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Course/Grade: 6th grade History/ Ancient Civilizations from Early Humans to the Fall of Rome

Lesson Title: Connecting the Past to the Present through the Lens of Children’s Issues Today

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| **Stage 1 Desired Results** | | |
| ESTABLISHED GOALS  **CA State Standards: Historical and Social Sciences Analysis Skills**  Historical Interpretation   1. Students summarize the key events of the era they are studying and explain the historical contexts of those events. 2. Students identify the human and physical characteristics of the places they are studying and explain how those features form the unique character of those places   **Common Core Reading Standards for Literacy in History/Social Studies**  Key Ideas and Details   1. Determine the central ideas or information of a   primary or secondary source; provide an accurate  summary of the source distinct from prior  knowledge or opinions.  Craft and Structure   1. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. 2. Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).   Integration of Knowledge and Ideas   1. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. 2. Distinguish among fact, opinion, and reasoned judgment in a text. 3. Analyze the relationship between a primary and secondary source on the same topic.   **Common Core Writing Standards for History/Social Sciences**  Production and Distribution of Writing   1. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.   Research to Build and Present Knowledge   1. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. 2. Gather relevant information from multiple print and digital sources, using search terms effectively; 3. Draw evidence from informational texts to support analysis reflection, and research.   Range of Writing  10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences | ***Transfer*** | |
| Students will be able to independently use their learning to...  T1. Respect and value diversity among various cultures  T2. Empathize with various cultures especially the lives of the children  T3. Seek out ways as individuals or parts of a society to help solve human rights issues affecting children.  T4. Make connections between the issues facing children around the world and events in their history. | |
| ***Meaning*** | |
| UNDERSTANDINGS  *Students will understand that…*  U1. A nation’s history plays an important role in understanding the events /issues of their country today.  U2. Many human rights issues exist in the world today, many affecting children.  U3. Children around the world have human rights as people to ensure that they are treated with respect and dignity.  U4. A nation’s culture plays an important role in how children grow up in the world.  U5. A nation’s economy plays an important role in the issues facing children.  U6. We are all citizens of the world and we each can make a difference. | ESSENTIAL QUESTIONS  E1. What are the problems/issues facing this country today?  E2. What organizations support the rights of children? How?  E3. What is the Universal Declaration of Human Rights? Which rights does it protect?  E4. Throughout this country’s history, who held the power and how did they use it? Who holds the power today? What political system is in place?  E5. What are the cultural beliefs/norms of this nation? (religion, languages, literacy rates, roles of women and children, education practices, technology)?  E6. What are the economic statistics and conditions in this country? How do they affect children? |
| ***Acquisition*** | |
| *Students will know…*  1. the names and purposes of international organizations that support children’s rights throughout the world, including UNICEF and the United Nations among others.  2. the issues facing children around the world including human rights, environmental, political and economic.  3. how children live in places around the world, their family life, home life and childhoods and what makes us alike as children.  4. the role a nation’s history has played in the present situation.  5. how to read and record information from an atlas and almanac.  6. the relationship between the economic situations of countries and their current social issues.  7. the role culture has to play in the current issues of countries.  8. how to generate ideas/questions to help solve problems facing children in the world.  9. how to generate ideas/questions for learning and sharing perceptions of our lives with the perspectives of other children’s lives and cultures around the world. | *Students will be skilled at…*  1. using historical resources and reference materials to develop background for understanding current issues facing children in a particular country.  2. researching the internet news sources to locate and report on current issues of a particular country.  3. analyzing information from current atlases and almanacs and the connection to present day conditions  4. making connections between the history of a country and its present system of government and power structures.  5. citing specific facts to support thinking.  6. responding in writing to share their perspectives and ideas about present issues facing children of the world.  7. asking questions that lead to taking action.  8. asking questions that lead to undestanding of the ways children are alike as they grow up in different cultures around the world  9. writing and describing their lives and culture to other children around the world.  10. finding the similarities that children in different cultures share. |
| **Stage 2 - Evidence** | | |
| **Evaluative Criteria** | **Assessment Evidence** | |
| 1. Explain, point out, mark, question, list  2. List, note, point out, record  3. Participate, recite, give examples, explain, share, point out.  4. Express, explain, compare, share  5. List, view, collaborate  6.Collaborate, share, create, question,  compare, view  7. View, compare, identify, list  8.Mark, point out, underline, question, define  9. Summarize, organize, generalize, compare,  categorize  10.List, identify  11.Share, compose, analyze, explain, compare, connect  12.Create, produce, list, identify  13. Express, analyze, explain, compare, connect  14. Create, organize, prepare, summarize, categorize, compare, identify, produce, hypothesize | PERFORMANCE TASKS: Note: We are researching the countries of Africa. This fits with USA Africa and the “We Are the World” campaign. This introductory song/video could be changed depending on the focus country of the inquiry.  1. **We are the World** by Michael Jackson. Students will read the poem and mark the text with their thinking. Then, after watching the video they will generate questions they have about the organization, its mission, its success, the project etc. <http://www.youtube.com/watch?v=M9BNoNFKCBI>  2. **Research the answers to your questions** on the internet. Record all information in your notes.  3. **Participate in large group discussion** sharing facts and information about *We are the World*. Add to your facts page. What was the purpose? Was it successful?  4. **Write long** about the significance of the lines “We are the children” and “We’re saving our own lives”. Share ideas with partners.  5. **In partnerships research organizations that help children** of the world and create a list including UNICEF <http://www.unicef.org/ab>, <http://www.un.org/e> and the United Nations.  