

**Subject:** *Social Studies*

**Grade Level:** 3-5

**Lesson Title:** *Kids, Collaboration, and Coalitions*

**Lesson Overview:** In this lesson, students develop their personal understanding of their membership in a civic community by examining collaboration. Students will examine the historic contribution of young people in shaping positive changes in America using primary sources from the Library of Congress and other sources. During this lesson, students will explore coalition-building accomplishments of young people recognizing that any individual, regardless of age, race, status, or gender has the potential to help bring about changes through working together. Students will identify characteristics of collaboration and creating coalitions in order to build their understanding of civic community. The length of this lesson is 60 – 80 minutes and can have follow-up activities to extend student community building project development.

CONCEPT: Community		THEME: Collaboration
<b>Overarching Essential Question:</b> <ul style="list-style-type: none"> <li>How can we work together?</li> </ul>		<b>Lesson Essential Question(s):</b> <ul style="list-style-type: none"> <li>What motivates people to work together for a cause?</li> </ul>
<b>Lesson Objectives:</b> Students will: <ul style="list-style-type: none"> <li>Define collaboration.</li> <li>Analyze examples of young people who have worked together and formed coalitions.</li> <li>Define the personal characteristics of young people who have come together for civic action in America.</li> <li>Identify current challenges facing our country and young people.</li> <li>Develop a goal statement to collaborate on a cause or problem to address.</li> </ul>		
<b>CIVIC KNOWLEDGE</b> <ul style="list-style-type: none"> <li>Purposes, values, and principles of American democracy established by the Constitution</li> <li>Roles of citizens in American democracy</li> </ul>	<b>CIVIC SKILLS</b> <ul style="list-style-type: none"> <li>Explaining and analyzing information and arguments</li> <li>Evaluating, taking, and defending positions on public issues</li> <li>Working with others</li> </ul>	<b>CIVIC DISPOSITIONS</b> <ul style="list-style-type: none"> <li>Assuming the personal, political, and economic responsibilities of a citizen</li> <li>Participating in civic affairs in an informed, thoughtful, and effective manner</li> <li>Promoting the healthy functioning of American constitutional democracy</li> </ul>
LIBRARY OF CONGRESS RESOURCES & ADDITIONAL RESOURCES		
<b>Library of Congress Resources</b> Image: Photograph taken at the White House of the group of children who have come to Wash. to appeal to the President for the release of political prisoners <a href="https://www.loc.gov/item/93501348">https://www.loc.gov/item/93501348</a> Image: Protest against child labor in a labor parade <a href="https://www.loc.gov/item/97519062/">https://www.loc.gov/item/97519062/</a> Image: Children pickets at Raleigh Hotel waiters strike <a href="https://www.loc.gov/item/2016819646/">https://www.loc.gov/item/2016819646/</a> Primary Source Analysis Tool <a href="http://www.loc.gov/teachers/primary-source-analysis-tool/">http://www.loc.gov/teachers/primary-source-analysis-tool/</a>		
<b>Materials Needed</b> Library of Congress Resources (listed above) Article: Starting a Coalition <a href="https://ctb.ku.edu/en/table-of-contents/assessment/promotion-strategies/start-a-coalition/main">https://ctb.ku.edu/en/table-of-contents/assessment/promotion-strategies/start-a-coalition/main</a> Video: “One Clip at a Time” <a href="http://www.oneclipatime.org/one-clip-one-video/">http://www.oneclipatime.org/one-clip-one-video/</a> Gallery Walk directions <a href="https://www.nwp.org/cs/public/download/nwp_file/13853/Gallery_Walk.pdf?x-r=pcfile_d">https://www.nwp.org/cs/public/download/nwp_file/13853/Gallery_Walk.pdf?x-r=pcfile_d</a> SMART Goal Sheet <a href="https://www.sparkpeople.com/resource/SMARTgoalsWS-NN.pdf">https://www.sparkpeople.com/resource/SMARTgoalsWS-NN.pdf</a>		

