

Title: Children for Change
Grade-level: 3rd
Subject Area: Social Studies and Language Arts
Topic: Civic Engagement
Created by: Sue Wise and Kameron Schaefer

Total Time required: 5 class periods (plus an open house evening)

Standards (3rd grade):

PA Common Core:

CC.1.2.3.B- Ask and answer questions about the text and make inferences from text; refer to text to support responses.

CC.1.2.3.C- Explain how a series of events, concepts, or steps in a procedure is connected within a text, using language that pertains to time, sequence, and cause/effect.

PA State Academic Standards:

5.2.3.A: Identify personal rights and responsibilities.

5.2.3.B: Identify the sources of conflict and disagreement and different ways conflict can be resolved.

5.3.3.G- Identify individual interests and explain ways to influence others.

Description of Activity:

ACTIVITY 1: Individuals who made a change

Students will learn ways that children, as citizens, have impacted history. Individual examples will be presented through a series of primary and secondary sources. Initially, the teacher will lead a whole-group activity to model the process of primary source analysis.

Using the jigsaw method of instruction, each small group of students will analyze an image as an introduction to the individual their group will study. Next, they will use primary and secondary sources to investigate the context. They will discover and discuss the mode(s) of communication used, the historic period in which the featured child lived, and identify the geographic location. Each group will present a summary and share with the whole class.

Individual students will select one of the featured historic children as the most inspirational to them and will write and/or draw to tell why that child is inspirational citing specific information from the primary and secondary sources used in the research.

ACTIVITY 2: Context for change

This activity will help students generalize information about modes of communication, historic events and periods, and geographic locations learned in the previous activity. Students will sort and organize the information, consider their own ideas about civic engagement, and expand on their understandings about how circumstances impact individuals as they engage with their communities.

ACTIVITY 3: You can make a change, too!

Students will apply what they have learned about civic engagement as they identify a cause about which they are passionate and make a plan for making a positive impact. Students will share their plans with the class via presentation and will be encouraged to engage with their communities to initiate the desired changes.

II. Lesson Goals

a. Focus Question:

What is civic engagement and how do individuals make a difference?

b. Context:

This activity will enrich student learning and understanding of civic engagement and what it means to be a citizen of the United States. This activity is recommended to fall within a unit on US government and citizenship. Students will look at examples of how children have impacted the country in the past and what these children did in order to make change. Students will then put learning into practice and create a plan to make their own change.

This lesson will also be utilized in a social studies methods course for pre-service teachers as a sample scenario to demonstrate primary source analysis, timeline activities, and language arts integration. In this context, the activity will be an example of how to incorporate primary sources in the classroom and integrate other topics and content into the social studies classroom. The first activity will be presented as the lesson would normally be implemented in a 3rd grade classroom. The second and third activities will be summarized and discussion focused on methodology will follow. Pre-service teachers will brainstorm ways the lesson can be adapted to various primary sources and K-8 student populations.

b. Objectives:

- The student will identify specific actions taken by individuals that influenced the larger society/community.
- The student will demonstrate the ability to distinguish between his or her own point of view and that of historic figures.
- The student will make connections between actions taken by individuals and the change(s) these actions influenced.
- The student will demonstrate an understanding of chronological order and change over time through a written reflection of the timeline activity, focused on a specific individual, and citing specific facts from the various sources provided.
- The student will demonstrate an understanding of continuity and change over time through a timeline activity.
- The student will demonstrate an understanding of place in a historical context through a geographical map analysis.
- The student will demonstrate an understanding of civic engagement by developing a plan of action.
- The student will demonstrate the relationship between civic rights with civic responsibilities through discussion and planning for future civic engagement.

d. **Assessment:** How will you measure student mastery of the objectives?