Share out and compile together. <http://www.youtube.com/watch?v=Mmy9MpwyKnQ>  6. Students create lists of what all children need and deserve in their lives as they **watch video trailer for** **Babies** <http://www.youtube.com/watch?v=1vupEpNjCuY>  7. **Read aloud** the picture book, For Every Child  <http://www.amazon.com/s/ref=nb_sb_noss?url=search-alias%3Dstripbooks&field-keywords=for+every+child>  Continue adding to list of what children need and deserve in life.  8. **In partnerships read and create questions** around the Declaration of the Rights of the Child  <http://www.un.org/cyberschoolbus/humanrights/resources/plainchild.asp>  9.  **Independently research current issues/problems facing Africa today** using the news sources and links provided. <http://www.asfms.net/SocialStudiesDepartment/templates/main/currentevents.html>  Watch video, read articles, taking notes of places and issues that interest you or make you think and the connection to the children of the country.  10. **Choose one article to print**. On that article, mark the text, underlining important information, asking questions in the margins, and circling important vocabulary words to define and show your thinking.  11. **Write a summary** of your article to share with your group. On an index card write a one- sentence summary of the problem along with the country where this problem exists. Determine the category to which your issue belongs: Human Rights, Environmental, Political, or Economic and put your index card on the board under that category.  12. **Independently research** the economic and cultural information found in World Affairs 2013 Atlas and Almanac as it pertains to the country from which your current event article originates. Complete a graphic organizer of important information about your country. <http://junior.scholastic.com/issues/10_15_12/book#/1>  Cultural Repository: [www.atozworldculture.com](http://www.atozworldculture.com/) user name – global, password - customs  13**. After participating in a whole class discussion, write in your journal** about what this information tells you about your children’s issue in Africa.  14. **Research the colonial history of Africa** and create a time line of events.  <http://teacher.scholastic.com/scholasticnews/magazines/junior/pdfs/JUNIOR-092010-COVERSTORY.pdf>  15**. Write a journal** entry reflection about power. Who had it, and how it was used in the past to control people and resources of Africa. How did it affect children?  16. **Create a google doc (wiki)** with your group highlighting the children’s issue you all share. Write your summary of your current event and pose a question for the others in your group to consider. Add video and links to information shared.  What do these children need? How can we help them as citizens of the world? Do we know of any other organizations that have helped? Should we research them? How?  17. Connect with global community project from iEarn <http://collaborate.iearn.org/space-2/group-199/about>  to create works of art, diaries, blogs to share with children around the world. | |
| Collaborate, design, compare, identify, categorize | OTHER EVIDENCE:  Vocabulary lists and definitions. Word Wall  Wall chart entitled “We Are the World”, a compilation class information and research. | |
| **Stage 3 – Learning Plan** | | |
| *Summary of Key Learning Events and Instruction*   1. Introduce students to “We Are the World” text and video. Students will write in their journals, mark the text, and research questions they generate about the USA Africa organization and the purpose behind the composition and the people involved. Students will then join in a full class discussion about the meaning and messages of the music video as well as the facts surrounding the USA Africa organization. Teacher will chart information for class to view. Students will write an additional entry about the the confusing words, “we are the children” and “ we’re saving our own lives”. Discuss with partners to create meaning.   (See #1-4 above)   1. Introduce students to the organization of UNICEF: the United Nations International Children’s Education Fund. Let students peruse the website as well as the United Nations web site. Are children’s rights’ protected by a written document? Can you find it on either of these 2 sites? Show video UNICEF <http://www.unicef.org/ab>. Have students research in partnerships searching for organizations that protect the lives of children in the world. Compile a list together as a class. Have students post sites to class discussion board. 2. Children will read aloud the children’s book, *For Every Child* and view the video trailer for Babies (see #5-8 above) 3. Hand out copies of the *Declaration of the Rights of Children* to each student. Students will mark the text, underlining significant words and phrases and asking questions in the margins to determine meaning and comprehension. Review together. Begin a word wall of words and definitions that students will need to comprehend the major concepts of the unit. 4. Students will independently research current problems/issues facing Africa today (with a focus on children’s issues) using web sites from news organizations already compiled for them. They will print one article, mark the text, find new vocabulary to define and create a summary to share. Teacher will model all aspects of this process that are new to students.   (See #9-11 above)   1. Students will each receive the graphic organizer, *World Affairs Almanac and Atlas 2013* (below) and the terms and definitions will be taught. Students will add illustrations to the LH column under each term to help with understanding. Then students will work independently to complete the chart according to the country from which their article is based. Add terms to word wall.   <http://junior.scholastic.com/issues/10_15_12/book#/1>   1. Students will participate in a whole class discussion about the meaning of the information recorded. Teacher will create a class chart of observations for students to refer to when writing their journal entry. (see #13 above) 2. Teacher will direct a “read aloud” of the article, “Africa: 50 Years of Independence” which explains the concept of colonialism and its effects on Africa both in the past and present. <http://teacher.scholastic.com/scholasticnews/magazines/junior/pdfs/JUNIOR-092010-COVERSTORY.pdf> Students will turn and talk throughout the “read aloud” creating meaning about power and answering the questions of who has had it and how it has been used in African history and today. Teacher will chart responses. Students will create timelines. Students will also complete comprehension questions about colonialism in Africa. (found on p. 14-15 in the article).   13. Students write in their journals about “power” and government systems.   1. Teacher will create groups of 4-6 students according to the issues they have chosen from their articles researched. All students in the group will have the same category of issue: economic, environmental, human rights (social), political. Students will create wikis (using google docs or another wiki site) and each will submit the summary they have written and post a question. Teacher will oversee questions and post questions for students to discuss on the site ultimately leading to the generation of ways that they can help as responsible citizens. 2. Students will design online newspapers, imovie newscasts, photogalleries, glogs of their groups’ choosing to share their current events issues with other members of our class. 3. Students will take part in a global project about the lives of children using iEARN. (see #17 above) | | |

