis:**

A long time ago in a galaxy far, far away...

Years before the adventures of Luke Skywalker, young Anakin Skywalker, Luke's father seeks to join the ranks of the legendary Jedi knights, keepers of the peace and protectors of the galaxy. In the midst of an interview with Yoda and Mace Windu, key members of the Jedi Council, Anakin is taught an important lesson about the dark power of fear. "Fear is the path to the dark side. Fear leads to anger. Anger leads to hate. Hate leads to suffering. I sense much fear in you."

**Instructional connections:**

Discuss how the concept of fear might relate to immigration, both on the part of immigrants and on the part of the American people as immigrants move into their cities and neighborhoods. What happens when we allow fear of the unknown to control our decisions? How has fear played itself out in our immigration laws and the way we treat immigrants, both legal and illegal? What evidence do you see in the world around you that fear can actually lead to hate? Relate this clip to post 9/11 America. Has our view on foreign visitors and immigrants changed? In what ways?

Into the Arms of Strangers Clip #1: Ursula's Birthday Party (*Episode 7: Pilot Episode*)

**Synopsis:**

For nine months prior to World War II, in an act of mercy unequalled anywhere else before the war, Britain conducted an extraordinary rescue mission, opening its doors to over 10,000 Jewish and other children from Germany, Austria and Czechoslovakia. These children were taken into foster homes and hostels in Britain, expecting eventually to be reunited with their parents. The majority never saw their families again.

*Into the Arms of Strangers* is a documentary feature about this remarkable rescue operation and its dramatic impact on the lives of the children who were saved. Told in the words of the survivors, rescuers, parents, and foster parents, these are the stories of those who survived with the help of others. They are stories of courage and hope, stories about the strength and resolve of children; and stories rarely heard about the impact of the holocaust.

**Instructional connections:**

Lead students in researching the social/political climate of Germany in 1939. Compare/contrast similar situations in the world today, such as ethnic cleansing in Darfur and Iraq, conflicts in Indonesia, Pakistan, etc. Discuss the statement in the Pledge of Allegiance that commits to "...one nation, under God, indivisible with liberty and justice for all". What does this statement communicate about our country's ideals? What evidence exists that demonstrates that racism and prejudice still exist? How might we achieve a socially just world? What would it look like?

### Service-Learning Project Connections

The process of integrating a service-learning project into a curricular unit involves what students are learning in the classroom and providing opportunities for them to use that knowledge to better their local and/or global community by taking civic action on issues that matter to them. For the purposes of this unit, focus students' discussion on issues of cultural diversity, equal opportunity, and acceptance.

One effective way to involve students meaningfully in this process is to engage them in a community mapping exercise early in the unit. Community mapping is the process of researching, analyzing, and documenting the resources that exist within an identified community. This exercise will connect the topic of immigration with relevant issues that students identify in their community. Through the community mapping process, students are engaged in defining their community, analyzing the resources that exist in the community, and assessing how these resources can be utilized to address issues that they identify. It is through this process that students begin to learn how community assets are connected and how their experiences in school can relate to the larger world.

---

## Community Mapping

### **Step 1:**

After dividing the class into small groups, ask each group to define the community they will focus on for their community map. This definition may be shaped by the teacher based upon the unit objectives, or may be left open for the students to decide. A community may range from the school, a particular neighborhood, the town/city, or even the global community.

### **Step 2:**

Based on the community identified by the group, brainstorm a list of all the different types of resources that exist in a community. Encourage students to be as thorough in this list as possible, including manmade and natural resources, community agencies, government entities, businesses, individuals or groups, etc.

### **Step 3:**

Using this brainstormed list, students are to create a visual depiction of their community on a large sheet of butcher paper. This representation may look like a physical map, or may take the form of a concept map. In either case, the goal is to depict as accurately as possible, all of the assets that make the community what it is and how these assets intersect in providing for the needs of the community. The teacher may elect to make this process more detailed by engaging students in researching community assets, conducting interviews in the community, and/or inviting community partners to join students in the process. As such, community mapping can take as little as a class period or two for a general overview, or can be extended to a much more in-depth study of the community.

### **Step 4:**

In reflecting on the community mapping process, students will begin to see areas of need within the community. For example, in this social studies unit, any issues that relates to the treatment of people from different cultures, the opportunities that are available or inaccessible to different groups, or other issues surrounding diversity and tolerance would be relevant. Ask students to identify the top two or three needs that exist in their community that they would like to take action on through a service-learning project.

### **Step 5:**

Bring the class back together as a whole group. Ask each small group to share their community map and the issues they identified as priorities. Reflect on each group's overview, finding community assets and issues that each group has in common. Through

this dialogue, develop a list of three to five issue areas that the whole class is interested in addressing. Finally, use consensus-building strategies to determine the one issue that everyone can agree on as their top priority for this unit. Be sure to engage everyone in this process and incorporate as many perspectives as possible. The result should be agreement among all class members on one issue that encompasses the diverse viewpoints of all class members.

