



*Accelerating language, literacy and content learning for
emergent bilinguals with limited home language literacy*

Social Studies

UNIT 4

Unit 4: HEROES and SHEROES



Interdisciplinary Overview

Interdisciplinary Theme
Heroes & Sheroes



Heroes and sheroes exist in fiction and reality. They are most often everyday people in our families, neighborhoods, and schools who do the right thing. They share common qualities of courage, bravery, selflessness, and compassion. Heroes and sheroes take action for others, to help, save, sacrifice, take risks, make change, resist injustice, overcome obstacles, inspire, and influence. Most people can identify a hero or shero in his or her own life.

In Unit 4 across all classes¹, students will analyze examples of heroes and sheroes in history and today. In ELA, students will read biographies about Jackie Robinson and Ruby Bridges. They will choose a third case study from a range of texts including Wilma Rudolph, Rosa Parks, Nelson Mandela, the Mirabal sisters, Wangari, Helen Keller, and others. In Unit 4 Social Studies, students will examine human rights abuses related to forced labor of Haitian sugar workers in the Dominican Republic and child fruit pickers in the U.S. Students will see the different ways that people have taken action against these injustices, including music, art, and campaigns. In Unit 4 Science, students will focus on water as the world's most important resource, and the heroes and sheroes who have taken action against overconsumption and pollution.

In all subjects, the final project for Unit 4 involves action. In ELA, students will write a biography about an everyday hero or shero. In Social Studies, students will choose a form of action to stand up against labor injustices, and in Science students will create a PSA about water pollution. The final claim-evidence assignment across subjects in Week 7 will include preparing persuasive letters and public service announcements (PSAs) to a wider audience.

¹ Math Unit4 will be incorporated into this overview at a later date.

Unit 4 Across the Subjects²

		ELA	SOCIAL STUDIES	SCIENCE
ESSENTIAL QUESTION			<i>Why are human rights important? How can we protect them</i>	<i>Why is water so important? How can we protect it?</i>
CONTENT			Forced Labor Hispaniola & the U.S.	Water Consumption, Pollution
Week 1	BACKGROUND		Human Rights	Water Cycle
Week 2/3	CASE STUDY 1		Migrant Sugar Workers Hispaniola	Consumption Track Water We Use
Week 4/5	CASE STUDY 2		Child Fruit Pickers The U.S.	Pollution Water Testing
Week 5	INFORMATION PARAGRAPHS		Cause & Effect Problem Solution	Cause & Effect Problem Solution
Week 6	CREATIVE PROJECT		Action Project (choice) Choose a Method of Resistance Against a Labor Injustice	Action Project (PSA) Taking Action against Plastic that is Polluting Water
Week 7	ARGUMENT PARAGRAPHS		Claim-Evidence Letter to a Politician	Claim-Evidence Letter to Bodega Owners
CENTRAL CONCEPTS			<ul style="list-style-type: none"> • hero-shero • human rights • injustice • resource • risk • resistance -action 	<ul style="list-style-type: none"> • hero-shero • human rights • injustice • resource • consumption • pollution • conservation • risk • resistance-action

ELA UNIT 4 will be replaced with the new SIFE Curriculum in late 2014.

² Math Unit 4 will be incorporated at a later date.

Social Studies Unit 4 Plan

INTERDISCIPLINARY THEME	Heroes and Sheroes
ESSENTIAL QUESTION	Why are human rights important? How can we protect rights of all people?
CREATIVE PROJECT	Human Rights Action Project
TEXT STRUCTURE FOCUS	Claim-Evidence ¹
APPROXIMATE DATES	March 3 - June 4
NUMBER OF LESSONS	35 Lessons = 7 Weeks

¹ Unit 4 Social Studies is not fully aligned to the Bridges Unit Structure, with its informational paragraph writing in Weeks 3 and 5. The paragraph writing in this unit comes in Week 7, in the form of an argument paragraph. This draft will be aligned to the unit structure in future drafts.

1. DESIRED RESULTS

ESTABLISHED GOALS

The yearlong student outcomes for Bridges Social Studies are described in detail in the *Bridges Curriculum Introduction, Section 3*. This section includes the Social Studies Outcomes for each unit, the NYS Social Studies standards they align to, as well as the Common Core Standards for Literacy. In this section, you will also find the Interdisciplinary Student Outcomes for all classes and a list of English language functions and forms taught in the different units across classes. Refer to this document for all unit outcomes.