**(graphic organizer)**

**World Affairs Almanac and Atlas Facts and Figures 2013**

Country and location: **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Area and Population** | With these figures you can calculate population density (population divided by area): the average number of people who live on each square mile of land. |  |
| **Urban Population** | The percent of a country’s population living in urban (city) areas. |  |
| **Political System and Head of Government** | Explains how power is divided within a country. (See glossary of terms) |  |
| **Date of Origin** | The year in which a country declared independence, won control of its affairs, or established its present boundaries. |  |
| **Literacy Rate** | The percent of people who can read and write (male/female) |  |
| **Per Capita DGP** | The value in U.S. Dollars of all goods and services produced within a country in one year (its gross domestic product) divided by its population. This is a common way to measure a nation’s wealth. |  |
| **Percent of Population Increase** | The birth rate minus the death rate. Population growth in poor countries tends to be higher than in wealthy ones. |  |
| **Languages Spoken** | Usually only major languages are listed. Some 7,000 languages are spoken around the world, not counting local dialects. About 12% of all people speak Mandarin Chinese-more than double any other language. |  |
| **Percent of Population Under Age 15** | Developing countries with a high percentage of young people may have trouble providing enough jobs, schools, and food. |  |
| **Life Expectancy** | The age to which a newborn can expect to live. The number first is for males, the second for females. |  |
| **HDI (Human Development Index)** | This number measures economic and human well-being on a scale of 0-1. It combines life expectancy, literacy, and purchasing power into one figure. |  |
| **Political Systems Around the World**  **Communist one-party state:**  All land and businesses are government-owned, and individual freedom is limited. Only the Communist Party has power.  **Constitutional monarchy:** A king or queen is head of state but has limited power. An elected parliament (legislature) chooses the prime minister, who lead the government.  **Democracy:**  A government with leaders who are chosen through a system of popular elections.  **Dominant party:** A system in which one political party rules. Other parties may exist but have relatively little power.  **Military:**  The leader of a country’s armed forces controls the government.  **Monarchy:** A single person, who inherited his or her power, rules for life.  **Parliamentary:** Voters elect the parliament. A prime minister-the leader of the party with the most seats in parliament- heads the government.  **Presidential dictatorship:** a president has complete power.  **Presidential-legislative:** An elected president leads the government, sharing power with a legislature and with the courts. (The U.S. is an example of a presidential-legislative democracy).  **Presidential-parliamentary:** An elected president is chief executive. A prime minister leads the government.  **Traditional chiefs:**  A body of tribal leaders plays a role in governing. | | |