Supporting Question 1 ENGAGE	Supporting Question 2 EXPLORE	Supporting Question 3 EVALUATE
What motivates people to work together for a cause?	What type of person joins a coalition for civic action?	What cause or problem can young people collaborate on to address?
PERFORMANCE TASK 1	PERFORMANCE TASK 2	PERFORMANCE TASK 3
Use Primary Source Analysis tool to examine 3 pictures from the Library of Congress.	Identify personal characteristics of young people who are civic activists.	Create <b>SMART</b> goals to create a coalition for change.

## TEACHING PLAN

### PART 1 – INQUIRY INTRODUCTION

1. Show students [One Clip at a Time](#) video. **(1.5 minutes)**
2. Ask students for examples of people they have known that have worked together to achieve something. Explain that this is “collaboration.” **(2 minutes)**
3. After listing several examples, in small groups ask students to name the important skills associated with collaborating effectively. **(5 minutes)**

### PART 2 – INQUIRY EXPLORATION WITH PRIMARY SOURCES

4. Use the [Gallery Walk](#), combined with the [Primary Source Analysis Tool](#), to examine three photos from the Library of Congress of young people engaged in civic action. Divide class into 6 groups. Have two groups go to each of the pictures silently (posted on the wall of the room) and write on the tool to respond to “I see..., I think... and I wonder...” **(10 minutes)**
5. With the same photos, add the following question for students to address by silently writing their response under each photo: “What motivates young people

to come together?” **(3 – 5 minutes)**

6. After all students have written responses, have them go back to their groups and read other students’ responses. Have each group summarize their responses to the image assigned to them. **(5 minutes)**
7. Have one student from each group report to the class the summarized response of their group. Lead a discussion of what was happening in each photo and ask what students believe was happening. **(6-8 minutes)**

### PART 3 – APPLYING INQUIRY AND ACTION

8. Direct students into pairs and ask students to identify the personal characteristics of the young people in each photo (i.e. brave, smart, etc.) by answering, “What type of person joins a coalition for civic action?” Then ask pairs to name for each person which personal characteristics they share with the young people in the photo. **(3 – 5 minutes)**
9. Have each pair of students share their list of personal characteristics by listing on the board. **(2 – 4 minutes)**

10. Have students then, as a whole, categorize the characteristics of the students in their class. **(5 minutes)**

### PART 4 – INQUIRY TO DRAW CONCLUSIONS

11. Give students the article [Starting a Coalition](#) focusing on the steps taken to form a coalition. **(5 minutes)**
12. Ask students how the class might form a coalition. What steps do they think would be involved in forming a coalition of the students in the class? **(3-5 minutes)**
13. Ask the class to form small groups and to use the steps to form a coalition to answer the question, “What cause or problem can young people work together on to address?” **(2 – 3 minutes)**
14. Have students complete [SMART Goal Sheet](#) for the cause and coalition they are most interested in forming. **(3 minutes)**
15. As follow up and/or homework, have students share their [SMART Goal Sheet](#) with an adult outside the class and report back the reaction.

# Citizen U<sup>®</sup>

Preparing tomorrow's citizens today



## Citizen U Teacher Guide

**Lesson Title:** *Kids, Collaboration, and Coalitions*

**Subject:** *Social Studies*

**Grade Level:** 3-5

### Overview

In this lesson, students develop their personal understanding of their membership in a civic community by examining collaboration. Students will examine the historic contribution of young people in shaping positive changes in America using primary sources from the Library of Congress and other sources. During this lesson, students will explore coalition-building accomplishments of young people to help bring about changes through working together. Students will identify characteristics of collaboration and creating coalitions in order to build their understanding of civic community. The length of this lesson is two 30 – 40 minute segments and can have follow-up activities to extend student community building project development.

