

NORTHERN ILLINOIS UNIVERSITY

Crumbling the Walls of Ethnic Difference

Through Adolescent Education

A Thesis Submitted to the

University Honors Program

In Partial Fulfillment of the

Requirements of the Baccalaureate Degree

With Upper Division Honors

Department Of Education

By Michel M. Dushek

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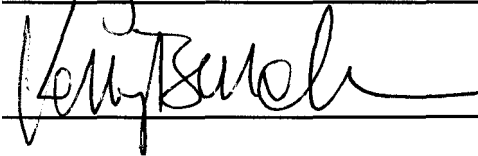
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HONORS THESIS ABSTRACT
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THROUGH MIDDLE SCHOOL EDUCATION

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HONORS THESIS ABSTRACT

We live in a world where some cultural differences are embraced, and others are rejected. New and creative efforts to both recognize yet transcend these walls of difference within the middle school level of education are necessary if the leaders of tomorrow are to effectively develop their citizenship. Through the lessons proposed in this capstone, students will be encouraged to consider each person as an individual to broaden their knowledge, and to more objectively consider "the other" without negative preconceptions. This process will focus on activating the human desire to belong and to be connected. The thematic units created can be applied in any classroom across the curriculum providing a broader understanding of other cultures and to actively negotiate any gaps of differentiation. Through the implementation of these lessons, a better understanding of why and how others differ will foster appreciation, empathy, and enlightenment cultivating personal revelation in each student. Students will be introduced to the critical reflection process through a variety of learning methods, activities, and observations along with solving moral dilemmas, which will instigate character development in each individual. Two of these thematic units have been taught successfully in my fifth grade senior student teaching experience.

Work of Scholarship

I had many project ideas at the inception of this work of scholarship. My initial intent was to create a series of lesson plans that could be integrated into the late elementary or middle school level. These lesson plans would be centered on a multicultural theme. The purpose of choosing this theme was generated by the awareness that individuals begin to create judgments and criticisms of others based upon difference at this age in life. Often, these misconceptions are carried throughout life, which can be a great hindrance to the bearer and to others. My intent was to create lessons that could be integrated at this time of development that would cause the students to ponder, evaluate and analyze themselves and others from a moral perspective.

Initially, I considered creating lessons that would show that all individuals everywhere are interconnected and have some similarity and commonality. I then realized how belittling that could be to the expression of individual difference. I chose to create lesson plans that showed both perspectives. I now feel at the culmination of this project that both perspectives need to be taught with respect and integrity.

All of the lesson plans are developed into a thematic type of unit using a whole language approach which includes small group discussions, class discussions, group work, individual work, personal development, writing, verbalizing views, listening to others, conventional development and moral development.

IMMIGRATION LESSON EVALUATION

At the onset of this lesson, my intention was to compose a one-day lesson that would use the domain approach. I attempted to do that using a variety of subjects that would stimulate

domain development but was unable to contain them into a one-day lesson. This may pertain to my inexperience in teaching or in teaching middle school aged students. When finally deciding on the subject matter, so many avenues of discovery came to mind that it was difficult to select those that would be the most profound to the students. I felt that I had to ease the students into the lesson rather than bombarding them with a multitude of thought-provoking questions in one day so that discussion and arrival at personal ideals could take place.

The lesson, *The Melting Pot of Immigration*, quickly expanded to one week and could easily expand to two weeks. The first day concentrated on personal development and discovery but the remainder of the week concentrated on amalgamations of moral, personal and conventional development. Time constraints needed to be considered throughout the lesson planning to allot for discussion, creativity, thinking and writing. The lesson could be linked to Art, Language Arts, Science and Math to create an interdisciplinary unit.

I feel that the lesson is teachable, interesting and challenging. Seasoned teachers have commented that it is often difficult to pull insightful comments from 7th graders no matter how thought provoking the questions may be. They have also stated that if they are overloaded with too much information or questions at one time, they simply shut down and then you will not receive any response. These shared insights have caused me to feel that I have taken the correct approach in attempting to construct this lesson plan.

In the creation of the lesson plan, I attempted to coordinate it with the domain approach in the realm of American history. Small group discussions and class discussions paved the way for the students to voice their views and ideas, listen to their peers views and ideas, and consider the majority of the people's views. Discussion is used rather than debate so the students will not feel the need to concentrate on who wins the battle but rather what side of the issue is more

prevalent. All too often in history, one side is deemed and promoted as the enemy, but in reality, both sides have some shortcomings which is what students need to see. Students are encouraged to journalize all their views and ideas throughout the weeks' lessons so they will have something to reflect upon when summarizing their final thoughts on the issue now and possibly reflect upon at a later date. Students will not be in the same small groups each time, but will be placed with different students for each discussion who will add diversity and enhance their development in hearing others viewpoints. The teacher will monitor the small group discussions to be sure that the students are addressing the relevant questions and staying on task. The teacher may encounter a small group that has differing opinions or are on a deeper level of thought in which case he/she can offer a suggestion of compromise or ask further stimulating questions. All the discussions are linked to writing through the keeping of a historical journal and creating posters that will hang on the wall. Research is done through small groups, independent research on the Internet, and by questioning relatives. I do think the issue of immigration is an issue that will generate many responses from many students in a variety of ways. The video and read aloud selection is meant to enhance the personal impact of the issue upon the students so they can vicariously experience what their forefathers did. Even though every student is a product of immigration, a student will feel a greater connection if it is personalized. Most of the questions asked cannot be looked up in any text but must be considered, interpreted, and analyzed in order to arrive at an appropriate answer. Most of the questions can bring up controversy, which will help to keep the students motivated to participate. The ultimate goal is for the students to see this part of their country's history in an enlightening way, which will cause them to develop a critical moral perspective regarding this issue. As a pre-professional, I am sure that there is room for

improvement in my approach to domain development but I do feel that I was able, through this lesson, to address it in several ways.

I have just finished teaching this mini-unit in a 5th grade placement during my senior student teaching experience. I have made some modifications to the lesson plan to adapt it to the 5th grade level of thinking. The lesson was preceded by a game entitled "Destiny on the Oregon Trail" where the students were given many moral dilemmas to consider in the pursuit of settling the West. The student's reactions to this lesson were wonderful. As a culminating project, the students are currently creating a board game, children's' storybook, story quilt, immigration timeline, PowerPoint presentation, or a variety of other things showing what they have learned. One student expressed the other day that this is his favorite project of the year. Students were given a rubric which stated that they must include Who immigrated, Why, When, Where from, How, and What they have learned. Students have expressed great enthusiasm throughout this mini-unit. One student brought in a diary of her great grandmothers, which gave daily details of what it was like during her first years in the U.S. After visiting Ellis Island, many students were eager to share their origins because it was new knowledge for them. The students greatly enjoyed speaking with their parents, grandparents, and other relatives about their family origins, which gave the mini-unit a depth I had not considered. The culture wheels turned out to be extremely interesting and a class book was created titled *A Class of Many Nations*. Another interesting note is that approximately 10% of the students in this team have immigrated to this country within the last 10 years. This fact enabled the students to look at immigration through the eyes of a classmate in today's society. I would definitely teach this mini-unit again and am currently being quite impressed as the students present their projects.

NATIVE AMERICAN LESSON EVALUATION

The set of lessons entitled *Native American Culture-Past, Present and Future* is an attempt to give a voice to the Native Americans who lived on the prairie many decades ago. This set of lessons can be linked to Social Studies, Art, and Language Arts creating an interdisciplinary unit. Through this set of lessons, my intent is to assist students in looking at both sides of the Native American/European debate over who should have rights to the land we now call the United States of America. Throughout this set of lessons the students will engage in many thought-provoking moments to encourage personal development.

Beginning with the first day of this unit, the students will be vicariously transported to a different time and culture. Many Native American aspects of life will be discussed and interpreted. Native American daily life, spiritual beliefs, traditions, views on warfare, history, and current status will be items of discussion. Students will view documents and treaties that were thought to carry tremendous weight in the late-1800's to assist them in viewing things from the insight of a soldier or settler. To further display thoughts of soldiers and settlers during this time, a debate will take place and a land race simulation will ensue to collaborate thoughts on who should be entitled to the land. In this lesson, I felt that a debate should take place without a lot of preparation time to allow the students to feel how little communication, language barriers, and differing views can hinder process, as it did during this time. Both Native Americans' and Europeans' needs, wants, and desires are considered and discussed nearly each day. Through this interaction, students will be able to understand many viewpoints of all those who were involved at the time and make quality decisions as to what actions taken were questionable. Students will be asked to write a one page narrative from the viewpoint of either a Native American, soldier, or settler to help incorporate within them reflection and empathy.

Toward the end of the unit, a Native American will visit the classroom as a guest speaker to inform the students what it is like to be a Native American in today's culture. This will facilitate a connection within the students between what happened then and the present. Repeatedly, students will be empowered to connect the lessons to themselves, the immediate world around them, and the world at large.

I feel this mini-unit is very teachable, creative, responsive, and engaging. I believe that students will walk away from it reflecting upon information and experience they had not previously encountered. Daily, there are opportunities for the students to engage in moral, conventional, and personal growth while they consider issues that are considered by some to be controversial.