---

## Envision Change

As a class, develop a vision statement that will serve as the goal for the service-learning project that they will be completing. Use the following statements to guide the development of this goal-setting. Be sure to make the final goal something that is concrete and achievable.

We will help to make our community a place where...

This change is important to us because it will...

## Issue Exploration

Once an issue area has been addressed, students will need to engage in research to gain an historical understanding of how this need has arisen in their community, determine the root causes and symptoms of problems associated with this need, and identify possible options for steps they might take in addressing this need. It is important to take the time to fully develop this process so that students engage in a thoughtful decision-making process as they seek solutions that are substantive and that will make a lasting difference in this issue. Seek to engage your students in deeper understanding of the problem, using critical thinking to fully analyze the complexity of variables that contribute to the issue at hand.

After determining multiple solutions to the identified problem, ask students to use a formal decision-making process in guiding them to select a project to help them achieve their identified goal. One such process is to ask students to write or present a proposal for the solution they believe will best help them to achieve their goal using the following criteria:

**Saleable** (*Can you convince others that this is a good idea?)*

**Affordable** (*Do we have or can we find sufficient funding to carry out this project?)*

**Workable** (*Is it appropriate and are we able to do it?)*

**Effective** (*Will it help us be successful in meeting the identified need?)*

Ask the class to assess each proposal based on these criteria and select the one service-learning project that they will implement in order to achieve their vision. In planning this project, it is important to have students identify how they will use the skills they are learning in this unit to address a need in the community. The service-learning project should help to take this skill development to a higher level, engaging students in

analysis, evaluation, and synthesis, while applying knowledge in a real-world, unpredictable situation. In planning for successful project implementation, you may find it to be helpful to utilize a service-learning project planning form, such as the one found on page 31 in the *Wave Action Team Implementation Guide* which can be downloaded online on the Wisconsin Department of Public Instruction website at <http://www.dpi.state.wi.us/fscp/sl-teach-tools.html>.

This unit will explore the central ideas of American government and the role of citizenship in maintaining healthy communities. The documents that formed the foundation of our democracy will be studied (Declaration of Independence, United States Constitution, and Bill of Rights). Students will engage in activities that will help them to understand the rights and responsibilities citizens have to their communities and what it means to take civic action. In engaging students in this process, a number of film clips from major motion pictures will serve as a catalyst for class discussions and help to take students' understandings deeper. The service-learning project initiated in this unit will center on issues of civil rights and the responsibilities of citizens to take civic action on issues that matter to them.

The following McRel Social Studies Standards will provide the foundation for learning into which the identified 21<sup>st</sup> Century Skills will be immersed:<sup>6</sup>

**Standard 1.** Understands ideas about civic life, politics, and government

Benchmark 7. Knows how government makes it possible for people to work together to accomplish goals they could not achieve individually

**Standard 8.** Understands the central ideas of American constitutional government and how this form of government has shaped the character of American society

**Level II (Grades 3-5)**

Benchmark 1. Knows the fundamental values of American democracy (e.g., individual rights to life, liberty, property, and the pursuit of happiness; the public or common good; justice; equality of opportunity; diversity; truth; patriotism)

**Level III (Grades 6-8)**

Benchmark 1. Knows the essential ideas of American constitutional government that are expressed in the Declaration of Independence, the Constitution, and other writings (e.g., the Constitution is a higher law that authorizes a government of limited powers; the Preamble to the Constitution states the purposes of government such as to form a more perfect union, establish justice, provide for the common defense, and promote the general welfare)

**Standard 9.** Understands the importance of Americans sharing and supporting certain values, beliefs, and principles of American constitutional democracy

**Level II (Grades 3-5)**

Benchmark 1. Understands how Americans are united by the values, principles, and beliefs they share rather than by ethnicity, race, religion, class, language, gender, or national origin

Benchmark 2. Understands how shared values, principles, and beliefs contribute to the continuation and improvement of American democracy

---

<sup>6</sup> Mid-continent Research for Education and Learning (2007). 4<sup>th</sup> Edition Standards and Benchmarks. Retrieved December 30, 2007, from <http://www.mcrel.org/compendium/browse.asp>.

Benchmark 3. Knows how specific documents in American history set forth shared values, principles, and beliefs (e.g., Declaration of Independence, United States Constitution and Bill of Rights, Pledge of Allegiance)

**Level III (Grades 6-8)**

Benchmark 1. Identifies fundamental values and principles that are expressed in basic documents (e.g., Declaration of Independence, United States Constitution), significant political speeches and writings (e.g., The Federalist, King's "I Have a Dream" speech), and individual and group actions that embody fundamental values and principles (e.g., suffrage and civil rights movements)

Benchmark 2. Understands how certain values (e.g., individual rights, the common good, self government, justice, equality, diversity, openness and free inquiry, truth, patriotism) are fundamental to American public life

Benchmark 4. Knows that constitutional government is a fundamental principle of American democracy (e.g., the rule of law, representative institutions, shared powers, checks and balances, individual rights, separation of church and state, federalism, civilian control of the military)

Essential questions that might be explored through this unit of study include:

Why is compromise important in establishing and maintaining a government?