### Learning Objectives

Students will:

- Define collaboration.
- Analyze examples of young people who have worked together and formed coalitions.
- Define the personal characteristics of young people who have come together for civic action in America.
- Identify current challenges facing our country and young people.
- Develop a goal statement to collaborate on a cause or problem to address.

### Teacher Instruction

- Print out Library of Congress Images and make copies for students if needed.
  - Image: Photograph taken at the White House of the group of children who have come to Wash. to appeal to the President for the release of political prisoners <https://www.loc.gov/item/93501348>
  - Image: Protest against child labor in a labor parade <https://www.loc.gov/item/97519062/>
  - Image: Children pickets at Raleigh Hotel waiters strike <https://www.loc.gov/item/2016819646/>
- Hang each picture in different parts of the room with paper under each photo on which students can write.
- If students do not have access to a computer, **make copies (one for each student)** of Library of Congress Primary Source Analysis Tool <http://www.loc.gov/teachers/primary-source-analysis-tool/>.
- Make copies (one for each student) of SMART Goal Sheet <https://www.sparkpeople.com/resource/SMARTgoalsWS-NN.pdf>.

## Library of Congress Resources

- Image: Photograph taken at the White House of the group of children who have come to Wash. to appeal to the President for the release of political prisoners <https://www.loc.gov/item/93501348>
- Image: Protest against child labor in a labor parade <https://www.loc.gov/item/97519062/>
- Image: Children pickets at Raleigh Hotel waiters strike <https://www.loc.gov/item/2016819646/>
- Primary Source Analysis Tool <http://www.loc.gov/teachers/primary-source-analysis-tool/>

## Materials Needed

- Library of Congress Resources (listed above)
- Article: Starting a Coalition <https://ctb.ku.edu/en/table-of-contents/assessment/promotion-strategies/start-a-coalition/main>
- Video: “One Clip at a Time” <http://www.oneclipatatime.org/one-clip-one-video/>
- Gallery Walk directions [https://www.nwp.org/cs/public/download/nwp\\_file/13853/Gallery\\_Walk.pdf?x-r=pcfile\\_d](https://www.nwp.org/cs/public/download/nwp_file/13853/Gallery_Walk.pdf?x-r=pcfile_d)
- SMART Goal Sheet <https://www.sparkpeople.com/resource/SMARTgoalsWS-NN.pdf>

## PART 1 – INQUIRY INTRODUCTION

### I. Introduction

*The opening of class will introduce the students to the definition of collaboration and the important skills associated with collaborating effectively.*

- A. Show students [One Clip at a Time](http://www.oneclipatatime.org/one-clip-one-video/) video. **(1.5 minutes)**
- B. Ask students, “*What people have you known that have worked together to achieve something?*” **(2 minutes)**
- C. List their examples on the board.
- D. Tell the students “*This is collaboration.*”
- E. In small groups, ask students to name the important skills associated with collaborating effectively. **(5 minutes)**

*“We believe education is a call to action and that every student has the potential to make a difference. Our goal is to help foster an understanding and appreciation of diverse interests, cultures and backgrounds in students. But more than just giving them the tools they need to combat prejudice, hatred and discrimination, we are also empowering them to be good stewards and to make positive changes in their own communities” (One Clip at a Time Project)*

Video: “One Clip at a Time” <http://www.oneclipatatime.org/one-clip-one-video/>

**PART 2 – INQUIRY EXPLORATION  
WITH PRIMARY SOURCES**

**II. Exploration with Primary Sources**

*In this section the students will experience the use of Primary Sources and how to analyze them. They will focus on what makes young people come together.*