Students will be asked to evaluate Art and artifacts, which is open to personal interpretation giving voice to themselves. Students are asked to compare and contrast their spiritual beliefs with another culture, which will embrace sameness and diversity. Students will taste food from the Native American culture and be asked to imagine what life would be like as a hunter and gatherer today without any modern technology. This vicarious experience will encourage the student to look at life through someone else's beliefs and traditions while considering the attributes immigrants made to today's society. A simulated land race and a debate will give them vicarious experiences to enable them to look through the eyes of a settler or soldier giving a fair voice to each party involved. Students will also be asked to consider what it meant to Native Americans to move to a reservation and have their entire way of life changed. Students will relate this to something in their personal lives where they faced personal compromise enabling them to enlist the domain approach. Last, students will be asked to write a two page comprehensive paper on either a specific Native American tribe or one aspect of the

Native American struggle or culture to connect with the experiences of one culture and to display what they have learned about the Native Americans throughout this unit.

I feel that the students will enjoy this set of lessons and I feel that through it the Native American struggle is placed in a more realistic light than students may have previously encountered. Due to this, students will be empowered to evaluate it more critically.

SOCIETAL SYSTEMS LESSON EVALUATION

This set of lessons takes a different approach and may be considered controversial by some. It is simply titled *Utopia*. It takes a deep, evaluating look at a particular type of governmental system. Both pros and cons are the primary topics of discussion. The lesson enables and exhorts the student to take a concentrated look at any form of government, its decisions, its foundations, its power, and evaluate its pros and cons.

I feel that this mini-unit envelops a multitude of opportunities for personal, moral and conventional growth. I feel it is a very teachable lesson for students in the upper elementary grades. I feel that students will find the mini-unit interesting, challenging, and amazing. The mini-unit combines Social Science and Language Arts in depth. I think that students will feel a new awareness about themselves and their country after completing this set of lessons.

Throughout this set of lessons, students are encouraged to evaluate their own lives and compare and contrast it with the lives of those being read about in the novel. Discussions will take place daily to discuss the text and the students' interpretations of the text. This enables the students to voice their opinions and interpretations and to listen to others. Students will be encouraged to ponder and evaluate the governmental system being used. They will consider what changes can be made, and what things they would have no control over and to compare and

contrast it with their personal lives and their government. This enables the students to see what level or depth of control their government currently exercises and what control the people have. Through this directive, students are able to see what level of responsibility they have toward their future at the present time and how they can effect it. Students will also be asked to describe what it would feel like to live in a suggested utopian society as described in the book. This practice enables the students to view vicariously what it would be like to live in a society where personal choice and personal freedom has been eliminated. Students will be asked to reflect upon their own lives and embrace and assess the freedoms they currently possess. In the novel, the primary character is given a specific placement in society, which the elders have chosen for him. Students will be asked to consider what specific placement in society they feel they are best suited to fill. This exercise will permit the student to have a feeling of community and purpose, which is important at this stage of development. Students will view a short skit about sameness where they will be able to visually experience what it would be like to live without the freedoms they currently enjoy. Likely a discussion would follow about the beauty of individuality. Euthanasia will be discussed allowing the students to research it, discuss it and come to a group consensus as to whether they feel it is morally right or wrong. Students will be asked to predict the outcome of the novel and to evaluate the actual outcome of the novel, which enables them to view the novel as a piece of literature. Students will also be asked to compare the primary character to someone in our society who has changed the world we live in. This essay comparison will assist the student in seeing that one individual can make a tremendous impact on a society. As closure, the students will be asked to write a poem, which expresses their feelings and perceptions of something that greatly impacted them throughout this mini-unit. Through this expression, the

student is allowed to embrace their freedom of speech and individuality making it their own interpretation of the material.

I predict that students will enjoy this mini-unit tremendously because it is something extraordinary. It is a lesson plan that enables a student to look within himself or herself and evaluate what is important to them. It also enables them to see that they are important to their community, which will assist them in their self-esteem and self-worth. They will evaluate their current lives, their responsibilities toward their future, and the government in their own country, which may nurture them to become good and active citizens. They will be enlightened and encouraged to see through their own research that one person can change the world reinforcing to them that every individual is important. They will also discuss many issues that are currently topics of discussion in many governmental forums, which will prepare them to be responsible decision makers and lawmakers.

I feel that this mini-unit is interesting, exciting, timely, and very stimulating. I feel that students will walk away from this unit experiencing much growth in the personal, moral and conventional domains through critical evaluation and reflection on many topics.

GREAT DEPRESSION LESSON EVALUATION

This mini-unit is created with the intent of reaching students in the upper elementary grades. This set of lessons titled *World Effects of the Great Depression* is an attempt to assist students in understanding government and the global effects of the Great Depression. Although it is a multicultural lesson, it does not have the same impact as the previous lessons using the domain approach. This set of lessons uses History and Language Arts and relies greatly on working cooperatively within small groups. Technology and research also play an important role

in this lesson in retrieving information from the past. I do feel that this lesson is teachable although I perceive it as somewhat dry and detached in comparison to the previous mini-units. I do feel it is necessary to have lessons that are not as engaging in the moral or personal domain to balance out those that are and to meet the needs of every type of learner within the classroom. This mini-unit has much physical activity and many visuals in it, which would appeal to kinesthetic and visual learners. The depth of the domain approach in this mini-unit may be unreachable for some, yet it will appeal to others. Each student should be able to take something from this unit academically and/or personally.

The students begin the mini-unit by walking into a dark classroom with few desks and few supplies in it. This enables the students to imagine what it was like for a student during the Depression. The Depression and issues leading up to it and following it will be discussed. Students will be placed into groups and each member of each group will choose what country they are going to represent during the Great Depression. Each group will need to create a time line and cartoons depicting their country's views and conditions during the Depression. Each student will be given a job within the group to conduct during the week regarding the assignment.

The teacher will model the research assignment by giving the students a series of political cartoons that appeared in newspapers during the Depression. These cartoons will be discussed, as will the issues that the cartoons depict. Students will be instructed how to interpret whether a political cartoon is for or against the issue it is depicting. Students will meet in the library where a librarian will instruct them how and where to find the resources they need to fulfill their assignment. Students will work cooperatively and collaboratively to create a time line and cartoons within their groups. At the end of the week, students will evaluate each other's

contribution and commitment to the project and they will give a presentation to the class to show their work as a group.

Through this mini-unit, students will learn how the Great Depression affected this country and every other country that had a voice or interaction with this country during that time. This will enable the student to have global awareness and personal awareness that someone's actions' affects many others. Students will learn how to interpret political cartoons and many terms associated with government, which will enable them to be more alert to interpret governmental issues. Students will work in group's dependant upon each other to get the assignment completed. This will encourage them to see that we are all interconnected and must work together cooperatively to come to common solutions to problems and interpretations. This lesson is a hands-on type of lesson integrating research, art, writing, and discussion. Many different fruits may come from this lesson. Due to the fact that I have not taught it or seen anything like it taught, I can only predict what outcomes may occur. Students may have difficulty working in groups, evaluating each other's performance, or coming into agreement. This could generate discussions on how difficult it may be for people in government to come to agreement on issues especially when it is a global issue. Seeing how the Great Depression in this country affected others may cause some offense in a multiracial classroom. This could generate a great discussion on how the actions of one person effect many others or the actions of one country effects many others. The need for the United Nations as an international approach to alleviate such global concerns would likely be discussed. The need to exercise good character in actions, words, and responsibilities could also be integrated into the discussions. I do feel that students will learn from this set of lessons through the discovery of new information and through

the input and conversation between the members in their groups. I also feel that opportunities are present within this lesson for the building of personal character.

GLOBAL ECOSYSTEMS LESSON EVALUATION

The mini-unit entitled *Discovering Global Ecosystems* was created to foster the growth of good citizenship and global environmental awareness. This mini-unit uses General Science, Language Arts, Social Science, and Modern Technology to cultivate within the students an awareness of all ecosystems and how they interact with each other. Through this series of lessons, the students will use discovery, creativity, and the World Wide Web.

Students will be paired off being sensitive to students needs. These new teams of scientists will instantly discover a new life form. They will be responsible for designing this life form, its habitat, its peril, and possible solutions to save it. Through this process, students will use the Internet daily to examine habitats. They will be responsible for keeping lab notes and a daily science journal to document their findings. They will also, after discovering their creature is greatly endangered, attempt to involve the community by some means of media communications. Students will need to list and evaluate environmental problems endangering their creature and possible changes or solutions that could retrieve it from the endangered species list. As a culminating assignment, students will visit other global environments, via the Internet, and find five things that are threatening all global ecosystems.

The direct purpose in creating this set of lessons is to build within each student a sense of responsibility toward the planet on which they live and the necessity of working together toward common goals. Indirect purpose through this set of lessons would be good citizenship in taking care of the local environment, teamwork, community outreach, environmental awareness, and

personal responsibility. Many aspects of the moral, personal and conventional domains play into this set of lessons through a multicultural approach. Whether or not to become involved in the preservation of this planet is a responsibility that each individual should consider. Enabling a student to see that the entire planet has some very major environmental concerns will assist them in becoming more responsible citizens, decision makers, and voters. For some students, global concerns may seem overwhelming. Initiating the mini-unit by allowing the students to choose a state park anywhere in the U.S. places the lesson virtually in their backyard. This lesson is an interactive approach involving a step-by-step scientific approach to problem solving. When considering and becoming aware of pollution or lack of resources that may threaten their imagined new life form, students are gradually becoming aware of things that may be threatening their future life. Finding solutions to their problems and involving the community in making changes enables the student to see that changes can be made and solutions can be found with group effort. Students are enabled to see that the responsibility for change belongs to everyone and they become aware that if nothing is done, peril is imminent. Through this mini-unit, students will critically ponder cause and effect and become more aware of their personal choices and involvement in this issue now and in the future. Students will also be able to relate this approach to problems and solutions with other issues and utilize what they have learned through this experience with the ability to view and analyze who and what will be effected.