ACTIVITY 1:

Students' summaries/representations of individual historical figures will include:

- Name and age of child
- Time and place of the event
- General historic and/or cultural context (multiple links to historical context provided)
- Description of the civic engagement method (mode of communication)
- At least one way they think the child might have impacted society/community

ACTIVITY 2:

Students will be evaluated on the following:

- The accuracy of their timeline
- Reasoning for organizing the information in the way they chose

ACTIVITY 3:


Final presentations will be evaluated using the attached checklist. It includes the following categories:



- Description of problem/need for change
- Supporting evidence
- Plan for making change
- Statement of expected outcome/impact
- Presentation delivery


III. Activity Details


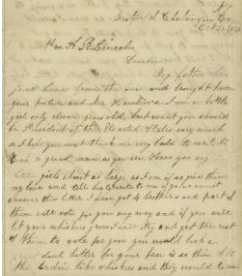
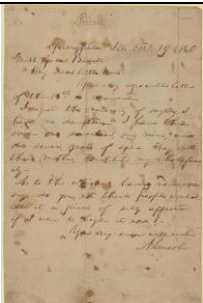
a. Primary Sources

List the Library of Congress primary source(s) used. Include the title and URL of the item(s).


Bibliographic Organizer	
	<p>http://www.loc.gov/pictures/item/97519062/</p> <p>Title: [Protest against child labor in a labor parade]</p> <p>Medium: 1 photographic print.</p> <p>Date Created/Published: [1909 May 1]</p> <p>Summary: Photograph shows half-length portrait of two girls wearing banners with slogan "ABOLISH CHILD] SLAVERY!!" in English and Yiddish, one carrying American flag; spectators stand nearby. Probably taken during May 1, 1909 labor parade in New York City.</p> <p>Notes: Bain News Service photograph.</p> <p>Forms part of: George Grantham Bain Collection (Library of Congress).</p> <p>Published in: American women : a Library of Congress guide for the study of women's history and culture in the United States / edited by Sheridan Harvey ... [et al.]. Washington : Library of Congress, 2001, p. 347.</p>

	Original negative may be available: LC-B2-696-9
Secondary Source	http://memory.loc.gov/ammem/awhhtml/awas12/d05.html
Additional Context for Teacher	<ul style="list-style-type: none"> • http://teachinghistory.org/history-content/beyond-the-textbook/25750
	<p>http://www.loc.gov/pictures/item/fsa2000049296/PP/</p> <p>Title: San Juan Bautista, California. Schoolchildren collecting scrap metal for the war. Japanese-American children who had not yet been evacuated from this area participated in the scrap collection drive</p> <p>Creator(s): Lee, Russell, 1903-1986, photographer</p> <p>Date Created/Published: 1942 May.</p> <p>Medium: 1 negative: safety; 3 1/4 x 3 1/4 inches or smaller.</p> <p>Notes:</p> <ul style="list-style-type: none"> • Title and other information from caption card. • LOT 0009 (Location of corresponding print). • Transfer; United States. Office of War Information. Overseas Picture Division. Washington Division; 1944. • More information about the FSA/OWI Collection is available at http://hdl.loc.gov/loc.pnp/pp.fsaowi • Film copy on SIS roll 12, frame 1435.
Secondary Source	http://www.lchs.museum/ww2/scrap.htm
Additional Context for Teacher	<ul style="list-style-type: none"> • http://www.nebraskastudies.org/0800/frameset_reset.html?http://www.nebraskastudies.org/0800/stories/0801_0130.html • http://www.rootsweb.ancestry.com/~kscomanc/ww2_scrapdrive.html
	<p>http://explore.chicagocollections.org/image/chicagohistory/71/jd4q22b/</p> <p>[School children planting crops in large war garden].</p> <p>Creator: Chicago Daily News, Inc., photographer.</p> <p>Medium: 1 negative: b&w, glass; 5 x 7 in.</p> <p>Created/Published: [1918]</p> <p>Summary: Image of school children planting crops in rows in a large war garden in Chicago, Illinois. Supervisors stand above the children and</p>

