Unit 4d-Social Issues

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

Essential Questions

- What economic issues impact children?
- What situations require productivity and accountability?

Big Ideas

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

Holocaust Lessons

Objective:

Students will be able to identify injustices of the Holocaust. Students will analyze text and infer author's purpose.

Materials: Picture book: Willie and Max: A Holocaust Story, by Amy Littlesugar, Oskar Schindler quote, story analysis worksheet, SMART TV

Length of time: 1-2 days

- Display the quote, "I had to help them, there was no choice." by Oskar Schindler. Ask students what it might mean.
- Discuss with students if they know of any times, past or present, when groups of people disliked other groups of people (bias/prejudice/bullying). If needed, provide prompts such as segregation, Civil Rights Movement, Native Americans and European settlers, 9-11, etc.
- Show students the cover of Willie and Max: A Holocaust Story, and make predictions.
- Display the story analysis worksheet on the SMART TV and read the background information. Preview the questions students will be answering after the story is read aloud and add to or change previous predictions.
- Read aloud Willie and Max: A Holocaust Story. Following the read aloud, encourage students to summarize, discuss, and share reactions to the book.
- Students should then complete the story analysis worksheet (independently or in small groups).
- Share answers to questions
- Revisit the quote, "I had to help them, there was no choice." by Oskar Schindler and ask students if they interpret it any differently after the book.

Assessment: Student discussion and participation, story analysis worksheet

Extension: View and discuss the documentary, The Number on Great-Grandpa's Arm (2018)

https://www.hbo.com/video/documentaries/the-number-on-great-grandpas-arm/videos/the-number-on-great-grandpas-arm

CSDT Technology Connection

8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.

Enduring Understandings

6.1 U.S. History: America in the World by the End of Grade 5

Civics, Government, and Human Rights: Participation and Deliberation

6.1.5.CivicsPD.3 [M]: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

Civics, Government, and Human Rights: Civic Mindedness

6.1.5.CivicsCM.1 [M]: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.

6.1.5.CivicsCM.2 [M]: Use evidence from multiple sources to construct a claim about how selfdiscipline and civility contribute to the common good.

6.1.5.CivicsCM.3 [M]: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.

6.1.5.CivicsCM.5 [M]: Investigate the lives of New Jersey individuals with diverse experiences who have contributed to the improvement of society.

Civics, Government, and Human Rights: Human and Civil Rights

6.1.5.CivicsHR.4 [M]: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

9.4 Life Literacies and Key Skills by the End of Grade 5

Critical Thinking and Problem Solving

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process

Creativity and Innovation

9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue

Focus Areas

- Describe situations where productivity and accountability are important
- Establish performance goals to guide progress
- Collaborate to complete tasks
- Understand personal and community financial obligations
- Investigate the impact of volunteer service and charitable donations

Activities and Assessments

Develop a group initiative that addresses an economic issue impacting children

Leadership and Responsibility Project

Green Club connection

Climate Change

6.3.5.GeoGI.1: Use technology to collaborate with others who have different perspectives to examine global issues, including climate change and propose possible solutions.

- Activity: Students will work in groups on a specific aspect of climate change to research (e.g., impacts on biodiversity, renewable energy solutions, climate justice). Then will use collaborative tools like Google Docs or shared notes to document key findings, questions, and initial ideas.

6.3.5.CivicsPD.1: Develop an action plan that addresses issues related to climate change and share with school and/or community members.

- Activity: Students will work in groups to research their chosen climate change issue, gathering information on current practices, challenges, and potential solutions. Students will develop a plan to present to the community what they aim to achieve and to outline specific steps and activities to achieve their goals.

6.3.5.GeoHE.1: Plan and participate in an advocacy project to inform others about the impact of climate change at the local or state level and propose possible solutions.

- Activity: Students will be divided into small groups or pairs. Each group should research a specific aspect of climate change relevant to their community. Within the group, students will be identifying local or state-level impacts of their chosen aspect and propose feasible solutions. Students will create a plan that defines a specific objective, create messaging materials (e.g., posters) to educate and engage the community, and identify specific tasks and responsibilities needed for their solution.