I feel that this is a very teachable lesson, which students will enjoy. The environment is something that most individuals get pleasure from so the students can relate to it personally. I feel that having the students create a life form and its habitat will give them a sense of responsibility toward that life form fostering a parental type of responsibility through which they can view the dilemma. This experience will enlighten them to become aware of how their parents

may feel or how they may feel as parents about issues that threaten their offspring. By incorporating the Internet on a daily basis, the students become more familiar with the worldwide information available to them and how easily they can connect with others worldwide. It also enhances awareness that other countries are facing some of the same dilemmas that we are which fosters a feeling of being interconnected and alike. Encouraging the students to reach out to their community for help enables them to see that it is alright to ask others for help, group efforts can be very influential, and that the media can be used for positive results. From a language arts perspective, it also encourages the student to use their skills to persuade another for a worthwhile purpose. Working with one other person throughout the mini-unit, builds a camaraderie between the two students, enables each to see that with teamwork much can be accomplished, and encourages the students to both listen and contribute. Both students will be enhanced by sharing the learning experience together and by what each student brought into the assignment.

I would like to teach this lesson to see how the children would be affected by it. My main concern would be to encourage the students that change can take place and a very positive outlook for the future is possible, especially with team effort. I would also like to exhort them to understand that one person can make a difference. I made this lesson into a Web Quest, which can currently be viewed online through NIU's student site until May 2003. I wanted to be able to bring this lesson to the students in my 5th grade classes that I am currently teaching, however environmental issues were taught before my placement began. Students can visit this site and work through the lesson in their own free time. To visit this site, you must go to: www.students.niu.edu/~z037064/ I have had a few students visit it during the course of the last two months who find it very adventurous but too lengthy to complete in one visit.

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World Wide Web sites for student research:

<http://www.epa.gov/students/ecosyste.htm>

<http://www.nature.nps.gov/>

<http://www.conservation.org/sp/CIWEB/home>

<http://wneo.org/LessonActivities/integratingtechnology/newspaper.htm>

<http://www.unep-wcmc.org/>

<http://www.biodiversityhotspots.org/xpl/Hotspots>

<http://www.eces.org/ec/ecosystems>

www.artnatam.com

www.nativetech.org

www.nmai.si.edu/

www.nativeamericanartshow.com

Cartoon Packet:

Retrieved from the World Wide Web @<http://newdeal.feri.org/toons/>

- o "In His Mind's Eye"
- o "Franklin's Successful Experiment"
- o "Bothered"
- o "At the Snow White House"
- o "More New Deal Co-operation"
- o "The Efficiency Expert"
- o "What's Next?"
- o "Which Just About Settles That Kind of Talk"
- o "Something's Happened to the Yard Stick"
- o "Coal to Newcastle"
- o "Jonah, 1938"

LESSON PLAN

The Melting Pot of Immigration

Teacher: Michel M. Dushek

Grade Level: 5th - 7th

Emphasis: History, Social Science, Language Arts

Length of Lesson: 1 week

State Goals

Illinois State: 16.C.2c: Describe significant economic events including industrialization, immigration, the Great Depression, the shift to a service economy and the rise of technology that influenced history from the industrial development era to the present. *16.C.3b:* Explain relationships among the American economy and slavery, immigration, industrialization, labor and urbanization, 1700-present.

Background

All students in class have an origin in immigration. At the onset of exploring Settling the Frontiers of the West, a discussion will ensue regarding North America as the Melting Pot of the world, which will begin this set of lessons.

Objectives

Students will:

- arrive at a definition of immigration.
- investigate their family's immigration into the U. S.
- document all their findings and views in a personal historical journal.
- generate a family tree.
- engage in small group discussions and arrive at conclusions.
- describe why immigrants came to this country.
- explain what benefits immigrants brought to this country.
- recognize the varying opinions on immigration.
- develop respect for others who have immigrated to this country.
- evaluate how and/or why immigration should be limited.
- analyze problems of immigration.
- suggest solutions or compromises to combat problems of immigration.
- learn to respect other's points of view.

Materials List

notebook for each student
 video: "Witness to History 1: Turn of the Century America" 16 minutes. Guidance Associates.
 book: Ellis Island: Gateway to the World. L.E. Fisher. Holiday House. 1986.1 st Ed. 64 pgs.
 land maps from late 19th and early 20th century: U. S. Census Bureau
 newspaper articles on immigration or immigrants, dictionaries,
 statistics on immigration: Immigration and Naturalization Service
 poster board

Methods. Activities. Procedures

1. **Anticipatory Set-** Students have discussed the arrival in North America by the Puritans, the frustrations that the colonists faced, the Indian wars and slavery. Students have engaged in a simulation game where they traveled in Conestoga wagons across the great plains to settle the west. Students are prepared to discuss immigration and further settling of the West in the next step in discovering the history of America.

2. Input-

Day 1 - Students will be shown maps of the U.S. at the onset of immigration and the settling of the West. Students will be placed in small groups and asked to define immigration. Each group will be given a dictionary and newspaper articles about immigrants or immigration to assist them. Each student will be given a notebook to begin a historical journal in which they will be instructed to write their name and their definition of immigration. Students will listen as part of Ellis Island: Gateway to the World is read aloud. Students will be given an outline to complete as homework in which students will be asked to research their closest family member's immigration into this country. Key questions they are to answer are: *Who immigrated? When did they immigrate? Where did they come from? Why did they immigrate to this country?* To assist in research, students will be encouraged to visit www.ellisland.com to find exact information on the World Wide Web, if accessible. Students will be asked to journalize all their findings.

Day 2 - After initial discussion of student's research, they will be asked *why people immigrated to this country*. War, poverty, new opportunities, "streets paved with gold" will be discussed along with any other reasons students target. The teacher will write reasons down on blackboard. *Where they came from and when* will also be documented. Students will be exhorted to journalize these reasons. Additional read aloud from novel will assist students in realizing that the journey to America was very difficult. Students will be informed that many people have wanted immigration to be limited. As an in-class assignment, students will be asked to journal their response to what they think could have happened to their family *if immigration had been limited*.

Day 3 - Students will discuss their evaluations. Students will be placed in small groups to discuss *why some people want to limit immigration*. Each group will need to embrace five reasons and write them on a poster board and in their journals. After 15-20 minutes, students will be asked to state the reasons their group arrived at. Lack of jobs, prejudice, inflation, resources, and waste will likely be some topics of discussion. Students will be asked to discuss whether *those views are right or wrong*. Lastly, students will be asked *what would they do if they were in their ancestor's shoes*, journalizing their reactions. As homework, students will be asked to create a family tree in their journal beginning with the first immigrant in their family.

Day 4 - Students will be placed in small groups and asked *why they think immigration should be limited; and how it should be limited?* Students will be asked to journalize their responses. After students offer some of their opinions, they will be asked to discuss *if we can leave things as they are* and to ponder *what would happen if we do limit immigration*, journalizing their thoughts. After students offer their problems and solutions, they will be asked to discuss *whether we should try to improve other countries so that immigration will lessen in this country*. The read aloud selection will be completed, if not done already. Statistics will be handed out stating the percentage of immigrants that have entered North America from 1880-2000 and their origins.

Day 5 - Students will discuss their assessments. A variety of answers may arise resembling the democratic majority or new direction in recycling, housing, pay scales, etc. The students will view a 16-minute video entitled "Witness to History: Turn of the Century America", which shows the changes in life in the 20th century primarily to immigrants from Southern and Eastern

Europe. Students will discuss *how the immigrants have enhanced this country* through the addition of their culture, labor, skills, etc. The teacher will write responses on the blackboard and students will journalize their answers. As a homework assignment, the students will write one full page in their journal stating their views on immigration based on class discussions and information received and how those views have changed.

Day 6- Students will be given an excerpt of the poem from the Statue of Liberty. Students will analyze the meaning of the poem and what the statue represented to all the immigrants coming to the U.S. Ellis Island will also be discussed: its purpose, date of operation, services, etc. For homework, students will be given a personal culture wheel to fill out about their origins, traditions, culture, etc. Culture wheels will be made into a class book so that each student will be able to see how culturally diverse their classroom and their immediate world is.

3. **Modeling-** Instructor will model discussion by assisting in arrival of definitions, initializing discussions, and offering national or international information, statistics and/or personal experience. Instructor will also present hypothetical situations for further thought.

4. **Guided Practice-** Students will be guided into discussion through the periodic placement of specific questions throughout the text reading, video, and class discussions. Students will be visited by instructor in small groups to verify they are on task. The instructor will keep changing the personnel of the small groups to insure a variety of opinions are discussed. The teacher will write discussion answers on the board.

5. **Independent Practice-** Students will ponder and reflect upon how they feel about immigration and how it effects their family and future. Students will keep a journal to reflect their findings. Students will ask their relatives questions about their immigration and culture.

Key Questions

- / What is immigration? Who immigrated? Where did they come from?
- / Why did people immigrate to this country?
- / What did immigrants bring to North America in skills, labor, culture, etc?
- / Should immigration be limited in the United States?
- / If immigration had been limited 100 years ago, how would that have effected your family?
- / Why do some people want to limit immigration?
- / How should it be limited? Why should it be limited?
- / Can things remain as they are now?
- / What would you do if you were in your ancestor's shoes?
- / Should we attempt to improve other countries to lessen immigration into the U.S.?

Evaluation

- (J) Did students engage in abstract thought about dilemmas proposed by key questions?
- (J) Did students express what they think and feel about these issues?
- (J) Were students able to complete the assignments in the time allotted?
- (J) Did students seem interested and challenged?
- (J) Did students engage in small group discussions and class discussions?
- (J) Did students research immigration by talking to others or using resources?
- (J) Did students maintain their historical journals and complete all assignments?
- (J) Did students suggest problems or solutions regarding immigration?

Closure

Journals will be collected and graded by the instructor on whether all entries are contained within and whether ending summary reflects personal, conventional and/or moral development.

Culture wheels will be displayed in a class book or on the walls.

Extensions: Discuss current issues of immigration like the border patrol on the Mexico/U. S. border or the struggle over Elian Gonzalez from Cuba to compare and contrast with struggles of early immigrants. Development of a play for the class about immigrants and the hardships they faced or the culture they introduced to America; or having small groups develop a skit about one aspect of immigration.

STATUE OF LIBERTY

"Give me your tired, your poor,
Your huddled masses yearning to breathe free,
The wretched refuse of your teeming shore.
Send these, the homeless, tempest-tost to me,
I lift my lamp beside the golden door!"

from *The New Colossus*
by Emma Lazarus



Definition of Immigration:

Who immigrated?

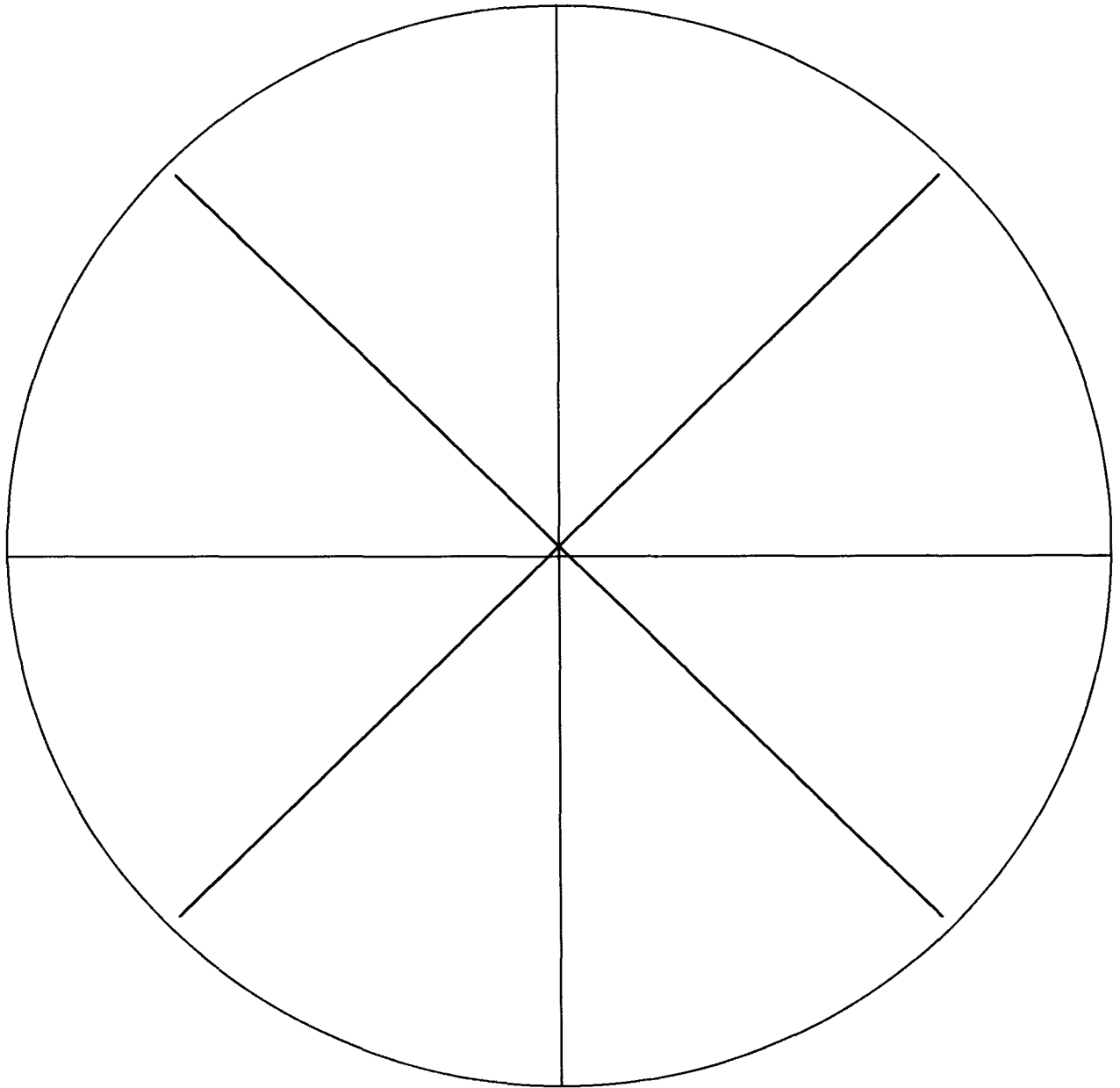
When did they immigrate?

Where did they ~~immigrate~~ ^{immigrate} from? How did they get here?

Why did they immigrate to this country?

What skills did they possess? What jobs ~~did they~~ ^{did they} hope to find?

What did they find when they got here? ~~Were their~~ ^{Were their} dreams realized?



Culture Wheel Directions:

Each pie slice can be a combination of words and illustrations or pictures.

Each slice should correspond to one category about your culture.

Clearly label each slice: Language, Food, Clothing, etc.

Categories can be: languages you or your family speaks, your religion, holidays you and your family observe, customs or traditions of your family, traditional or cultural clothing, traditional or cultural foods, physical features that are unique to your culture, trades, skills or jobs that are predominant in your family, climate or natural resources of the country of your origin, etc.

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LESSON PLAN

*Native American Culture-Past, Present and Future***Teacher:** Michel M. Dushek**Grade Level:** 5-8th**Emphasis:** Social Studies, Art, Language Arts**Length** of Lesson: 2 weeks**State Goals:***Illinois State:*

14.C3 Compare historical issues involving rights, roles and status of individuals in relation to municipalities, states and the nation. 16.A.3b Make inferences about historical events and eras using historical maps and other historical sources. 16.C 3a Describe economic motivations that attracted Europeans and others to the Americas, 1500-1750. 16.C3b Explain relationships among the American economy and slavery, immigration, industrialization, labor and urbanization, 1700-present. 16.D.3a Describe characteristics of different kinds of communities in various sections of America during the colonial/frontier periods and the 19th century. 18.A.3b Explain how social institutions contribute to the development and transmission of culture

Background: Students have studied immigration and its impact on changing North America. The impact on Native Americans during the settling of the West was introduced through the Oregon Trail. This set of lessons gives a voice to the Native American population.

Objective:

Students will:

- arrive at a new understanding of Native American culture
- engage in class discussions
- recognize similarities and differences between themselves and Native Americans
- analyze the U.S. involvement in the plight of the Native Americans
- evaluate the issues going on in North America in the late-1800's
- understand what it was like to be one person in the late-1800's
- engage in a simulation to better understand land claims of the settlers
- prepare arguments to support one side in debate format
- research one aspect of Native American culture
- experience Native American artwork, artifacts, and cooking
- listen to a Native American speaker
- develop empathy for Native Americans

Materials List:

variety of Native American artifacts: rain stick, dream catcher, rug, pottery, etc.

variety of Native American artwork: variety of artists through slides and websites

www.artnatam.com, www.nativetech.org, www.nmai.si.edu/, www.nativeamericanartshow.comvideo, *Far and Away*. 90 minutes.

authentic Native American food

Native American guest speaker

Native American poetry, Anna Lee Walters

slide projector

research sites: <http://dnr.state.il.us/lands/landmgmt/parks>, <http://members.tripod.com/~Rfester/>
 land maps, U.S. Bureau of the Census, 1500-1900
 copies of treaties and other documents

Methods, Procedures, Activities:

1. Anticipatory Set- Class will begin in a dimly lit classroom. The desks will be placed in a circle and will remain in a circle for two weeks. In the center of the circle will be a display of Native American artifacts, including necessities, decorative work, and items for war. Native American music will be playing. The students will be asked to sit down. A poem will be read about the Native American culture written by a Native American. Students will be informed that for the next week they will be learning about the original Americans.

2. Input-

Day 1- Generalizations and stereotypes of Native Americans will be discussed. Students will be asked what they know and what they think. The variety of artifacts in the center of the circle will be introduced and described. Native American culture will be further discussed through the introduction of Native American art. Many slides will be looked at and the students will be asked what they feel the Native Americans were attempting to express through them. Students will be asked to write one well written paragraph about one artifact or piece of art and describe what they learned from viewing it. Artifacts will remain in the classroom for the next two weeks.