	<p>houses and other buildings are visible in the background.</p> <p>Notes: This photonegative taken by a Chicago Daily News photographer may have been published in the newspaper.</p> <p>Repository: Chicago History Museum, 1601 North Clark Street, Chicago, IL 60614-6038.</p>
Secondary Source	http://www.americaslibrary.gov/jb/jazz/jb_jazz_subj.html
Additional Context for Teacher	<ul style="list-style-type: none"> • http://www.archives.gov/education/lessons/sow-seeds/ • http://history.nd.gov/exhibits/gardening/militaryevents7.html • http://www.cityfarmer.info/2013/01/03/1917-a-million-gardens-how-the-national-emergency-food-garden-commission-will-help-the-nations-food-supply/#more-37886 • http://ucanr.edu/sites/thevictorygrower/Historical_Models/United_States_School_Garden_Army_ca_WWI/
	<p>http://www.loc.gov/pictures/item/2013648231/</p> <p>Title: [African American boy holding protest sign in front of piles of signs on the ground at the March on Washington]</p> <p>Creator(s): Freed, Leonard, photographer</p> <p>Date Created/Published: 1963 August 28, printed after 2006 November.</p> <p>Medium: 1 photographic print: gelatin silver; 27.9 x 35.3 cm.</p> <p>Notes: Title devised by Library staff. Stamped on verso: Brigitte Freed for Leonard Freed. Hand printed after Nov. 2006 by Pablo. No. 63-2-1-29. Gift; Brigitte Freed; 2013; (DLC/PP-2013:020).</p>
Secondary Source	http://www.history.com/topics/march-on-washington (Introductory paragraph only)
Additional Context for Teacher	<ul style="list-style-type: none"> • http://www.loc.gov/loc/lcib/9903/lewis.html • http://www.history.com/topics/march-on-washington

	<p>http://www.loc.gov/pictures/item/2004670391/</p> <p>Title: Isaac and Rosa, emancipated slave children from the free schools of Louisiana</p> <p>Date Created/Published: c1863.</p> <p>Medium: 1 photographic print.</p> <p>Notes: Photo by Kimball. Copyrighted by Geo. H. Banks.</p> <ul style="list-style-type: none"> • On mount: "Proceeds for benefit of colored people." • This record contains unverified, old data from caption card. • Original filed in PR 12.
<p>Secondary Sources</p>	<p>http://www.gilderlehrman.org/history-by-era/african-americans-and-emancipation/resources/slave-children-new-orleans-1863 (Must login to free account to access information.)</p>
<p>Additional Context for Teacher</p>	<p>http://www.gilderlehrman.org/history-by-era/african-americans-and-emancipation/resources/slave-children-new-orleans-1863</p>
	<p>Grace Bedell's letter to Lincoln</p> <p>http://www.loc.gov/loc/lcib/0903/detail/letter02.html</p>
	<p>Lincoln's Reply to Grace</p> <p>http://www.loc.gov/loc/lcib/0903/detail/letter03.html</p>
<p>Secondary Sources</p>	<p>http://www.loc.gov/exhibits/lincoln/candidate-lincoln.html</p>

Additional Resources and Examples of Children for Change

<p>Various good resource letters</p>	<p>http://americanhistory.si.edu/presidency/5a2d.html#</p>
<p>Letters to presidents from children (National Archives)</p>	<p>http://www.archives.gov/publications/prologue/2004/spring/childrens-letters.html</p>
	<p>http://www.loc.gov/pictures/item/2010651143/ Title: Children collecting bronze household goods for the gov't. Date Created/Published: c1915 November 19. Medium: 1 photographic print. Notes: J208474 U.S. Copyright Office.</p> <ul style="list-style-type: none"> • Title from item. • Stamped: A.C.F. New York. <p>Summary: Photograph shows group of children carrying metal objects.</p>
	<p>http://www.loc.gov/pictures/item/owi2001039484/PP/ Title: New York, New York. Children's school victory gardens on First Avenue between Thirty-fifth and Thirty-sixth Streets Creator(s): Meyer, Edward, photographer Date Created/Published: 1944 June. Medium: 1 negative: nitrate; 4 x 5 inches or smaller.</p>
	<p>http://www.loc.gov/exhibits/treasures/tr006.html Billy (William H.) Gobitas (1925-1989) to School Directors, Minersville, Pennsylvania Handwritten letter, November 5, 1935</p>
	<p>http://www.loc.gov/loc/lcib/0805/reader.html Jacob Porter, 9, of Los Gatos, Calif., gets a lesson from musician Mickey Hart about the edited rough draft of the Declaration of Independence. By the time he left the Library, Jacob possessed three copies of the Declaration. - <i>Barry Wheeler</i></p>
	<p>http://www.loc.gov/pictures/item/2011645383/ Title: [Union drummer boy John Clem at Point Lookout, Tennessee] Creator(s): Queen, James Fuller, 1820 or 1821-1886, artist Date Created/Published: [between 1863 and 1880?] Medium: 1 print: lithograph, color; 35.7 x 28 cm. Summary: Print shows boy holding bayoneted rifle in battle, with Point Lookout in the distance.</p>