ESSENTIAL UNDERSTANDINGS

- Every human being deserves to have his/ her rights respected including access to clean water, education, and the right to freedoms and safety.
- Contemporary forced labor puts people under similar conditions as enslaved people of the past.
- As consumers, we unknowingly support forced labor in sugar fields and on commercial farms when we purchase non-fair trade chocolate and fruit picked by children.
- All over the world, children are working instead of going to school, being denied their right to an education.
- As individuals, and collectively, we can end human rights violations by standing up and taking action.

ESSENTIAL QUESTION (EQ)

**Why are human rights important?
How can we protect rights of all people?**

WEEKLY FOCUS QUESTIONS (FQ)

- What are human rights?
- Where does the sugar in my chocolate bar come from?
- Who is picking my fruit?

2. ASSESSMENTS - Evidence of student learning²

End of Week Formative Assessments	
See Weekly Lesson Outline for Weekly assessments and outcomes.	
End of Unit Performance Tasks	
Week 6	Creative Projects & Presentations Human Rights Action Project
Week 7	Claim-Evidence: Oral and Written Response to the Essential Question Argument paragraph about human rights
Interim	Unit 4 Exam The unit exam will include all unit vocabulary and skills, to be administered on demand in one class period. Students will receive their corrected exams the following day with all of their outcomes information for the unit. Students will reflect on their outcome results for Unit 4, and reflect on their growth over the year in Social Studies.

² The weekly assessment is included in the Lesson Outline for each week.

WEEK 6: Creative Project Description³

ROLE	The Unit 4 project asks students to identify a human rights issue they feel passionate about, and to create an action project. They will assume the roles of activists, and depending on the form of the project, possibly song writers, poets, painters, or film-makers.
AUDIENCE	Through their action project, students will present to the class and possibly a larger audience.
FORMAT⁴	The finished product will include an action project and a presentation of that product. Students will choose the human rights issue, with whom they will work (in a group, in partners or alone) and the format of the action. The choices will include the creation of a song, poem, poster, T-shirt, PSA or short film, an article or any other product that communicates the issue and the artist's response to an audience.
TASK	In Weeks 2 and 3, students learned about sugar workers on Hispaniola and fair trade practices that protect worker rights. In Weeks 4 and 5, students examined child farm labor, both in the U.S and globally. In Week 6, students will define 'resistance' and 'activism' and see how people who stand up for human rights are 'heroes and sheroes.' They will look at different examples of activism, and on the project that they will produce.
DIFFERENTIATION	All students have a lot of choice in the Unit 4 project in terms of who they work with, the human rights issue they address, and the format of their action.
TECHNOLOGY	Some projects will be digitized, in the form of short videos or PSAs, and others will be on paper.
PRESENTATION	The teacher can choose the presentation format depending on how many students completed individual projects. Because students need to whole week to work on their projects, they will present in the beginning of Week 7. They might present through a gallery walk, at tables, or if many students worked in groups, to the whole class.

³ Teachers will use the presentation rubric (located in the *Curriculum Introduction, Section 3*) to grade the presentations.

⁴ Model projects will be provided for some of the projects in 2013-2014. If there is no model in the curriculum, the teacher will need to create one.

3. LEARNING ACTIVITIES

Below is the focus for each week of the unit. See 'Weekly Lesson Outline' for a summary of each lesson in the unit.

WEEK	PURPOSE	FOCUS QUESTION
1	Engage & Build Background	EQ: Why are human rights important? How can we protect rights of all people? FQ: What are my rights as a human being?
2	Experience to Oral Language to Print Case Study #1: Forced labor on Hispaniola	FQ: Where does the sugar in my chocolate bar come from?
3	Presentations & Writing: Case Study #1: Forced labor on Hispaniola	
4	Experience to Oral Language to Print Case Study #2: Child Farm Labor	FQ: Who is picking my fruit?
5	Presentations & Writing Case Study #2: Child Farm Labor	
6	Creative Projects & Presentations Human Rights Action Projects	EQ: Why are human rights important? How can we protect rights of all people?
7	Claim-Evidence Response to Essential Question Argument paragraphs	EQ: Why are human rights important? How can we protect rights of all people?

4. TEXTS⁵: Reading the World & Reading the Word⁶

CENTRAL TEXTS: Integrated Into Lessons

Non-Print: Images, Video, Music

Human Rights Images (included in student materials)

- Human Rights Powerpoint
- Forced Labor Powerpoint
- Child Migrant Powerpoint

Sugar

- At What Cost (songs, narrative and photos of cane cutters- excerpts can be used for Bridges)
<http://www.at-what-cost.org>
- Clips from 'The Price of Sugar' (video about bateyes in the DR)
http://www.youtube.com/watch?v=tp_EkCeslp8
- Slideshow of Bateyes in the Dominican Republic:
<http://www.youtube.com/watch?v=UuMNntBVIZs>
- Haitian Exploitation in the Dominican Republic:
<http://www.youtube.com/watch?v=kz1FoON7ayg>

Print

- Universal Declaration of Human Rights (UDHR)
<http://www.un.org/en/documents/udhr/index.shtml#ap>
- UDHR: Plain Language Version
<http://www.un.org/cyberschoolbus/humanrights/resources/plain.asp>
- Role play texts (included in student materials)
- Other print texts TBD (summer 2013, see 'Additional Resources to Consider' following this section)

⁵ See Bridges Booklist in Curriculum Introduction for full citations and lexile levels.

⁶ Freire, Paulo, and Donaldo P. Macedo. *Literacy: reading the word & the world* Critical studies in education series. South Hadley, Mass.: Bergin & Garvey Publishers, 1987.

<p>Fruit</p> <ul style="list-style-type: none"> In Our Own Backyard: Photo Essays of Farm Laborers http://americanpoverty.org/photoessay/ Fingers to the Bone: Child Farm workers in the U.S. (video from Human Rights Watch) http://www.hrw.org/video/2010/05/03/fingers-bone-child-farmworkers-us Children at Work (images and narratives from child farm laborers in the U.S) http://afop.org/wp-content/uploads/2010/07/NC-Blueberry-Photo-Booklet-2009.pdf <p>Haiti Resistance Music</p> <ul style="list-style-type: none"> Kongo Haitian Roots Music- Nou Pase Ase (We Have been through Enough) http://www.youtube.com/watch?v=FdyL8AHL94o www.kongoroots.wordpress.com 	
SUPPLEMENTARY TEXTS: Optional	
<p><u>Non-Print: Images, Video, Music</u></p> <p>Additional Video Footage of Bateyes:</p> <ul style="list-style-type: none"> Sugar Cane Hopes http://www.youtube.com/watch?v=rJB_pmeWuKQ Les Invisibles (2 teens created a ten-minute documentary about life on Batey Uno. It combines Kreyol, Spanish, and English and shows unity of Haitians and Dominicans on the batey. High interest for teens.) http://www.youtube.com/watch?v=88Y-wzXPT-4 <p>Teacher Resource about the History of DR-Haiti</p> <ul style="list-style-type: none"> Black in Latin America: Haiti and the Dominican Republic http://www.youtube.com/watch?v=6RIG4b3LV9o 	<p><u>Print</u></p> <p>Teacher Resource about the History of DR-Haiti</p> <ul style="list-style-type: none"> <i>Caribbean Connections: The Dominican Republic</i> (www.teachingforchange.org) <i>Teaching about Haiti</i> (pdf) http://www.teachingforchange.org/books/our-publications/caribbean-connections/teaching-about-haiti-pdf-and-resources

Additional Texts and Websites to Consider for Use in Unit 4 Social Studies⁷

Forced Labor

<http://india.blogs.nytimes.com/2011/11/10/a-teachers-most-important-lesson-to-trafficking-victims/>

Article about a young Indian woman who was sold as a domestic slave by her aunt and rescued by her mother one year later.

<http://www1.american.edu/ted/chocolate-slave.htm>

Chocolate and Slavery- The text is secondary level but somewhat basic. The focus is in West Africa.

<http://laborrights.org/stop-child-labor/resources/10640>

Child Labor Poster Series. This is a great site as they have links to different posters highlighting child labor and ways to not support it.

Here is one example:

<http://laborrights.org/sites/default/files/publications-and-resources/grocery%20child%20labor0107.pdf>

Also from this site are Labor Rights in the Classroom. Here are examples to point out issues of child labor around specific holidays:

<http://laborrights.org/labor-rights-in-the-classroom#holiday>

<http://www.un.org/apps/news/story.asp?NewsID=30768&Cr=forced+labour&Cr1=#.UcMicuvpnQ>

2009 Commentary by International Labor Organization on the issue.

⁷ Requires more research by the Bridges team.

Child Migrants in the U.S.

<http://ethemes.missouri.edu/themes/24>

Broad-ranging source, including photography, personal stories and child migrants in the past.

http://www.pbs.org/newshour/bb/international/july-dec98/housing_12-25.html

This interview discusses the topic of migrant workers with a migrant worker, a United Farm Workers Union member, and Rod Minott of KCTS-Seattle. It shows different perspectives on the topic- that migrant workers lack proper shelter and why, for example, a farm owner would be reluctant to provide housing for his/her workers, given that "government regulations make housing unaffordable".

<http://www.extension.org/pages/9960/migrant-farm-workers:-our-nations-invisible-population>

Gives background on migrant workers, their geographic locations, purposes of migration, legal status, and the sacrifices they make.

<http://www.migrationinformation.org/Feature/display.cfm?ID=823>

On child migrants in the U.S., this 2011 source defines what it means to be a child migrant and includes statistics tracing this phenomenon from 2004 to 2009. It also provides a legal lens on the issue by examining certain U.S. versus E.U. legislation for child migrants.

<http://www.whichwayhome.net>

This film documents the journey of child migrants from Mexico to the U.S. The children range from 9 to 14 years old.

http://www.unicefusa.org/news/publications/progress-for-children/Progress_for_Children-No-8_EN_081309.pdf

Page 17 of this publication mentions vulnerabilities that child migrants face, and the fact that for some, the decision to migrate is their own decision.

<https://sites.google.com/site/jaylinsgroup4/page-1>

This link, written from the perspective of a 14-year old, discusses child migrants in the past during WWII and uses as its source this link stating some facts on migrant workers during the Great Depression: http://facts.randomhistory.com/2009/04/12_great-depression.html

<http://www.pbs.org/now/politics/migrantchildren.html>

This link from PBS includes a section titled "Essays by Migrant Youth". The essay by Melissa Gonzalez indicates how the child migrant balanced her educational goals- attending school while traveling from place to place with her family, who worked on farms. The one by Brenda Hernandez discusses her struggle to balance earning credits for higher education while living in a family of migrant workers.

These stories show that some families' economic situation requires that their children work in order for the family to survive (living on a mere \$6-7 thousand annually) and how this can be a cause for the children to devote less time to school. At the same time, through the lessons learned, the migrant children stories emphasize the value of education as a means of starting a career and overcoming the long hours of farm work.

<http://www.indians.org/welker/fields.htm>

Easy-to-read narrative on the hardships of picking crops- and certain types of crops (like cherries and strawberries) being the most difficult.

<http://www.youtube.com/watch?v=NfEtO00DSvI>

Human Rights Watch Video showing the differences in labor laws for children when it comes to agriculture, in that longer working hours outside of school and employment starting at the age of 12 are allowed in the agricultural sector. It also notes the health aspect of the harmful use of pesticides, which poses an even greater risk for young children than it does for adults.

International Child Migrants

<http://water.org/water-crisis/water-facts/water/>

Map Reading- to illustrate the location of migrant workers around the world excellent visuals-based site, with an interactive map including statistics on lack of clean water access

http://www.unicef-irc.org/publications/pdf/iwp_2009_01.pdf

This 2009 report by Innocenti Papers (Florence, Italy) focuses on independent child migrants under the age of 18. It states that until recently, child trafficking, rather than voluntary child migration, were cited as the main source of children's independent movement (1)

http://www.un.org/esa/population/migration/turin/Turin_Statements/UNICEF.pdf

Easy-to-follow powerpoint presentation discussing child migrants migrating alone or with family, and trying to "unpack" the issue of child migration.

Comparing migrant children in the U.S. to migrant children overseas

<http://www.childmigrantstrust.com/our-work/child-migration-history>

This source traces child migration from as far back as the 17th century, and compares child migration from the U.S., U.K., and Australia