Day 2- Paragraphs will be collected. The beliefs and spirituality of the Native Americans will be discussed. Students will be asked to make a list of their personal beliefs and another of the Native American beliefs on poster board and compare and contrast the two in small groups. Warfare will also be discussed, both before European contact and after. Students will be asked to compare the Native American beliefs on warfare and the United States beliefs on warfare. Students will further be asked if they feel it was fair for the Europeans to claim this country as their land while forcing the Native Americans to live in only a small portion of it. Questions will be asked to evaluate why so many people wanted to come to this country and what they were hoping to find.

Day 3- Traditions and history of Native Americans will be introduced. Students will be asked to add any other stories they have heard about the Native Americans so that we can evaluate them. Many different tribes will be discussed and a list of several tribal names will be distributed. The idea of being hunters and gatherers will be discussed. An authentic Native American meal, gathered from the land, will be distributed to the students to try. For homework, students will be asked to imagine they have no technology: no electricity, no indoor plumbing, no refrigeration, and no modern conveniences. They will be asked to document what they would have to do to gather their dinner, prepare their sleeping quarters, create clothing, etc.

Day 4- Homework will be collected. Students will be asked if they found it a challenge to imagine living without technology. Student's input will be heard. Influences of Europeans on the Native Americans will be discussed, including Spanish, French, English and Dutch. The competition for land in the U.S. will be discussed and the students will engage in a debate as to whether the Native Americans should be moved to allow for progress or whether the Native Americans and Europeans should learn to live side by side. The class will be separated into two sides depending on which number they select from a hat. Time will be allowed for the students to brainstorm their ideas before the debate takes place. Language barriers, lack of communication, different beliefs, and differing views will be discussed after the mini-debate.

Day 5- Students will be asked if their views have changed regarding the settling of the West and the demise of many Indian tribes. Legislation of the late 1800's will be introduced as well as land maps from the 1500-1900's. The competition for land and the settling of the West will be discussed. Students will participate in a simulation on the school grounds to claim their part of America. The grounds will be separated into different territories. The students will all have to start at the same time and only one couple is allowed to claim each territory. Students will be asked what thoughts went through their minds and what they considered doing in attempting to claim their land. One scene from the movie Far and Away will be shown which displays what it may have been like during a land race in the late-1800's.

Day 6- Placement of the Native Americans on reservations will be discussed. Students will be asked what they feel the term "a country within a country" refers to. Students will be reminded that the Indians once roamed the earth freely to hunt buffalo and are now confined to reservations unless they are willing to give up their freedom to be who they are. A few pieces of artwork related to this struggle will be introduced for the students to view. The artwork will remain in the classroom for the next week. Students will be asked to relate this to something in their personal lives where they have been asked to compromise who they are. Students will either write a lengthy paragraph or draw a depiction, which relates their feelings.

Day 7- Homework will be collected. Further discussion of the many lies told to the Indians by the U.S. Government will begin today's class. Students will be asked to critically evaluate what was occurring in both the U.S. government and the Native Americans at this time. Copies of documents and treaties prevalent during that time period will be brought into class. The choice and allotment of Indian land will be discussed. The Gold Rush will be considered. Students will be asked to imagine what it was like walking in an Indians' moccasins, the boots of a soldier, or the shoes of a person wanting to homestead during this time and write a first-person interpretation of that individual's thoughts and feelings.

Day 8- Homework will be collected. A Native American medicine man, tribal leader, storyteller, or other will be the guest speaker for the day to discuss what it is like being a Native American in today's society. A question and answer time will be allowed.

Day 9- Students will be encouraged to research one tribe or one aspect of the Native American struggle or culture. Internet websites will be given to assist students in their research and research must be cited in their paper. Students will need to turn in a two-page paper, which thoroughly engages their topic. Class time will be allowed for the students to begin their papers. Students will be encouraged to include artwork with their report, either from the web or their own creations. Papers are due tomorrow and each student will present one aspect of their report to the class.

Day 10- Students will turn in their reports. Each student will come to the front of the class to present to their peers one aspect of Native American culture they reported on in their papers. If they have included artwork, they may share it with the class. Artwork will be displayed in the classroom. Papers will be graded on content.

3. Modeling- The teacher will model by giving examples, bringing in artifacts, artwork, treaties, and authentic foods, inviting into the classroom a Native American speaker, and answering students questions while sharing personal experience.

4. Guided Practice- The teacher guides the students through the placement of specific questions in discussion, proposing hypothetical dilemmas, offering statistics, giving voice to all parties involved, and by giving appropriate examples.

5. Independent Practice- Students work independently through the writing of paragraphs, the creation of artwork, their vicarious experiences, discussions in class, participation in simulations and a debate, and their final research paper.

Key Questions:

- What did the Native Americans feel?
- What is it like to be a hunter and gatherer?
- How are Native Americans the same as me? How are they different?
- Was the United States unfair in their war tactics?
- Was the U.S. Government honest with the Indians and the settlers?
- Was it right for the U.S. Government to confine the Native Americans to reservations?
- What were the issues of the late-1800's?
- What was it like to be a settler claiming land?
- What is it like to be a Native American in today's society?

Evaluation:

- / Did students engage in class discussions?
- / Did students turn in all homework in the time allotted?
- / Did students compare and contrast themselves to Native Americans?
- / Did students write engaging paragraphs?
- / Did students reflect learning in research papers?
- / Did students research one aspect of Native American culture?
- / Did students participate in a debate and simulations?
- / Did students find this mini-unit enjoyable and enlightening?
- / Did students use imagination and creativity?
- / Did students engage in critical and moral thinking?
- / Did students develop empathy for the plight of the Native Americans?

Closure:

Students will find this unit engaging and interesting. They will enjoy the many diverse introductions of Native American culture. Likely, they will find the U.S. involvement in the demise of many Native Americans disturbing, informative, and worth investigating. Students will view Native American culture differently than they did at the onset of this mini-unit.

Extensions: Teaching this lesson in the spring or fall would enable the students to take a field-trip to an authentic Indian pow-wow. Visiting a museum of Native American art would be engaging and enlightening. Having the students create a relationship with students on a reservation or other Native American school children through letters via postal mail or email would be interesting. Placing the students in groups and having them create different periods of Native American history through diorama's, sculptures, or other types of artistic work for display in the classroom would be informative. Taking the students on a campout where they could experience being a hunter and gatherer would be extremely engaging.

LESSON PLAN

Utopia

Teacher: Michel M. Dushek

Grade Level: 5th-7th

Emphasis: Language Arts, Reading, Writing, Social Science

Length of Lesson: 2 weeks

State Goals:

2.A3b, 2.B.3b, 3.A3, 1.C.3a, 4.A2b, 1.B.3a, 1.A3b, 1.C.3d, 5.A3a, 3.B.2b, 5.C.3b

Read with understanding and fluency; Read and understand literature representative of various societies, eras and ideas; Write to communicate for a variety of purposes; Listen and speak effectively in a variety of situations; Use the language arts to acquire, assess and communicate information.

Background: Students will have learned about some world events like World War II, the Great Depression, Immigration and will have discussed to some extent different types of governing systems in societies. Students will also be aware of rules, freedoms and current issues in their own society.

Objective:

Students will be able to:

- read the novel
- comprise and discuss a list of freedoms and a list of infringements they recognize relate to the text
- participate in class and group discussions
- describe a utopian society using writing and illustrations
- predict what career would best suit them according to their attributes
- complete worksheets
- predict outcome of story using writing frame and Predict-O-Gram
- work cooperatively in small groups
- create line graphs
- compose short essays
- research using the internet or a literary work
- create an expressive poem

Materials List:

Lowry, L. (1993). The Giver. Bantam Doubleday Dell, NY.
blackboard or overhead

Methods, Procedures, Activities:

1. Anticipatory Set- Students will be told they will be reading a novel about a specific type of system of governing in a society. Students will be asked if they are familiar with any types of systems of governing. Several different types of systems will be discussed. Pros and cons of each type discussed will be evaluated.

2. Input-

Day 1-

Students will be given class time to begin reading the assigned novel. As a homework assignment, students will compose a list of those things that they share with others in a communal sense and also a list of things they enjoy as an individual apart from others.

Day 2-

Discussions will ensue regarding which of the lists has more entries, which is more important, and which they have more control over. As a class, we will create on the blackboard or overhead two lists for Jonas. Comparisons will be made between students' lists and Jonas' list. The teacher will assist by giving verbal examples. As homework, the students are to continue reading the novel.

Day 3-

Discussion time will be allowed for anything not understood in the text. The teacher will evaluate if each student is reading and on task. Students will be asked to write a short essay describing what they think it would be like to live in a utopian society like the one described in the text. Students will describe what it would look like, how it would make them feel, and what would be the most difficult thing to deal with. If time permits, students may artistically create a depiction of a utopian society. This will be handed in at the end of class. To assist, the teacher will give examples from the text, which suggest utopian characteristics. Students are to continue reading the text for homework.

Day 4-

Students will discuss text. Students will create a drawing of a community placement they feel they would fill appropriately. They will write a paragraph of at least six sentences describing why they would fill this position well. Teacher will model by describing why she would be a good teacher and how it benefits the community. Students finished products will be handed in and posted on the walls. For homework, students are to continue reading the novel.

