Unit 5: Media & Planning

Content Area: **Social Studies**
Course(s):
Time Period: **March**
Length: **4 weeks**
Status: **Published**

Enduring Understandings

Scholarly works convey ideas and opinions and demonstrate reasoning skills that support their claims.

Authors and scholars deliberately engage with evidence to support their claims and argument.

Responsible researchers must accurately present their thesis, claims, and evidence in an organized and logical manner.

The researcher must be comfortable and familiar with the chosen medium and be sure to include all elements necessary to present the whole picture from problem to solution.

Essential Questions

How do I connect all of the information and present it in an orderly manner?

How do I successfully present my solution with valid and ample evidence in support of my conclusion?

Have I omitted any major component of the problem or solution?

What is the best manner in which to present all of my findings?

Content

Organize and present the problem, all research performed and the solution in one of the following formats:

Documentary: A documentary should reflect your ability to use audiovisual equipment to communicate your topic's significance. The documentary category will help you develop skills in using photographs, film, video, audio, computers, and graphic presentations. Your presentation should include primary source materials and also must be an original production. To produce a documentary, you must have access to equipment and be able to operate it

Exhibit: An exhibit is a visual representation of your research and interpretation of your topic's significance in history. The analysis and interpretation of your topic must be clear and evident to the viewer. Labels and captions should be used creatively with visual images and objects to enhance the message of your exhibit

Paper: A paper is the traditional form of presenting historical research. Various types of creative writing (for example, fictional diaries, poems, etc.) are permitted, but must conform to all general and category rules. Your paper should be grammatically correct and well written

Website: The website category is the most interactive of all NHD categories. A website should reflect your ability to use website design software and computer technology to communicate your topic's significance in history. Your historical website should be a collection of web pages, interconnected by hyperlinks, that presents both primary and secondary sources and your historical analysis. To engage and inform viewers, your website should incorporate interactive multimedia, text, non-textual descriptions (e.g., photographs, maps, music, etc.), and interpretations of sources. To construct a website, you must have access to the Internet and be able to operate appropriate software and equipment

Skills

Contact local officials and community members to acquire information and/or discuss local issues.

Incorporated information from policy makers/experts into research.

Make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions

Select a local issue and develop a group action plan to inform school and/or community members about the issue.

Plan and participate in an advocacy project to inform others about a social/political/economic/environmental issue at the local or state level and propose possible solutions.

Read and Interpret a Map

Interpret Charts/Graphs

Analyze Primary and Secondary Sources

Close Reading Primary and Secondary Sources

Writing both argumentative and expository texts

Conduct valid research

Accurately vet sources to check for validity

Demonstrate active reading strategies and reading for a purpose.

Resources

http://www.civiced.org/programs/project-citizen

http://www.crlsresearchguide.org/Big_Six_Steps.asp

http://civiced.rutgers.edu/projectcitizen.html

http://www.classroomlaw.org/programs/project-citizen/

http://schools.cms.k12.nc.us/beverlywoodsES/Documents/Febcitizenship.pdf

https://www.weareteachers.com/6-ways-to-make-civics-learning-come-alive-2/

http://www.educationworld.com/a_curr/curr008.shtm

Standards

6.3.4.A.1 Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling).

6.3.4.A.2 Examine the impact of a local issue by considering the perspectives of different groups, including community members and local officials.

6.3.4.A.3 Select a local issue and develop a group action plan to inform school and/or community members about the issue.

6.3.4.B.1 Plan and participate in an advocacy project to inform others about environmental issues at the local or state level and propose possible solutions. C. Economics, Innovation, and Technology

6.3.4.C.1 Develop and implement a group initiative that addresses an economic issue impacting children.

6.3.8.A.1 Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.

6.3.8.A.2 Participate in a real or simulated hearing to develop a legislative proposal that addresses a public issue, and share it with an appropriate legislative body (e.g., school board, municipal or county government, state legislature).

6.3.8.A.3 Collaborate with international students to deliberate about and address issues of gender equality, child mortality, or education.

6.3.8.B.1 Evaluate alternative land use proposals and make recommendations to the appropriate governmental agency regarding the best course of action.

6.3.8.C.1 Examine the perspectives of multiple stakeholders involved in the local budget process (e.g., obtaining information, discussing priorities).

6.3.8.D.1 Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.

6.3.12.A.1 Develop a plan for public accountability and transparency in government related to a particular issue(s) and share the plan with appropriate government officials.

6.3.12.A.2 Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations, and evaluate the extent to which such problems are universal.

6.3.12.B.1 Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, and present those solutions to relevant national and international governmental and/or nongovernmental organizations.

6.3.12.C.1 Participate in a simulated meeting (e.g., President's Council, World Bank, International Monetary Fund (IMF)), research evidence from multiple sources about an economic problem, (e.g., inflation, unemployment, deficit), and develop a plan of action.

6.3.12.D.1 Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/ privacy.

6.3.12.D.2 Analyze a current foreign policy issue by considering current and historical perspectives, examining strategies, and presenting possible actions.