How is power shared in our federal system of government?

How does the Constitution of the United States preserve liberty?

In what ways is the U.S. Constitution considered a “living” document?

How does the Bill of Rights protect citizens in our country?

What does it mean to take civic action for the “common good”?

In what ways are citizens responsible to their communities?

How can citizens go about creating change in their community?

Suggested performance tasks for collecting evidence of learning:

- Students develop a presentation outlining how living in the United States today is shaped by our system of government, Constitution, and Bill of Rights.
- Write an essay on one of the Bill of Rights, describing how citizens are protected by this clause and how it contributes to maintaining our American way of life. Include at least one example of how this right can be abused and/or applied inequitably.
- Students identify, plan, and implement a service-learning project based on taking civic action that results in lasting change on a meaningful issue. This project will involve connecting with one or more government entities.

Use the following resources from Film Clips for 21<sup>st</sup> Century Education series to illustrate and stimulate discussion of the key concepts identified above:

Pay It Forward, Clips #1-3 (*Pilot Episode*)

**Synopsis:**

Social Studies teacher Eugene Simonet (Kevin Spacey) gives his class an assignment: look at the world around you and fix what you don't like. The students discover that they have a responsibility to their community and the ability to make a difference in the world around them.

**Instructional connections:**

Using the film clip as a starting point, discuss the term “apathy”. What would happen to our system of government if all citizens became apathetic? How are the government and its citizens co-dependent? Discuss the responsibilities of citizenship and what it means to work for the “common good.” Explore concepts in the U.S. Constitution, Declaration of Independence, Bill of Rights, and Pledge of Allegiance that call for an active citizenry working for an effective democracy and justice for all citizens.

The Sandlot (*Episode 2, Kindness*)

**Synopsis:**

He has moved to a new town and doesn't know anyone. He tries to join the neighborhood boys who play sandlot baseball, but he doesn't know how to play the game. He is an outcast before he is even given a chance. But he has one new friend, the team's best player and most popular kid, who chooses to stand up for this newcomer against the ridicule of the team.

**Instructional connections:**

Ask students to write a self-reflective essay, describing the individuals, groups, and other community assets that are important in their life. Begin with a discussion of the following questions: To what different communities do you belong? What are community assets within each? Who is part of your various communities? What do they offer to your life and you to theirs? What responsibilities do you have to your community?

Apollo 13 (*Episode 1, Cooperation*)

**Synopsis:**

They are stranded over 200,000 miles away from earth, trapped in a spacecraft that is crippled, without power, and losing breathable air by the minute. It will take all the skills and teamwork of three Apollo astronauts, along with the support of the ground crew in Mission Control, to survive.

**Instructional connections:**

Identify the roles of each entity in the movie, from the crew in the spacecraft to the families. Connect each to the role they play within their community, discussing the necessity of each asset in making the work of the community possible. Discuss the interdependence of entities within their own community, highlighting the importance of building the strength of the community by strengthening each of its parts and helping those parts work together effectively for the good of the whole.

## Service-Learning Project Connections

The process of integrating a service-learning project into a curricular unit involves developing the skills that students are learning in the classroom and providing opportunities for them to use that knowledge to better their local and/or global community by taking civic action on issues that matter to them.

One effective way to involve students meaningfully in this process is to engage them in a community mapping exercise early in the unit. Community mapping is the process of researching, analyzing, and documenting the resources that exist within an identified community. This exercise connects the main focus of the unit with relevant issues that students identify in their community. Through the community mapping process, students

are engaged in defining their community, analyzing the resources that exist in the community, and assessing how these resources can be utilized to address issues that they identify. It is through this process that students begin to learn how community assets are connected and how their experiences in school can relate to the larger world.

---

## Community Mapping

### **Step 1:**

After dividing the class into small groups, ask each group to define the community they will focus on for their community map. This definition may be shaped by the teacher based upon the unit objectives, or may be left open for the students to decide. A community may range from the school, a particular neighborhood, the town/city, or even the global community.

### **Step 2:**

Based on the community identified by the group, brainstorm a list of all the different types of resources that exist in a community. Encourage students to be as thorough in this list as possible, including manmade and natural resources, community agencies, government entities, businesses, individuals or groups, etc.

### **Step 3:**

Using this brainstormed list, students are to create a visual depiction of their community on a large sheet of butcher paper. This representation may look like a physical map, or may take the form of a concept map. In either case, the goal is to depict as accurately as possible, all of the assets that make the community what it is and how these assets intersect in providing for the needs of the community. The teacher may elect to make this process more detailed by engaging students in researching community assets, conducting interviews in the community, and/or inviting community partners to join students in the process. As such, community mapping can take as little as a class period or two for a general overview, or can be extended to a much more in-depth study of the community.

### **Step 4:**

In reflecting on the community mapping process, students will begin to see areas of need within the community. These needs can again be framed by the unit of study, or can be left open to any needs that the students view as relevant. For example, in this social studies unit, any issues that tie in with the concept of citizenship and civics would potentially be relevant issues to address. Ask students to identify the top two or three needs that exist in their community that they would like to take action on through a service-learning project.

### **Step 5:**

Bring the class back together as a whole group. Ask each small group to share their community map and the issues they identified as priorities. Reflect on each group's overview, finding community assets and issues that each group has in common. Through this dialogue, develop a list of three to five issue areas that the whole class is interested in addressing. Finally, use consensus-building strategies to determine the one issue that everyone can agree on as their top priority for this unit. Be sure to engage everyone in this process and incorporate

as many perspectives as possible. The result should be agreement among all class members on one issue that encompasses the diverse viewpoints of all class members.

---

## Envision Change

As a class, develop a vision statement that will serve as the goal for the service-learning project that they will be completing. Use the following statements to guide the development of this goal-setting. Be sure to make the final goal something that is concrete and achievable.

We will help to make our community a place where...

This change is important to us because it will...

## Issue Exploration

Once an issue area has been addressed, students will need to engage in research to gain an historical understanding of how this need has arisen in their community, determine the root causes and symptoms of problems associated with this need, and identify possible options for steps they might take in addressing this need. It is important to take the time to fully develop this process so that students engage in a thoughtful decision-making process as they seek solutions that are substantive and that will make a lasting difference in this issue. Seek to engage your students in deeper understanding of the problem, using critical thinking to fully analyze the complexity of variables that contribute to the issue at hand.

After determining multiple solutions to the identified problem, ask students to use a formal decision-making process in guiding them to select a project to help them achieve their identified goal. One such process is to ask students to write or present a proposal for the solution they believe will best help them to achieve their goal using the following criteria:

**Saleable** (*Can you convince others that this is a good idea?*)

**Affordable** (*Do we have or can we find sufficient funding to carry out this project?*)

**Workable** (*Is it appropriate and are we able to do it?*)

**Effective** (*Will it help us be successful in meeting the identified need?*)

Ask the class to assess each proposal based on these criteria and select the one service-learning project that they will implement in order to achieve their vision. In planning this project, it is important to have students identify how they will use the skills they are learning in this unit to address a need in the community. The service-learning project should help to take this skill development to a higher level, engaging students in analysis, evaluation, and synthesis, while applying knowledge in a real-world, unpredictable situation. In planning for successful project implementation, you may find it to be helpful to utilize a service-learning project planning form, such as the one found

on page 31 in the *Wave Action Team Implementation Guide* which can be downloaded online on the Wisconsin Department of Public Instruction website at <http://www.dpi.state.wi.us/fscp/sl-teach-tools.html>.

This unit will explore political ideologies and the role of citizens in sustaining a democratic way of life. The documents that formed the foundation of our democracy (Declaration of Independence, Constitution, and Bill of Rights) will be used as a point of reference in understanding the political forces that shape American government. Students will engage in activities that will help them to understand the rights and responsibilities citizens have to their communities and what it means to take civic action. In engaging students in this process, a number of film clips from major motion pictures will serve as a catalyst for class discussions and help to take students' understandings deeper. The service-learning project initiated in this unit will center on issues of civil rights and the responsibilities of citizens to take civic action on issues that matter to them.

The following McRel Social Studies Standards will provide the foundation for learning into which the identified 21<sup>st</sup> Century Skills will be immersed:<sup>7</sup>

**Standard 4.** Understands the concept of a constitution, the various purposes that constitutions serve, and the conditions that contribute to the establishment and maintenance of constitutional government

Benchmark 5. Understands how constitutions can be vehicles for change and for resolving social issues (e.g., use of the Fourteenth Amendment to the United States Constitution in the civil rights movement of the 1950s and 1960s; establishment of the Japanese Constitution after World War II, which provided women the right to vote)

Benchmark 6. Understands how constitutions may be used to preserve core values and principles of a political system or society (e.g., prohibition of religious tests for public office, protection of private property by the United States Constitution)

Benchmark 8. Understands reasons why some nations have been successful in establishing constitutional government (e.g., post-World War II Germany, Japan) whereas others have not (e.g., Nigeria, Kenya, Argentina under Peron)

Benchmark 9. Knows responsibilities individual citizens and people serving in government should assume to insure the preservation and improvement of constitutional government

**Standard 9.** Understands the importance of Americans sharing and supporting certain values, beliefs, and principles of American constitutional democracy

Benchmark 1. Understands how the institutions of government reflect fundamental values and principles (e.g., justice, equality, the common good, popular sovereignty, checks and balances)

Benchmark 2. Understands the interdependence among certain values and principles (e.g., individual liberty and diversity)

Benchmark 3. Understands the significance of fundamental values and principles for the individual and society

**Standard 28.** Understands how participation in civic and political life can help citizens attain individual and public goals

---

<sup>7</sup> Mid-continent Research for Education and Learning (2007). 4<sup>th</sup> Edition Standards and Benchmarks. Retrieved December 30, 2007, from <http://www.mcrcel.org/compendium/browse.asp>.