Day 5-

Discuss text. Students will participate in or view a short drama about sameness where each actor will display no emotion, no opinion, and no individuality. Discussion will follow regarding whether or not sameness would be beneficial or detrimental to society and to individuals. Teacher will assist by leading or interjecting specific questions. Students are to continue reading novel for homework.

Day 6-

Discuss current reading. Students will predict what would happen if Jonas left the community through the use of a writing frame. Students will also use a Predict-O-Gram to predict what will occur using specific words from the text. Discussion will follow regarding those predictions. Teacher will give directions and example on how to use the worksheets. These papers will be collected. Students will continue reading for homework.

Day 7-

Discuss text read. A brief class discussion will take place on topic of euthanasia or releases. Students will be placed in small groups to compose a definition for euthanasia and discuss whether it is right or wrong. Group time will be allotted. Each group will then state their definition and position socially, morally, or personally to the rest of the class. Teacher will model by giving her position on a social stand and her reasons. It will be stated that groups do not have to agree, but they do have to state reasons to support their decisions. Homework is to continue reading novel.

Day 8-

Discuss current reading. Students will evaluate whether Jonas found freedom and/or a better life by graphing his physical, mental and emotional journey on paper. Students will be instructed to create three time lines and label them with words the students feel best describe each segment of the journey. Students will be encouraged to consider things they feel had great impact. Graphs will be collected and displayed in the classroom. Using words from the text will be encouraged. Finishing the novel will be a homework assignment for anyone who has not finished it.

Day 9-

Discussion of the text as a whole will begin the class. The question will be asked whether one person can change the world they live in. Students will be asked to compose a 1-2 page paper on some individual who has changed the world they live in for the better. Teacher will give a few examples like Jesus Christ and Martin Luther King Jr. Students will be required to use the internet or a literary work to research the individual they choose. They must cite their resource in their paper. Students will be encouraged to include one paragraph about Jonas' ability or motivation to change the world he lived in. These papers will be collected tomorrow. The rest of class will be allotted for writing and research.

Day 10-

Essays will be collected. Students will compose a poem describing the feelings of one character from the text, the utopian society, releases, or the plight for a better life. Class time will be allotted for this creativity. Students may use any type of poetry style and no requirements will be imposed on the length of the poem. The teacher will model the assignment by writing a short poem on the board. When finished, students will read their poems to the class. The poems will be collected and made into a class poetry book on the novel.

3. Modeling- (Modeling is cited in each individual day).

4. Guided Practice- The teacher guided the students through the mini-unit by asking pertinent questions, giving specific directions, including examples, and offering suggestions.

5. Independent Practice- Students created essays, graphs, drawings, worksheets, research, poems, and readings. Students also participated in group and class discussions.

Key Questions:

- What is Euthanasia?
- Is it acceptable?
- What is a Utopian society?
- Does one exist? Is it good, bad, or both?
- Where do I fit into society?
- Can one person change the world around them?
- What will happen in this story?
- How did Jonas feel?
- Did Jonas find freedom?
- How does the form of government affect the people of that society?

Evaluation: (did students meet expectations)

- ./ Did students comprise lists, time lines, and fill out worksheets?
- ./ Did students participate in discussions?
- ./ Did students finish all assignments in the time allotted?
- ./ Did students compose essays, paragraphs, and poems?
- ./ Did students see themselves fitting into society?

- ./ Were students able to evaluate a utopian society and compare it to others?
- ./ Did students engage in analytical, critical, and abstract thinking?
- ./ Did small groups work cooperatively?
- ./ Were students able to support their arguments?
- ./ Did students research one individual who made a difference?

Closure: All of students work was graded as it was received. Students will also receive grades for group and class participation.

Extension: As a follow up to this lesson, I would go into a discussion of several other systems of government so that the students can gain a view of the many systems and their pros and cons. Each day of a week could consist of a simulation of a different system of government. (i.e., Utopian, Communist, Democratic, etc.)

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LESSON PLAN
World Effects of the Great Depression

Teacher: Michel M. Dushek

Grade Level: 5th - 7th

Emphasis: History, Language Arts

Length of Lesson: 1 week

State Goals

Illinois Learning Standard 16.D.3: Identify the origins and analyze consequences of events that have shaped world social history including famines, migrations, plagues, and slave trading.

Illinois Learning Standard 16.A.3C: Identify the differences between historical fact and interpretation. *NCSS Learning Standard Xg:* analyze the influence of diverse forms of public opinion on the development of public policy and decision-making.

Background

Prior to this lesson, students will have become familiar with the following:

- The major events during the Great Depression from 1929-1941
- The condition of the United States during the Great Depression
- The New Deal Programs implemented during the Great Depression
- The meaning of a "world event" (i.e. has global impact)
- Characteristics of Culture: Language, Transportation, Climate, People, Traditions, Communication, Technology
- Definitions of the following Terms:
 - A. Great Depression - the severe economic slump that followed the collapse of the stock market in 1929.
 - B. Depression - a period of low general economic activity with widespread unemployment.
 - C. Economy - use of an economic system.
 - D. New Deal- an economic reform program adapted by President Franklin Roosevelt to overcome the problem created by the Great Depression.
 - E. Surplus - a supply greater than what is needed.
 - F. Tariff - a tax on imported or exported goods.

Objectives

Students will:

arrive at an understanding of political cartoons
investigate the effects of the Great Depression on other countries
work cooperatively in small groups
document their groups findings
engage in small group discussions and arrive at conclusions
evaluate their peers cooperation
collectively create and perform a group presentation before their peers
analyze worldwide problems caused by the Great Depression
research their subject using resources in the library

Materials List

Overhead Projector

Cartoon Packet:

"In His Mind's Eye", "Franklin's Successful Experiment", "Bothered", "At the Snow White House", "More New Deal Co-operation", "The Efficiency Expert", "What's Next?", "Which Just About Settles That Kind of Talk", "Something's Happened to the Yard Stick", "Coal to Newcastle", "Jonah, 1938"

Peer Evaluation Forms (1 per student)

Group Evaluation Forms (1 per student)

Timeline sample worksheet (1 per group)

Group cards for separating into groups (1 per student)

Handouts for student jobs in groups (1 for each job and each group)

Use of computer lab

Methods. Procedures. Activities

1. Anticipatory Set: Students will walk into a dark classroom with only a few desks and chairs available. They will find that due to the Great Depression most of the furniture needed to be sold to keep the school open. Since there were not enough funds to pay the electrical bill, there are no lights. It will be explained that this was how life was in the United States and around the world during the Great Depression. People had to make great sacrifices due to unemployment and lack of finances. Discuss what has been learned previously about the Great Depression and how it effected the United States.

2. Input:

Day 1:

A. Conduct the introduction and pass out group cards. Have the students form groups by matching the numbers on their cards. Go over the group assignments students will be working on together over the next five days:

- i. Creating a time line of world events that took place during the Great Depression and discussing how it affected many different cultures. Groups will have to choose one country per person and find at least 5 major facts spanning the Great Depression to include in their time line.
- ii. Finding and explaining different political cartoons from other cultures depicting the era of the Great Depression. As a group, students will need to find 4 examples of political cartoons and write an explanation, one paragraph, on what the political cartoon is depicting.

B. Give each group the job assignments and have them decide who will be doing which job:

- a) Recorder- student will be in charge of recording daily all the group information and activity on an evaluation sheet.
- b) Reader- student will be required to get all worksheets and forms from the teacher and pass them out to the group as well as reading all directions to the group.
- c) Timekeeper- student will keep track of time and make sure the group stays on task.
- d) Artist- student will be create the time line layout and place all the major events on it.
- e) Checker- all students in the group will check each other's work.

C. The Reader will distribute all the worksheets to the group members and read the directions and expectations.

D. Group will discuss for the remainder of the class period and choose their countries.

Day 2:

A. Show a political cartoon on the overhead and have the class discuss what they think it is depicting.

B. Have the class write down the following definitions as they are discussed:

- i. Propaganda- news and information designed to influence people's beliefs or actions.
- ii. Inference- the process of inferring, taking stated information and deriving an opinion or statement based upon the information.
- iii. Generalization- broad, sweeping statement.
- iv. Bias- prejudice.

C. Move the students into groups and pass out the political cartoon packets.

D. Give the characteristics of a political cartoon and how one can discern whether a cartoon is for or against the subject it is depicting.

E. Have the groups work together to sort the cartoons in groups according to whether they are for, against, or neutral on the subject portrayed. As a group, they will need to write down a few sentences explaining their answers, which will be collected.

F. Groups will present their findings and justify their answers.

G. Have students pass in cartoon packets. Inform them that tomorrow's class will meet in the library to perform research for their time lines and cartoon assessments.

Day 3:

A. Have the school librarian give a 15-minute tour of the library and the resources available to them.

B. Open the class up to questions about the assignments and/or resource information.

C. Allow the groups to work for the remainder of class period on timelines and cartoons.

D. Groups will need to report at the end of class on the progress they made.

E. Have the class pack up and return resources to their proper placement in the library.

Day 4:

A. Allow class time for group project work. Students will have the option of working in class, the computer lab, or going to the library. (Adult supervision will be in each location.)

B. Remind groups before they leave that they will be presenting their time line and cartoons tomorrow in class.

Day 5:

A. Have the class take out the peer evaluation forms and group evaluation forms. Allow 5 minutes for students to complete these and inform them that they are confidential. Have the recorders turn in their groups notes.

B. Have groups give their presentations to the class.

3. Modeling: Instructor will model discussion by assisting in arrival of definitions, initializing discussions, and offering information, statistics, and/or personal experience to enhance learning. Instructor will also present hypothetical situations for further thought.

4. Guided Practice: Students will be guided into discussion through periodic placement of specific questions. Students will be observed and visited in small groups by instructor to verify they are on task.

S. Independent Practice: Students will ponder and reflect upon how they feel the Great Depression affected their family and other families in other countries.

Key Questions

- ∴ What is the Great Depression?
- ∴ What are political cartoons?
- ∴ Why is it important to learn about something that happened a long time ago?
- ∴ Why couldn't people get jobs?
- ∴ Could this happen again?
- ∴ Are we all interconnected? What is the global relationship?
- ∴ How do world events effect other countries?
- ∴ What is historical fact or interpretation?
- ∴ What can we learn from the past?

Evaluation

- / Did students engage in small group and class discussions?
- / Did students perform jobs in their small groups effectively?
- / Did students research the effects of the Great Depression on other countries/cultures?
- / Did students express what they felt political cartoons portrayed?
- / Did students engage in abstract thought about dilemmas proposed by cartoons?
- / Did students seem interested and challenged?
- / Did students give their peers a presentation on their findings?
- / Were students able to complete all assignments in the allotted time?
- / Did students evaluate their peers effectively?

Closure

Students will take their group time lines, political cartoons, and explanations and mount them on the designated bulletin board for display. Students will receive a grade for group work and for independent work.

Extensions: Inclusion of a novel that would assist the students in vicariously living in the time of the Great Depression. Development of a simulation that would assist the students in relating to the Great Depression in a personal way. Discussion and research into more aspects of the Great Depression and other cultures.

RECORDER

Job Description:

In charge of recording information from the group and writing it on the evaluation form.

Also needs to record each day what the group did.

TIMEKEEPER

Job Description:

In charge of keeping track of time to ensure the group gets done on schedule.

READER

Job Description:

In charge of getting all worksheets from teacher, passing out time sections, and reading directions of what the group is expected to do.

ARTIST

Job Description:

In charge of putting together all the information on the time line and deciding what it will look like.

Cooperative Learning Activity Observation Checklist

Date _____	Subject _____
Group Title _____	~~~~~
Mode of Grouping _____	
Group Members _____	
Observer _____	_____
Action	Performance (high of 5)
Group movement is orderly	1 2 3 4 5
Students are collaborating academically	1 2 3 4 5
Students divide tasks	1 2 3 4 5
Students follow assigned roles	1 2 3 4 5
Students share resources	1 2 3 4 5
Individual accountability is evident	1 2 3 4 5
Students are cooperating socially	1 2 3 4 5
Students assist each other when necessary	1 2 3 4 5
learning is taking place	1 2 3 4 5
Students are motivated	1 2 3 4 5
Group <u>respects/praises</u> its members	1 2 3 4 5
Group accomplishment is evident	1 2 3 4 5
Overall Group Rating	1 2 3 4 5
Comments _____	_____
<hr/>	
<hr/>	

Peer Evaluation Form



Name: _____

Group Members: _____

Activity Name: _____

Date: _____

Role	Effective	Ineffective	Comments
Retriever			
Reader			
Recorder			
Presenter			

Publishing Information

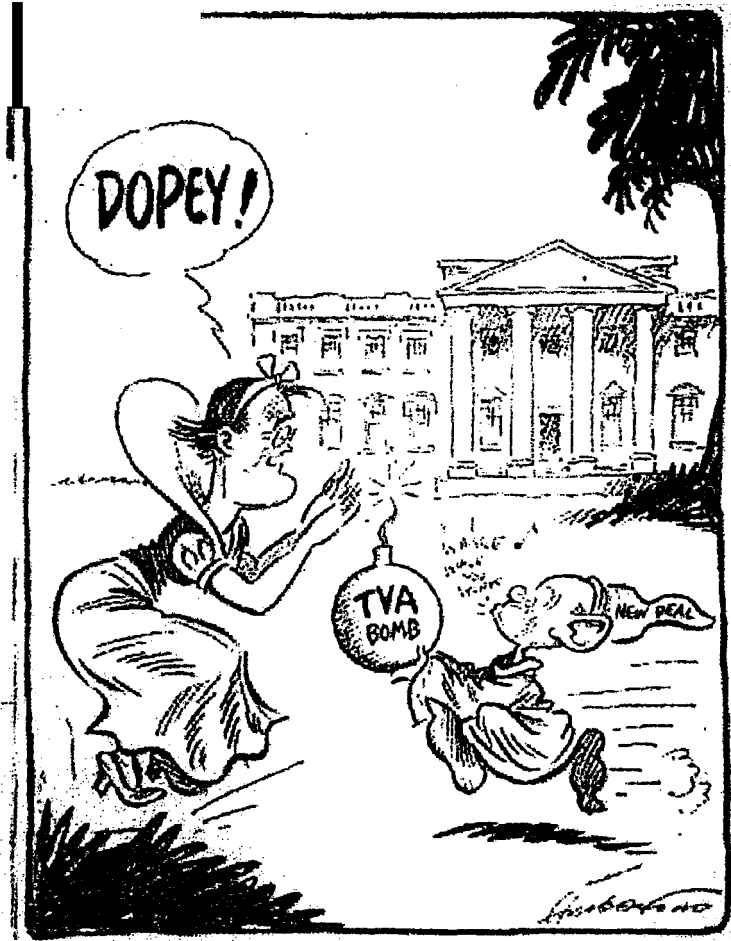
"More New Deal Co-operation"



March'S, 1938, New York Herald Tribune.
Permission granted by the International Herald Tribune.

Publishing Infonation

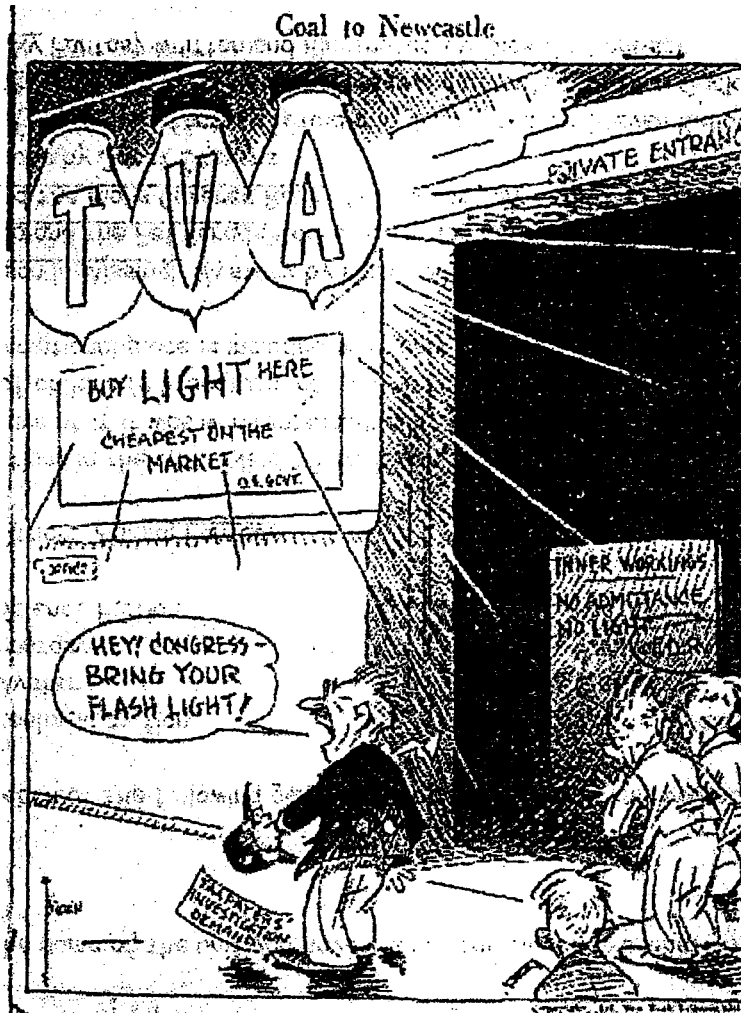
"At the Snow White House"



March 22. 1938. Pittsburgh Post.
Permission granted by the Pittsburgh Post.