- A. Divide class into 6 groups.
- B. Give each student a copy of the [Primary Source Analysis Tool](#).
- C. Use the [Gallery Walk](#), combined with the [Primary Source Analysis Tool](#), to examine the three photos from the Library of Congress of young people engaged in civic action.
- D. Have two groups go to each of the pictures silently (posted on the wall of the room) and write on the [Primary Source Analysis Tool](#) to respond to “I see..., I think... and I wonder...” **(10 minutes)**
- E. With the same photos, add the following question for students to address by silently writing their response under each photo: “*What motivates young people to come together?*” **(3 – 5 minutes)**
- F. After all students have written responses, have them go back to their groups and read other students’ responses.
- G. Have each group summarize their responses to the image assigned to them. **(5 minutes)**
- H. Have one student from each group report to the class the summarized response of their group.
- I. Lead a discussion of what was happening in each photo and ask what students believe was happening. **(6 – 8 minutes)**

*“Gallery Walk is a discussion technique that gets students out of their chairs and into active engagement. The advantage of the method is its flexibility. A Gallery Walk holds a variety of benefits for students and teachers alike. For students, it’s a chance to share thoughts in a more intimate, supportive setting than a larger class discussion. For teachers, it’s a chance to gauge the depth of student understanding of particular concepts and to note and use misconceptions to shape instruction.”*

Gallery Walk directions [https://www.nwp.org/cs/public/download/nwp\\_file/13853/Gallery\\_Walk.pdf?x-r=pcfile\\_d](https://www.nwp.org/cs/public/download/nwp_file/13853/Gallery_Walk.pdf?x-r=pcfile_d)

*“Primary sources are the raw materials of history — original documents and objects which were created at the time under study. They are different from secondary sources, accounts or interpretations of events created by someone without firsthand experience.*

*Examining primary sources gives students a powerful sense of history and the complexity of the past. Helping students analyze primary sources can also guide them toward higher-order thinking and better critical thinking and analysis skills.”*

*(Using Primary Sources, Library of Congress, <https://www.loc.gov/teachers/usingprimarysources/>)*

Primary Source Analysis Tool <http://www.loc.gov/teachers/primary-source-analysis-tool/>

## PART 3 – APPLYING INQUIRY AND ACTION

### III. Applying Inquiry and Action

*In this section students will apply the information gathered in the previous section to find the characteristics of people who join a coalition for civic action.*

- A. Direct students into pairs.
- B. Ask students to identify the personal characteristics of the young people in each photo (i.e. brave, smart, etc.) by answering, “*What type of person joins a coalition for civic action?*”
- C. Ask pairs to name, for each person, which personal characteristics they share with the young people in the photo. **(3 – 5 minutes)**
- D. Have each pair of students share their list of personal characteristics by listing on the board. **(2 – 4 minutes)**
- E. Have students then, as a whole, categorize the characteristics of the students in their class. **(5 minutes)**

## PART 4 – INQUIRY TO DRAW CONCLUSIONS

### IV. Draw Conclusions

*Students will conclude the lesson by examining the steps used to form a coalition and choose a cause or problem young people can address. Then they will create the goals necessary to achieve this.*

- A. Give students the article, “[Starting a Coalition](#)” focusing on the steps taken to form a coalition. **(5 minutes)**
- B. Ask students “*Who in the class might form a coalition? What steps do you think would be involved in forming a coalition of students in the class?*” **(3-5 minutes)**
- C. Ask the class to form small groups.
- D. Have each group use the steps to form a coalition to answer the question, “*What cause or problem can young people work together on to address?*” **(2 – 3 minutes)**
- E. Give each student a [SMART Goal Sheet](#).
- F. Have students complete [SMART Goal Sheet](#) for the cause and coalition they are most interested in forming. **(3 minutes)**
- G. As follow up and/or homework, have students share their [SMART Goal Sheet](#) with an adult outside the class and report back the reaction.

*The SMART Goal Sheet is a goal-setting worksheet that allows students to write out their goals so that the goals are specific, measurable, attainable, relevant, and timely.*

*SMART Goal Sheet* <https://www.sparkpeople.com/resource/SMARTgoalsWS-NN.pdf>