Benchmark 1. Understands how individual participation in the political process relates to the realization of the fundamental values of American constitutional democracy

Benchmark 2. Understands what distinguishes participation in government and political life from nonpolitical participation in civil society and private life (e.g., participating in a campaign to change laws regulating nursing homes as opposed to volunteering to work in a nursing home), and understands the importance of both forms of participation to American constitutional democracy

Benchmark 3. Knows the many ways citizens can participate in the political process at local, state, and national levels, and understands the usefulness of other forms of political participation in influencing public policy (e.g., attending political and governmental meetings, demonstrating, contacting public officials, writing letters, boycotting, community organizing, petitioning, picketing)

Essential questions that might be explored through this unit of study include:

Why are the documents that formed our democracy still relevant today?

What does active citizenship mean to today's youth?

What are the forces in our political system that either nurture or decrease active involvement on the part of citizens?

What does it mean to take civic action for the "common good"?

How is our global community affected by a passive citizenry?

How can citizens go about creating lasting change in their community on meaningful issues?

Suggested performance tasks for collecting evidence of learning:

- Students will develop a video or multimedia presentation outlining how one of the following documents has changed from its first draft: U.S. Constitution, Declaration of Independence, Bill of Rights. Describe how this document affects decisions and laws in today's world.
- Students will research the development of one article of the constitution. Compare and contrast the parallel process utilized in another country that has a constitutional government. The final step in this project will be to analyze why either of these processes would/wouldn't work in a country that does not have a constitutional government.
- Students will identify, plan, and implement a service-learning project based on taking civic action that results in lasting change on a meaningful issue that will benefit the common good. This project will involve connecting with one or more government entities.

Use the following resources from Film Clips for 21<sup>st</sup> Century Education series to illustrate and stimulate discussion of the key concepts identified above:

Lord of the Rings: The Fellowship of the Ring (*Episode 1, Cooperation*)

**Synopsis:**

It is an epic tale of the war between good and evil in Middle Earth. The ring of power has appeared, and the evil Sauron will do anything to get it. To destroy Sauron's plans for conquest, someone must destroy the ring. To destroy the ring, someone must cast it into the fires of Mordor. Amidst bickering and name-calling, the courage of the least likely hero of all forces the group to realize that the fate of men, elves, hobbits and dwarves lies in the possibility of working together.

**Instructional connections:**

Explore the concepts of democracy, balance of power, and the political ideologies of Left-Right politics. Engage in a study of how the Declaration of Independence, Constitution, and Bill of Rights were designed to maintain our democracy and protect against imperialism. Provide experiences which develop an understanding of the responsibility of citizenship in working for the common good.

Star Trek IV: The Voyage Home (*Episode 5, Citizenship*)

**Synopsis:**

Spock, the half-Vulcan, half-human Starfleet officer who believes in logic above emotion, is challenged by his human mother to consider the fact that his teammates made an emotional decision to risk their own lives in order to save him. "The good of the one," she says, "outweighed the good of the many." Spock struggles to understand.

**Instructional connections:**

Discuss the difference between individual gain and the common good. What is the difference between the "good of the one" and the common good? What factors need to be taken into account when making a decision about which to honor? How is the "common good" affected when individuals make decisions solely on what is good for them as an individual?

World Trade Center (*Episode 5, Citizenship*)

**Synopsis:**

When two New York City Port Authority police officers find themselves trapped in the rubble of September 11, 2001, both they and the people who love them must endure a horrible ordeal before they are finally found. The lessons they learn about life and hope and community will stay with them forever.

**Instructional connections:**

Discuss the impact that individual citizens can have on the larger society. Compare and contrast public opinion before and after 9/11. How has this affected the way U.S. citizens interact with the global community? What effect might this event and the subsequent changes have on the U.S. Bill of Rights, and foreign policy over time?

## Service-Learning Project Connections

The process of integrating a service-learning project into a curricular unit involves developing the skills that students are learning in the classroom and providing opportunities for them to use that knowledge to better their local and/or global community by taking civic action on issues that matter to them.

One effective way to involve students meaningfully in this process is to engage them in a community mapping exercise early in the unit. Community mapping is the process of researching, analyzing, and documenting the resources that exist within an identified community. This exercise connects the main focus of the unit with relevant issues that students identify in their community. Through the community mapping process, students are engaged in defining their community, analyzing the resources that exist in the community, and assessing how these resources can be utilized to address issues that

they identify. It is through this process that students begin to learn how community assets are connected and how their experiences in school can relate to the larger world.

---

## Community Mapping

### **Step 1:**

After dividing the class into small groups, ask each group to define the community they will focus on for their community map. This definition may be shaped by the teacher based upon the unit objectives, or may be left open for the students to decide. A community may range from the school, a particular neighborhood, the town/city, or even the global community.

### **Step 2:**

Based on the community identified by the group, brainstorm a list of all the different types of resources that exist in a community. Encourage students to be as thorough in this list as possible, including manmade and natural resources, community agencies, government entities, businesses, individuals or groups, etc.

### **Step 3:**

Using this brainstormed list, students are to create a visual depiction of their community on a large sheet of butcher paper. This representation may look like a physical map, or may take the form of a concept map. In either case, the goal is to depict as accurately as possible, all of the assets that make the community what it is and how these assets intersect in providing for the needs of the community. The teacher may elect to make this process more detailed by engaging students in researching community assets, conducting interviews in the community, and/or inviting community partners to join students in the process. As such, community mapping can take as little as a class period or two for a general overview, or can be extended to a much more in-depth study of the community.

### **Step 4:**

In reflecting on the community mapping process, students will begin to see areas of need within the community. These needs can again be framed by the unit of study, or can be left open to any needs that the students view as relevant. For example, in this social studies unit, any issues that tie in with the concept of citizenship and civics would potentially be relevant issues to address. Ask students to identify the top two or three needs that exist in their community that they would like to take action on through a service-learning project.

### **Step 5:**

Bring the class back together as a whole group. Ask each small group to share their community map and the issues they identified as priorities. Reflect on each group's overview, finding community assets and issues that each group has in common. Through this dialogue, develop a list of three to five issue areas that the whole class is interested in addressing. Finally, use consensus-building strategies to determine the one issue that everyone can agree on as their top priority for this unit. Be sure to engage everyone in this process and incorporate as many perspectives as possible. The result should be agreement among all

class members on one issue that encompasses the diverse viewpoints of all class members.

---

## Envision Change

As a class, develop a vision statement that will serve as the goal for the service-learning project that they will be completing. Use the following statements to guide the development of this goal-setting. Be sure to make the final goal something that is concrete and achievable.

We will help to make our community a place where...

This change is important to us because it will...

## Issue Exploration

Once an issue area has been addressed, students will need to engage in research to gain an historical understanding of how this need has arisen in their community, determine the root causes and symptoms of problems associated with this need, and identify possible options for steps they might take in addressing this need. It is important to take the time to fully develop this process so that students engage in a thoughtful decision-making process as they seek solutions that are substantive and that will make a lasting difference in this issue. Seek to engage your students in deeper understanding of the problem, using critical thinking to fully analyze the complexity of variables that contribute to the issue at hand.

After determining multiple solutions to the identified problem, ask students to use a formal decision-making process in guiding them to select a project to help them achieve their identified goal. One such process is to ask students to write or present a proposal for the solution they believe will best help them to achieve their goal using the following criteria:

**Saleable** (*Can you convince others that this is a good idea?)*

**Affordable** (*Do we have or can we find sufficient funding to carry out this project?)*

**Workable** (*Is it appropriate and are we able to do it?)*

**Effective** (*Will it help us be successful in meeting the identified need?)*

Ask the class to assess each proposal based on these criteria and select the one service-learning project that they will implement in order to achieve their vision. In planning this project, it is important to have students identify how they will use the skills they are learning in this unit to address a need in the community. The service-learning project should help to take this skill development to a higher level, engaging students in analysis, evaluation, and synthesis, while applying knowledge in a real-world, unpredictable situation. In planning for successful project implementation, you may find it to be helpful to utilize a service-learning project planning form, such as the one found on page 31 in the *Wave Action Team Implementation Guide* which can be downloaded online on the Wisconsin Department of Public Instruction website at <http://www.dpi.state.wi.us/fscp/sl-teach-tools.html>.

---

---

# U.S. and World History Instructional Plan

## Grades 9-12

---

---

This unit will explore immigration in the United States. Students will learn about the history of immigration in our country, how our treatment of immigration corresponds to the American ideals, and how immigration policies have been shaped by the course of history.

The following McRel Social Studies Standards will provide the foundation for learning into which the identified 21<sup>st</sup> Century Skills will be immersed:<sup>8</sup>

### **United States History**

**Standard 17.** Understands massive immigration after 1870 and how new social patterns, conflicts, and ideas of national unity developed amid growing cultural diversity

#### **Level IV [Grade 9-12]**

Benchmark 1. Understands challenges immigrants faced in society in the late 19th century (e.g., experiences of new immigrants from 1870 to 1900, reasons for hostility toward the new immigrants, restrictive measures against immigrants, the tension between American ideals and reality)

Benchmark 2. Understands the influence of public education on American society after 1870 (e.g., the role of public and parochial schools in integrating immigrants into mainstream America, how the rise of public education and voluntary organizations promoted national unity and American values)

### **World History**

**Standard 17.** Understands massive immigration after 1870 and how new social patterns, conflicts, and ideas of national unity developed amid growing cultural diversity

#### **Level II [Grade 5-6]**

Benchmark 1. Understands patterns of immigrant life after 1870 (e.g., where people came from and where they settled; how immigrants formed a new American culture; the challenges, opportunities, and contributions of different immigrant groups; ways in which immigrants learned to live and work in a new country)

#### **Level IV [Grade 9-12]**

Benchmark 2. Understands influences on and consequences of European immigration and settlement (e.g., how European settlements affected the politics and economy of the local regions, as well as resources, labor, the flow of goods, and markets; the diverse motivations behind resettlement for specific groups of immigrants; the impact of new immigrants upon the environment and indigenous populations of Australia; how substantial European immigration in the 19th century had economic consequences for cities in the United States)

---

<sup>8</sup> Mid-continent Research for Education and Learning (2007). 4<sup>th</sup> Edition Standards and Benchmarks. Retrieved December 30, 2007, from <http://www.mcrel.org/compendium/browse.asp>.

Essential questions that might be explored through this unit of study include:

How are the American ideals represented in Emma Lazarus' poem "The New Colossus" displayed on the Statue of Liberty reflected in our immigration policies?

Why do illegal immigrants move to the United States?

Is the American "melting pot" a realistic ideal? What are the pros and cons of seeking such an ideal?

What economic and social effects has immigration had on our country?

What world events have impacted the immigration patterns in our country?

Suggested performance tasks for collecting evidence of learning:

- Students will write a proposal for changing one of our current immigration laws, providing rationale for the proposed change, an overview of how the proposed change will impact current immigrants, and a historical perspective of the law.
- Students will analyze the relationship between immigration laws and foreign policy, charting how these patterns align with major world events.

Use the following resources from Film Clips for 21<sup>st</sup> Century Education series to illustrate and stimulate discussion of the key concepts identified above:

Into the Arms of Strangers Clip #1-4 (*Pilot Episode*)

**Synopsis:**

For nine months prior to World War II, in an act of mercy unequalled anywhere else before the war, Britain conducted an extraordinary rescue mission, opening its doors to over 10,000 Jewish and other children from Germany, Austria and Czechoslovakia. These children were taken into foster homes and hostels in Britain, expecting eventually to be reunited with their parents. The majority never saw their families again.

*Into the Arms of Strangers* is a documentary feature about this remarkable rescue operation and its dramatic impact on the lives of the children who were saved. Told in the words of the survivors, rescuers, parents, and foster parents, these are the stories of those who survived with the help of others. They are stories of courage and hope, stories about the strength and resolve of children; and stories rarely heard about the impact of the holocaust.

Clip #1: Ursula's Birthday Party (*Pilot Episode*)

**Instructional connections:**

Lead students in researching the social/political climate of Germany in 1939. Compare/contrast similar situations in the world today, such as ethnic cleansing in Darfur and Iraq, conflicts in Indonesia, Pakistan, etc. Discuss the statement in the Pledge of Allegiance that commits to "...one nation, under God, indivisible with liberty and justice for all". What does this statement communicate about our country's ideals? What evidence exists that demonstrates that racism and prejudice still exist? How might we achieve a socially just world? What would it look like?

Clip #2: A Promise Every Parent Made (*Pilot Episode*)

**Instructional connections:**

Lead students in researching why parents and their children weren't allowed into England together. Guide them in a discovery of why many Latin American countries opened their doors. Why didn't the United States open its doors to more Jewish émigrés seeking political asylum?

Ask students to pretend it is 1938 and they are the parent of a Jewish child living in Germany. Say, "You hear of an opportunity to send your son or daughter to England, but you will not be allowed to accompany them. Write a letter to your child expressing your reasons for sending them or not sending them to England. Conclude by expressing your wishes for their future and what you hope they will become when they grow up."

Clip #3: Kurt Meets his Foster Family (*Pilot Episode*)

**Instructional connections:**

Discuss what the risks and rewards were to the families who brought these children into their homes. Lead students in researching the immigration and political asylum policies of the United States. Compare and contrast the policies in 1938 with those of today. What are the current immigration issues that are being discussed? Ask each to select one issue that they agree or disagree with and write a letter to their Congressman promoting or rejecting the United States policy on immigration today.

Clip #4: I Was Meant to Survive (*Pilot Episode*)

**Instructional connections:**

Discuss what it means to have a purpose in life and how having a clear purpose can help in hard times. The Declaration of Independence, Bill of Rights, United Nations Charter, and the Declaration of Human Rights are all declarations of purpose. What do they have in common? How are they different?

## Service-Learning Project Connections

The process of integrating a service-learning project into a curricular unit involves what students are learning in the classroom and providing opportunities for them to use that knowledge to better their local and/or global community by taking civic action on issues that matter to them. For the purposes of this unit, focus students' discussion on issues of cultural diversity, equal opportunity, and acceptance.

One effective way to involve students meaningfully in this process is to engage them in a community mapping exercise early in the unit. Community mapping is the process of researching, analyzing, and documenting the resources that exist within an identified community. This exercise will connect the topic of immigration with relevant issues that

students identify in their community. Through the community mapping process, students are engaged in defining their community, analyzing the resources that exist in the community, and assessing how these resources can be utilized to address issues that they identify. It is through this process that students begin to learn how community assets are connected and how their experiences in school can relate to the larger world.

---

## Community Mapping

### **Step 1:**

After dividing the class into small groups, ask each group to define the community they will focus on for their community map. This definition may be shaped by the teacher based upon the unit objectives, or may be left open for the students to decide. A community may range from the school, a particular neighborhood, the town/city, or even the global community.

### **Step 2:**

Based on the community identified by the group, brainstorm a list of all the different types of resources that exist in a community. Encourage students to be as thorough in this list as possible, including manmade and natural resources, community agencies, government entities, businesses, individuals or groups, etc.

### **Step 3:**

Using this brainstormed list, students are to create a visual depiction of their community on a large sheet of butcher paper. This representation may look like a physical map, or may take the form of a concept map. In either case, the goal is to depict as accurately as possible, all of the assets that make the community what it is and how these assets intersect in providing for the needs of the community. The teacher may elect to make this process more detailed by engaging students in researching community assets, conducting interviews in the community, and/or inviting community partners to join students in the process. As such, community mapping can take as little as a class period or two for a general overview, or can be extended to a much more in-depth study of the community.

### **Step 4:**

In reflecting on the community mapping process, students will begin to see areas of need within the community. For example, in this social studies unit, any issues that relates to the treatment of people from different cultures, the opportunities that are available or inaccessible to different groups, or other issues surrounding diversity and tolerance would be relevant. Ask students to identify the top two or three needs that exist in their community that they would like to take action on through a service-learning project.

### **Step 5:**

Bring the class back together as a whole group. Ask each small group to share their community map and the issues they identified as priorities. Reflect on each group's overview, finding community assets and issues that each group has in common. Through this dialogue, develop a list of three to five issue areas that the whole class is interested in addressing. Finally, use consensus-building strategies to determine the one issue that everyone can agree on as their top priority for this unit. Be sure to engage everyone in this

process and incorporate as many perspectives as possible. The result should be agreement among all class members on one issue that encompasses the diverse viewpoints of all class members.

---

## Envision Change

As a class, develop a vision statement that will serve as the goal for the service-learning project that they will be completing. Use the following statements to guide the development of this goal-setting. Be sure to make the final goal something that is concrete and achievable.

We will help to make our community a place where...

This change is important to us because it will...

## Issue Exploration

Once an issue area has been addressed, students will need to engage in research to gain an historical understanding of how this need has arisen in their community, determine the root causes and symptoms of problems associated with this need, and identify possible options for steps they might take in addressing this need. It is important to take the time to fully develop this process so that students engage in a thoughtful decision-making process as they seek solutions that are substantive and that will make a lasting difference in this issue. Seek to engage your students in deeper understanding of the problem, using critical thinking to fully analyze the complexity of variables that contribute to the issue at hand.

After determining multiple solutions to the identified problem, ask students to use a formal decision-making process in guiding them to select a project to help them achieve their identified goal. One such process is to ask students to write or present a proposal for the solution they believe will best help them to achieve their goal using the following criteria:

**Saleable** (*Can you convince others that this is a good idea?*)

**Affordable** (*Do we have or can we find sufficient funding to carry out this project?*)

**Workable** (*Is it appropriate and are we able to do it?*)

**Effective** (*Will it help us be successful in meeting the identified need?*)

Ask the class to assess each proposal based on these criteria and select the one service-learning project that they will implement in order to achieve their vision. In planning this project, it is important to have students identify how they will use the skills they are learning in this unit to address a need in the community. The service-learning project should help to take this skill development to a higher level, engaging students in analysis, evaluation, and synthesis, while applying knowledge in a real-world, unpredictable situation. In planning for successful project implementation, you may find it to be helpful to utilize a service-learning project planning form, such as the one found on page 31 in the *Wave Action Team Implementation Guide* which can be

downloaded online on the Wisconsin Department of Public Instruction website at <http://www.dpi.state.wi.us/fscp/sl-teach-tools.html>.