Publishing Information

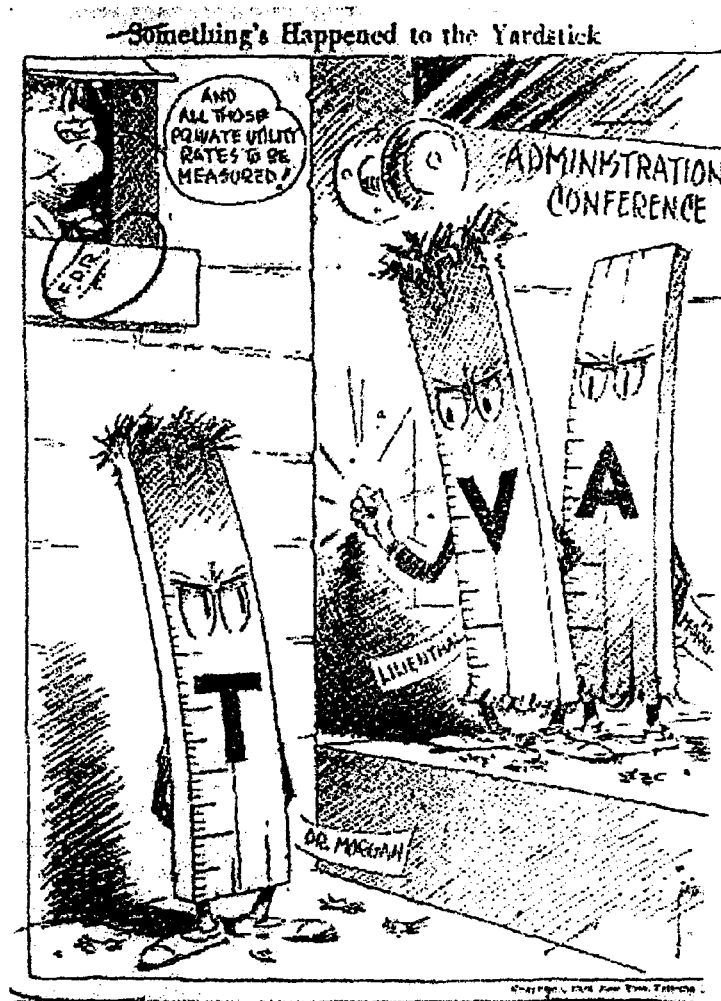
"Coal to Newcastle"



..March 13, 1938, New York Herald Tribune.
Permission granted by the International Herald Tribune.

Publishing Information

"Something's Happened to the Yardstick"



March 10, 1938, New York Herald Tribune.

Permission granted by the International Herald Tribune.

Publishing Information

"Which Just About Settles That Kind of Talk"



February 21, 1936, Albany Knickerbocker-Press.

Publishing Infonation

"What Next?"



January 23, 1936, Jersey City Journal.
Permission granted by the Jersey City Journal.

LESSON PLAN

Discovering Global Ecosystems

Teacher: Michel M. Dushek

Grade Level: 5th-6th

Emphasis: Science, Language Arts, Social Science, Technology **Length** of Lesson: 7 days

State Goals:

Illinois State: 13.B.3e: Identify advantages and disadvantages of natural resource conservation and management programs. *11.A.2e:* Report and display the results of individual and group investigations. *12.B.2a:* Describe relationships among various organisms in their environments.

Background: All students will have learned about ecosystems and habitats in previous years of education. A day prior to the onset of these lessons, these terms will be discussed in a 15-minute discussion to refresh the students long-term memory.

Objectives:

Students will:

- utilize the internet as a scientific resource
- gather information from several sites on the World Wide Web
- document their findings in a journal format
- follow a process of step-by-step discovery
- describe their discovery fully
- list problems and suggest solutions
- create a media format to work toward a solution
- evaluate the effects of the media format chosen
- compare the initial ecosystem with global ecosystems
- list five things threatening all global ecosystems researched
- develop respect for the environment
- recognize that all countries are facing the same dilemmas

Materials List:

list of World Wide Web sites to be used
 computers
 computer resource room
 journal paper
 certificate for each student

Methods, Procedures, Activities:

1. Anticipatory Set - Students will work in pairs on this project. One student will be the writer and one the researcher. Positions will switch each day and one journal will be kept for the two students.

2. Input-

Day 1 - A Students will be told they are environmental biologists. One day, while at their local park, they take some samples of a few strange and unique looking items. After returning to the lab and looking at the samples under a microscope, they realize that they are looking at new life

forms never before documented. Excited and mystified, they decide to return to their local park to gather more information and relocate the creatures' environment. Students will visit www.epa.gov/students/ecosyste.htm and choose one park from the site as their local park.

B. Students will design a creature and describe it fully including their suspected species. Students may draw the creature on a separate piece of paper. Students will also decide where it lives in the park and what their habitat is like. Students will critique that particular environment and analyze whether their life form could or could not survive in that environment. Students will also look for issues that could threaten that particular type of habitat and make their creature endangered. Students will document everything in their journal notes.

Day 2- Students will be told that they must engage in a life-saving mission to save their creature because their habitat is endangered. Students will describe fully what is wrong with their creature's habitat that is threatening its life. Students will list clearly all problems. Students will predict some changes and solutions that could solve these problems. Students will visit www.conservation.org/xp/CIWEB/home and through researching the site, suggest ways to implement their solutions. Students will document everything in their journal notes.

Day 3- Students will choose one way to help save the habitat of their newly discovered creature by making others aware and getting them involved. They can write a newspaper article, do an interview on TV, write letters to other scientists, send invites to neighbors asking them to help, or create another idea that would assist them in saving the threatened habitat using an outreach/media type of approach. Students wanting to write a newspaper article can visit <http://wneo.org/LessonActivities/integratingtechnology/newspaper.htm> for examples and assistance. Students will write out their article, interview, letters, invites or other idea and journal what they did.

Day 4- Students will evaluate their choice to seek help by discussing and journaling what effects those efforts may have made regarding their creatures survival. Students will support this with arguments.

Day 5- A Students will visit www.biodiversityhotspots.org/xpl/Hotspots, www.unep-wcmc.org/ and/or www.eces.org/ec/ecosystems and compare their ecosystem with other global ecosystems. Students will list at least five things that are threatening all ecosystems. Students will journal their findings.

B. Students will be instructed to write a 1-2 page essay as homework describing what they learned about their immediate environment, global environments, and make some suggestions on how we can come together worldwide to create a better and safer environment. These essays will be independent reflections rather than team reflections. Students will be encouraged to ponder and reflect upon how problems in the environment affect them, their families, their country, other countries and the world. Students will be informed that these essays will be collected in two days along with their journals, their media approach papers and any drawings.

Day 6- Students will be given time to work on their papers in class.

Day 7- All papers will be collected and the class will be open for discussion to talk about findings, evaluations, internet sites, surprising facts, global concerns and possible solutions. Students will all be given a moment to summarize their groups activities.

3. Modeling- Teacher will model by making suggestions, asking appropriate questions, giving examples, and presenting hypothetical situations for further thought.

4. Guided Practice- Teachers will guide students by giving examples and clear directions. In discussion, teacher will ask appropriate questions pertinent to discussion. Pairs of students will

be visited by the teacher to ensure they are staying on task. Teacher will be available for any questions or discussions.

5. Independent Practice- Students will work in pairs throughout the mini-unit. The culminating paper will be an individual reflection on what they learned about the environment, other global communities, and their thoughts on worldwide solutions.

Key Questions:

- ./ What does another life form need to survive?
- ./ Is the creatures' environment endangered?
- ./ Are all environments endangered?
- ./ What can be done to change this?
- ./ Who can make changes?
- ./ What efforts are effective to get people involved and aware?
- ./ What efforts are involved to make change?
- ./ Do all countries share in this dilemma?
- ./ What would occur if nothing is done?
- ./ Does teamwork play a role in achieving a solution?

Evaluation:

- Did students use the internet as a valuable worldwide resource?
- Did students document all their findings in a journal?
- Were students able to complete all assignments in the allotted time?
- Did students list problems and solutions regarding their creatures' survival?
- Did students create a media approach to get others involved?
- Were students able to analyze their approach to the problem?
- Did students compare several global environments?
- Did students engage well in teamwork?
- Were students able to critically ponder and reflect upon worldwide environmental effects?

Closure:

Journals, essays, drawings, and media approach papers will be collected for grading. Students will receive a grade for teamwork and for independent reflection. Teamwork must include clear, daily documentation in journals, a full description of their creature and habitat, a thorough list of problems and solutions regarding their environment, a newspaper article, interview, letters, or other media approach, an analysis including supportive arguments, and a comparison including at least five global environmental issues. Independent grade will be based on reflection essay and participation. When students receive their work back, they will receive a congratulatory certificate indicating that they did well in attempting to save another life on this planet.

Extensions: Take a field trip to a local pond or forest preserve to visualize clearer what is being seen on the internet sites. Have an environmental biologist or similar person come speak to the class about global environmental issues. Allow students to create habitats by making diorama's of their creatures habitat. Discuss what would happen if global ecosystems continue to deteriorate without any intervention. Become pen pals or email pals with students in other global areas to discuss problems, effects, changes and solutions.

Discovering Global Ecosystems

Brief Outline of Mini-Unit

Day 1 - Get teamed up; visit website; choose park; design creature and describe fully; choose habitat and analyze; start journal.

Day 2 - Describe and list life threatening problems; predict changes and solutions; visit website; suggest implementation of solutions; keep journal.

Day 3 - Create and write up a media outreach to get others involved and aware of problem. (Can visit website for newspaper article information.) Keep journal.

Day 4 - Evaluate, discuss and journal effects of efforts.

Day 5 - Visit websites; compare global environments; list at least 5 global environmental concerns; keep journal; write independent essay for homework.

Day 6 - Turn in all journals, media approach papers, essays, drawings; discuss mini-unit and its discoveries.

World Wide Web Sites:

<http://www.nature.nps.gov/> (to choose a park and habitat)

<http://www.conservation.org/lxp/CIWEB/home> (to predict changes and suggest solutions)

<http://wneo.org/LessonActivities/integratingtechnology/newspaper.htm> (to create newspaper article)

<http://www.unep-wcmc.org/>, http://www.biodiversity_hotspots.org/lxp/Hotspots,

<http://www.eces.org/lec/ecosystems> (for comparing global ecosystems)