b. Activity Procedure

Activity 1:

1. Initial primary source analysis by whole group – Analyze one primary source from the list above (blue) as a class using the Library of Congress analysis tool. (15 minutes)
2. Other PSAs done in small groups - (30 minutes) - each group analyzes a different primary source from the list and group members are responsible for the following:
 - a. Scribe – This person will record the group’s reactions and analysis notes on the Library of Congress primary source analysis tool and compiling and recording information to be shared with the class on the Group Worksheet (attached).
 - b. Reporter – This person will report to the rest of the class what the group noticed/learned through the analysis activity.
 - c. Resource Expert – This person is in charge of researching the historical context of the primary source using the secondary source(s) provided.
 - d. Historian – This person is responsible for placing their primary source story in the correct location on the map and timeline.
3. Jigsaw—groups share what they learned about their source with other groups. (20 minutes)
4. Choose one- Each individual student will choose one of the primary source stories as the most inspirational to them. Students will write and draw to explain why the character they chose is inspirational (*ex: The girls thought child slavery was wrong. They wanted to change it so they decided to use their right to protest. It helped because there is no longer child slavery in the United States today.*) (20 minutes. May be assigned as homework.)

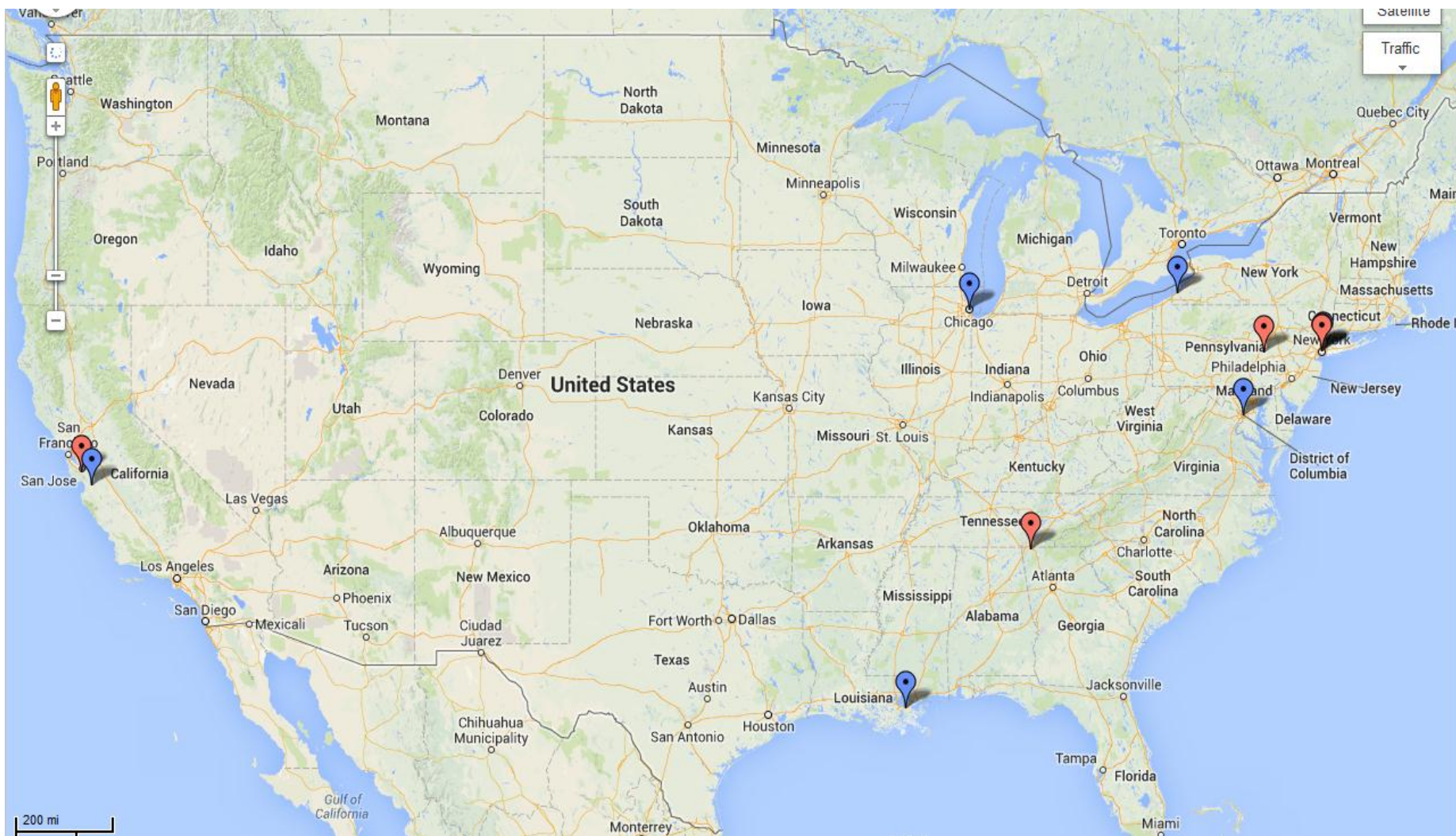
Activity 2:

1. Timeline and Map—place individuals chronologically and geographically using timeline and map (20 minutes)
 - a. Whole class activity- Using a timeline (on chalkboard, screen, whiteboard, paper, etc. (example attached) students will place the images of the primary sources in the order that they happened historically. Highlight the fact that children have been civically engaged across time and under a wide variety of historic circumstances.
 - b. Whole class activity- Students will also view the attached map, displaying the locations that each of these examples took place. Students will see that civic engagement takes place all throughout the United States and across time. Be sure to also mention that some of the actions that these children took impacted the entire country, not just the one location on the map.

Activity 3:

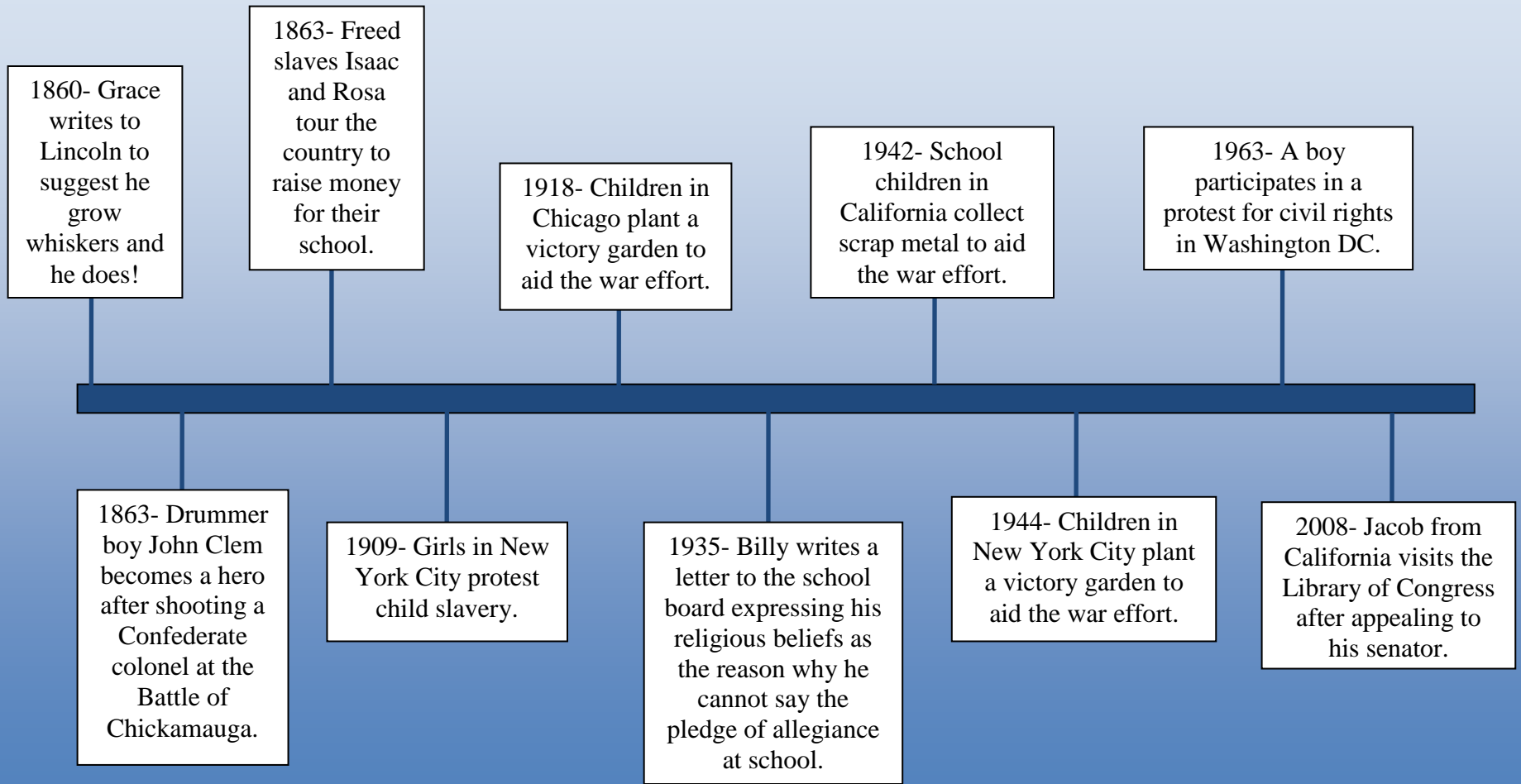
1. Challenge—individual students decide what change they would like to make
 - a. Students will consider what change they would like to see in their community, country, or world. Refer to the children studied in Activity 1 as examples. For example, the girls in New York wanted to see the end of child slavery so they did something about it. They protested in an effort to stop it. Ask the students to consider something specific that they would like to change. (10 minutes)
2. Project Plan—students make a plan
 - a. Students will write or draw a plan for how they will go about making the change that they want to see. For example, if a student cares about animals they may want to help a local shelter find homes for pets. The student must write or draw a plan of how they would accomplish this, whether it is an advertising campaign, letters to city officials, volunteering, etc. Students may finish this assignment as homework if necessary. (30 minutes)
3. Presentation—students present their plans at a parents' night
 - a. Students will share their plans for change through a special presentation in which parents will be invited to attend. Students will see that with an idea and a plan, they have the ability to make change in their world, regardless of age. (Open house/evening presentation)

Children for Change Map of the USA



<https://maps.google.com/maps?hl=en&tab=n1>

Children for Change Timeline



Children for Change

Group Worksheet

Names of Group Members:

Name of child who made a change:

Age of child:

Year of the event:

Place:

Historic and/or cultural context: (What was happening in the community/world?)

What method did this child use?

Discuss in your group. Tell at least one way the child influenced the community.

Children for Change Presentation Checklist

Students should include the following information in their presentations:

1. ____/10 Description of problem/need for change - What needs changed?
Teacher Comments:

2. ____/10 Supporting evidence - Why is it important to make this change?
Teacher Comments:

3. ____/10 Plan for making change - How will you go about making this change? What will you do specifically?
Teacher Comments:

4. ____/10 Statement of expected outcome/impact - What is the goal? How will the world be different as a result of this change?
Teacher Comments:

5. ____/10 Presentation Delivery - Did you speak up and speak out so the whole class can hear?
Teacher Comments: