## Parallel Model Overview

### Your name and complete contact information

Tracey Hilliard  
Instructional Support Teacher/ GT Programs  
Lacey Instructional Center  
Tracey.Hilliard@fcps.edu

Carrie Read  
Riverside Elementary School  
GT Resource Specialist  
Carrie.Read@fcps.edu

### Unit Name/Topic:

The Power of Choice

### Subject Area(s):

Social Studies/Language Arts

### Grade Level(s)

6

### Context:

(What type of classroom is the unit designed for? Heterogeneous? Homogeneous? Whole class? Small group? Independent study?)

These lessons are designed for a heterogeneous, mixed-ability class. Small group, partner, and individual assignments are integrated throughout to support differentiated instruction.

### Length:

(Approximately how long will the unit take?)

Two to three weeks

### Unit Summary:

These lessons are designed to facilitate students’ understanding of the concept of choice. Throughout the lessons, students will engage in in-depth questioning, discussions, and activities. Students will investigate the idea of freedom of choice and discover how media impacts their choices and decision making processes. By using various primary and secondary sources, students will link past and present forms of media to understand the impact of bias, validity, strengths, and weaknesses. The intended outcome of these lessons is to reveal each student’s potential to make informed, independent choices. Students will progress from novice, to apprentice, to proficient, and ultimately emerge as a journalist using persuasive media techniques.
**Parallel(s) Targeted:** Please explain briefly how your unit fits the parallel(s) you have chosen.

These lessons are designed to help the learner build knowledge, skills, and understanding of the concept of choice. (*Parallel of Curriculum*) Students will gain an awareness of components needed to make an informed choice. They will reflect on their own principles, beliefs, and values when applying these components to their decision-making processes. (*Parallel of Identity*) Students will make comparisons between past and present forms of media to understand the impact of bias, validity, strengths, and weaknesses in the decision making process. They will examine primary and secondary historical and present day documents to evaluate media influence on the Civil Rights Movement. (*Parallel of Connections*) In the final assessment, students will emerge as journalists using persuasive media techniques. (*Parallel of Practice*)

**Standards: POS and SOL:**

USI.1 The student will develop skills for historical and geographical analysis, including the ability to
a) make connections between the past and the present;
b) interpret ideas and events from different historical perspectives;
c) evaluate and discuss issues orally and in writing;

6th Grade History POS
- Research, interpret, and draw conclusions from historical information using literature, technology and primary sources.
- Apply strategies for organizing, analyzing, and communicating information pertaining to American history and for integrating concepts learned.

6th Grade Civics POS
- Study the historical significance of important documents to understand the beliefs and values incorporated within them are still reflected in today's government

6th Grade Geography POS
- Demonstrate understanding that the geography and environment of a country influence its historic, economic, political, and cultural development

6th Grade Oral Language POS
- Students summarize information, persuade, support opinions, and ask for justification.

**Concept(s):** Choice
Assessment

Generalizations:
1) As citizens of the United States, we all have freedom of choice.
2) There are many factors that influence our choices.
3) We have the ability to make informed, independent choices.

Knowledge:
- There are many factors that influence our choices.
- Television, radio, advertisements, newspaper, music, etc., are forms of media that impact our choices.
- Historical documents, both primary and secondary sources, provide evidence that media has always influenced choices.

Skills:
- Students will be able to analyze various primary and secondary sources of media to determine bias, validity, strength, and weakness.

How will you assess student learning?

Preassessments
- Discussion
- Carousel Activity

Formative assessments
- Ongoing questioning and discussion
- Journal entries
- Student observation
- Oral presentations
- Charts
- Graphic Organizers
- Student self-assessment
- Rubrics

Summative assessments
- Culminating project in which students write newspaper articles showing bias, validity, strengths, and weaknesses
### Essential Questions:

1) What is choice?
2) How do forms of media impact choice?
3) What are the components needed to make an informed choice?

### Teaching Methods

What are the primary teaching methods you will employ in this unit? (See pages 54-56 of the *Parallel Curriculum Model* for some samples)

- Concept-Based Instruction
- Questioning
- Direct Instruction
- Graphic Organizers
- Problem Solving
- Scaffolding
- Inquiry-Based Instruction
- Debate
- Technology-Based Instruction
- Strategy-Based Instruction
- Demonstration/Modeling
- Visualization
- Cooperative Learning

### Learning Activities

What learning activities will be used to engage the students?

- Carousel
- Creative Problem Solving
- Advertisement Evaluation
- Primary and Secondary Sources
- Questioning and Discussion
- Developing the Concept of Choice
- Journal Entries
- Graphic Organizers
- Critical and Creative Thinking Activities

### Flexible Groupings

How will you use flexible groupings to address differences in readiness, interest, and learning preference?

- Large group-overviews, debriefing
- Small group- carousel, creative problem solving
- Partners- examining sources, evaluating articles, sharing ideas
- Independent- culminating newspaper projects
<table>
<thead>
<tr>
<th>Products</th>
<th>What are the major products that students will produce?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Student will write a newspaper style article based on a primary document. Student will write the article from a “pro” or a “con” perspective. Students will create the front page of a newspaper using the primary document. Students will design a fitting name for the paper, as well as headlines and any other necessary artwork, political cartoons, etc. Students will trade final products with another group. Students will identify examples of bias, validity, strengths, or weaknesses.</td>
</tr>
</tbody>
</table>

| Resources | • Primary and secondary resources  
• Graphic organizers  
• Newspaper articles  
• Newspaper/magazine advertisements  
• Suggested websites/links to Library of Congress: http://www.loc.gov |

| Extensions | • Act out Creative Problem Solving scenarios.  
• Use the Library of Congress website to examine the progression of advertising over time.  
• Conduct a Socratic Seminar examining a significant event during the Civil Rights Movement  
• Conduct a Great Debate on “Should there be censorship of television shows?”  
• Evaluate a current civil rights issue |

| Ascending Levels | Give examples of how your unit will address the needs of advanced learners.  
• Increase or decrease the scaffolding needed by students  
• Use deductive or inductive questioning  
• Provide topics for comparison and connections to add additional layers of complexity  
• Select resources, learning activities, and products to meet the needs of all learners.  
• Encourage open discussions to foster awareness of global perspectives |
Lesson Description and Teacher Commentary

<table>
<thead>
<tr>
<th>Lesson Sequence</th>
<th>Teacher Reflections</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Breakout Lesson Plan #1</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Lesson Title:** Introduction: What is Choice?

**Grade Level:** 6

**Time Period:** two 45 minute sessions

**Concept:** Choice

**The Students will**

**Know:**
- Individuals make different choices.
- Decisions influence the outcome of the situation.

**Understand:**
- American citizens have freedom of choice.

**Be Able to Do:**
- Generate a variety of solutions to various problems.

**POS and SOL:**

**USI.1** The student will develop skills for historical and geographical analysis, including the ability to
d) make connections between the past and the present;
e) interpret ideas and events from different historical perspectives;
f) evaluate and discuss issues orally and in writing;

**6th Grade History POS**
- Research, interpret, and draw conclusions from historical information using literature, technology and primary sources.
- Apply strategies for organizing, analyzing, and communicating
information pertaining to American history and for integrating concepts learned.

6th Grade Civics POS
- Study the historical significance of important documents to understand the beliefs and values incorporated within them are still reflected in today’s government

6th Grade Geography POS
- Demonstrate understanding that the geography and environment of a country influence its historic, economic, political, and cultural development

6th Grade Oral Language POS
- Students summarize information, persuade, support opinions, and ask for justification.

Lesson Procedure:

Day 1: Warm-up/Demonstration:
- Divide the class in half (Side A and Side B) for a brief demonstration of freedom of choice.
- Tell Side A to take out a number 2 pencil, a sheet of notebook paper, and their social studies text book. Tell them their assignment is to locate 20 interesting facts about a famous person in history and write a paragraph about each. This is an independent assignment in which no talking is allowed.
- Now turn to Side B and offer them the option to a) complete the same assignment as Side A, or b) choose another activity that they would rather participate in (ex. Drawing, playing a game, talking with friends, etc.)
- Stop the students from working and hold a brief discussion of why this is such a frustrating and unfair scenario.

**The warm-up/demonstration is only a scenario to enhance discussion. This is NOT intended to be an actual assignment.**

Note: Allow students approximately 3 minutes. They will begin to question the fairness of the assignments given.
(See Teacher Reflection)

Carousel:
• Post 4 pieces of chart paper, each with one of the choice questions (see teacher reflection), in different locations around the room.

• Divide the class into 4 equal groups, and give each group a different color marker.
• Assign each group a chart/question to start with. Each student in the group should answer the question provided on the chart. After about 3 minutes, have the groups rotate to the next chart/question and repeat the same process.
• Continue the rotation until all groups have answered all 4 questions.
• Reconvene as a whole class and discuss the responses on the charts. This should be an open-ended discussion where all answers are valued. There should be no “right” or “wrong.”

Day 2: Creative Problem Solving Activity:
• Reiterate that we use choice all the time. Explain that in order to solve problems, we need to make choices.
• Present each student with an everyday problem. They will analyze and generate a variety of possible solutions independently.

Sample Discussion Questions:
How did this scenario make you feel?
Why?
How would you define “freedom of choice”?
What are the advantages of having the freedom of choice?

This carousel should serve as a pre-assessment to evaluate what ideas the students already know about the concept of choice.

CHOICE QUESTIONS:
~What is choice?
~When do you make choices?
~Who makes choices?
~Why is choice important?

**Post the 4 charts around the room so that students can refer back to them.

***This Creative Problem Solving activity will allow students to see that we each individually have our own ideas and make different choices than others. You may use the examples provided or write your own problems to fit your classroom needs. Make sure to distribute the problems so that 4 students in the room have the same problem. This will allow them to come together to discuss solutions.
SAMPLE EVERYDAY PROBLEMS:

1) **Benched** ~ You are a new player on the school soccer team, but the coach never lets you play. At your previous school, you were the all-star player. What would you do to convince your coach that you should play?

2) **Low on Funds** ~ Your class has to raise $600 for a class trip. You cannot ask parents or PTA for the funds. What ideas can you come up with to raise the money?

3) **Better Lunches** ~ You watch your classmates throw away most of their lunch everyday because they don’t like the food in the school cafeteria. Make a plan for improving school lunches to make them more appetizing and nutritious.

4) **Pick Me!** ~ It seems as if every time you raise your hand, your teacher calls on one of your classmates instead. You feel like you never get the opportunity to participate in class activities and discussions. What would you do to make it clear that you want to share and get credit for your knowledge?

- Have them find the other members of the class who have the same problem and share their solution ideas.
- On a sentence strip, each group should write one “big idea” that they discovered about choice through today’s activities.
- Have the groups share their ideas and post their thoughts around the classroom.

**HOMEWORK ASSIGNMENT:** Look through a magazine or newspaper. Cut out and bring in an advertisement that appeals to you in some way.
Extensions:
- Each group can act out their favorite solution to their everyday problem.
- Students can write a journal entry explaining a plan to solve their problem.
- Share everyday problems with the whole class. Have them choose one issue to debate as a class. Make sure you have pros and cons.

Assessment:
The following assessments will be used to evaluate the students:
1. ongoing questioning and discussion to check for knowledge and skills
2. carousel activity to assess prior knowledge
3. student observation
4. journal entries, oral presentations, and debate

Resources:
Students will use the following items:
1. social studies text book
2. notebook paper
3. pencil
4. large chart paper
5. markers
6. sentence strips
7. “Everyday Problem” cards for Creative Problem Solving activity
8. journal (for extension)

Grouping:
Whole class, small group (4 students), individual

Modifications:
See Unit Overview for Ascending Levels
Lesson Description and Teacher Commentary

<table>
<thead>
<tr>
<th>Lesson Sequence</th>
<th>Teacher Reflections</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Breakout Lesson Plan #2</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Lesson Title:</strong> Media Madness: What impacts your choices?</td>
<td></td>
</tr>
<tr>
<td><strong>Grade Level:</strong> 6</td>
<td></td>
</tr>
<tr>
<td><strong>Time Period:</strong> two 45 minute sessions</td>
<td></td>
</tr>
<tr>
<td><strong>Concept:</strong> Choice</td>
<td></td>
</tr>
<tr>
<td><strong>The Students will Know:</strong></td>
<td></td>
</tr>
<tr>
<td>• Television, radio, advertisements, newspaper, music, etc., are forms of media that impact our choices.</td>
<td></td>
</tr>
<tr>
<td><strong>Understand:</strong></td>
<td></td>
</tr>
<tr>
<td>• As citizens of the United States, we all have freedom of choice.</td>
<td></td>
</tr>
<tr>
<td>• There are many factors that influence our choices.</td>
<td></td>
</tr>
<tr>
<td><strong>Be Able to Do:</strong></td>
<td></td>
</tr>
<tr>
<td>• List factors that influence their choices.</td>
<td></td>
</tr>
<tr>
<td>• Analyze various primary and secondary sources of media to determine how advertisers appeal to their audience.</td>
<td></td>
</tr>
<tr>
<td><strong>POS and SOL:</strong></td>
<td></td>
</tr>
<tr>
<td>USI.1 The student will develop skills for historical and geographical analysis, including the ability to</td>
<td></td>
</tr>
<tr>
<td>g) make connections between the past and the present;</td>
<td></td>
</tr>
<tr>
<td>h) interpret ideas and events from different historical perspectives;</td>
<td></td>
</tr>
<tr>
<td>i) evaluate and discuss issues orally and in writing;</td>
<td></td>
</tr>
</tbody>
</table>
6th Grade History POS
- Research, interpret, and draw conclusions from historical information using literature, technology and primary sources.
- Apply strategies for organizing, analyzing, and communicating information pertaining to American history and for integrating concepts learned.

6th Grade Civics POS
- Study the historical significance of important documents to understand the beliefs and values incorporated within them are still reflected in today’s government.

6th Grade Geography POS
- Demonstrate understanding that the geography and environment of a country influence its historic, economic, political, and cultural development.

6th Grade Oral Language POS
- Students summarize information, persuade, support opinions, and ask for justification.
Lesson Procedure:  
**Day 1: Warm-up**

- Draw three concentric circles on the chalkboard with the following labels:

- Have students go to the board and write their name in the section with the statement that applies to them.

- Hold a brief discussion about observations the students can make when examining the completed concentric organizer. Where are the majority of the names? What conclusions can be drawn from the different amounts of names under each statement? Ask some students why they chose to write their name in certain sections.

**Advertisement Awareness:**

- Have all students place their advertisements (from homework assignment) in a central location in the classroom.

- Students should look at all the advertisements and pick one up that appeals to them (*choose one that they did not bring in).

- Have students share the ad they chose and tell why it appeals to them. Then allow the student who brought in the advertisement chosen to explain why it appealed to them. The class should notice and discuss similarities and differences in opinions of the advertisement.

- **This activity can serve as an ongoing self-evaluation tool for students. They may change their position throughout the unit as their ideas change.**

Have someone record the reasons the ads appealed to the students and keep it posted. Throughout the unit, the students can reflect on those appealing factors as they delve deeper into the world of media influence.
### Day 2: Competing Ads:

- Review yesterday’s discovery that advertisements appeal to different people in different ways.

- Before showing the students any advertisements, ask them which of the two products they prefer (by show of hands).

- Ask them to put aside any prior knowledge they have about the products, and imagine that they have never been exposed to them before. How would they decide which one to try? Make a chart of student responses.

- Show them the ads on the overhead. Students should write 3-5 sentences in their journal about which product they would choose based on the advertisements. They should include why the ads appealed to them and why an advertisement is a powerful media tool that influences choice.

### Influences on Choice:

- As a whole class, brainstorm a list of everything students can think of that influence choices people make. (Sample responses may include: television, magazines, parents, peer pressure, radio, internet, prior knowledge, values, beliefs, etc.)

- Highlight all responses related to media.

---

*For the competing ads activity, the teacher must choose two similar “products” that are widely advertised. Collect 3-5 ads that promote each of the two products. (Ex. Coke vs. Pepsi, McDonalds vs. Wendy’s, Target vs. Wal*Mart).*

Collect these papers for on-going assessment of student understanding.

*This list will guide tomorrow’s activity based on the influence of media on historical events.*
Extensions:
- Use the Library of Congress website to examine the progression advertising. Follow the Coca-Cola advertising campaign at http://memory.loc.gov/ammem/ccmphtml/colahome.html Also, you can track the “Emergence of Advertising in America” (a variety of companies/products) at http://memory.loc.gov/ammem/award98/ncdhtml/eaahome.html
  Click on “Advertising Categories and Collections”. Analyze changes in the ads over time based on advancements in styles, current events, and values.

- Write a letter to an advertising agency telling them what appeals to you most about a particular ad; or make suggestions of changes that may appeal to a larger audience.

Assessment:
The following assessments will be used to evaluate the students:
5. ongoing questioning and discussion to check for knowledge and skills
6. venn diagram
7. journal entry on preferred advertisement
8. student observation

Resources:
Students will use the following items:
9. Student collected ads for “Advertisement Awareness” (pre-lesson assignment)
10. Teacher collected ads for “Competing Ads”
11. pencil
12. large chart paper
13. journal

Grouping:
Whole class, individual

Modifications:
See Unit Overview for Ascending Levels
### Breakout Lesson Plan #3

**Lesson Title:** Media: Now and Then

**Grade Level:** 6

**Time Period:** two 1 hour sessions

**Concept:** Choice

#### The Students will

**Know:**
- There are many factors that influence our choices.
- Television, radio, advertisements, newspaper, music, etc., are forms of media that impact our choices.
- American citizens have freedom of choice.
- Historical documents, both primary and secondary sources, provide evidence that media has always influenced choices.

**Understand:**
- There are many factors that influence our choices.
- We have the ability to make informed, independent choices.

**Be Able to Do:**
- Analyze and interpret various primary and secondary sources of media to determine biases, validity, strengths, and weaknesses.

**POS and SOL:**
- USI.1 The student will develop skills for historical and geographical analysis, including the ability to make connections between the past and the present;
k) interpret ideas and events from different historical perspectives;
l) evaluate and discuss issues orally and in writing;

6th Grade History POS
- Research, interpret, and draw conclusions from historical information using literature, technology and primary sources.
- Apply strategies for organizing, analyzing, and communicating information pertaining to American history and for integrating concepts learned.

6th Grade Civics POS
- Study the historical significance of important documents to understand the beliefs and values incorporated within them are still reflected in today’s government

6th Grade Geography POS
- Demonstrate understanding that the geography and environment of a country influence its historic, economic, political, and cultural development

6th Grade Oral Language POS
- Students summarize information, persuade, support opinions, and ask for justification.

Lesson Procedure:
Day 1: Warm-up
- On the overhead projector, show the class a headline of an article from a local newspaper or magazine. (Try to choose an editorial or another article that clearly voices a particular point of view. The teacher can connect this with other disciplines depending on the article they
Based on this headline, what conclusions can the students draw about the article that follows. Ex. What is the purpose of the article? What is the author’s intention for writing this article or point of view about the subject? How does the headline make you feel?

- Pass out copies and read the article independently. How did the article add to the feelings generated by the headline? Did you notice that the article supported one side of an issue more than another?
- Lead into a discussion about how expressing personal values and opinions can change a reader’s perception of an issue.
- Conduct a *mini lesson* to teach students to recognize and define the terms *bias and validity and strengths, and weaknesses* in both newspaper articles and primary sources.
- Have students jointly define these important terms on a whole group chart and individual papers. Under the definitions on the chart, have students cite examples from the article of biases, validity, strengths, and weaknesses.

### Compare and Contrast:

- Refer to yesterday’s chart about media that influences our choices. Ask students if this list would be the same 50-60 years ago. Why not?

  * It is very important for students to have a clear understanding of the terms *bias and validity, and recognize strengths and weaknesses* when analyzing newspaper articles and primary sources. For this reason, it would be beneficial to include a mini lesson, perhaps using the Inductive Model of Instruction, on these terms. This would better facilitate their identification of future examples and their understanding of the impact of these journalistic techniques in shaping a reader’s perception of an issue.

- Have small groups discuss different types of media that were used in the past. Ask them to select their best

  *This compare and contrast activity will use information from a previous lesson to explore how media in the past was different than media today.*
three ideas to add to a second chart entitled “Media Then.”

- Compare and contrast the two charts and discuss.
- Tell students that today they looked at a present day example of bias, validity, strength, and weakness in the media. Take a group survey to find out which students think that the same characteristics of media existed 50-60 years ago. Tomorrow they will examine primary and secondary sources to look for these characteristics.

**Homework Question:**

How might media impact equality among citizens in America?

*This homework question can be completed as a journal entry, a list, or “Think About It” question.

**Day 2: Warm-Up: Background Knowledge on Civil Rights Movement NEEDED!!!!**

- Discuss Homework Question from the previous lesson. Point out that civil rights issues have been occurring for hundreds of years.
- Discuss the importance of primary and secondary sources in researching and learning about events from the past.

**A Closer Look**

- Introduce the Library of Congress resources that students will use to explore issues related to the Civil Rights Movement. Attach each primary source to the outside of a separate file folder. On the inside, include any transcript versions, summaries, bibliographical information etc. that will be vital for the students to understand the document.

(Ideas may include: speeches, political cartoons, banners, songs, etc.)

(The Civil Rights movement is one means for discussing the concept of choice. If used, more background information regarding this movement should be available such as a timeline or other engaging overview. The teacher should feel free to substitute another area of study if necessary (i.e. World War I or II) The teacher may search [www.loc.gov](http://www.loc.gov) for other documents.)
Spread out all Library of Congress document folders and allow students to circulate around the classroom to select one document of their choice.

- Give students 15 minutes to read and examine their document. Ask them to write down any examples of bias, validity, strengths, or weaknesses that they notice.
- Think, Pair, Share – provide time to talk with a partner
- Share the documents with the whole class. The discussion of these documents could become lengthy. The goal is for students to notice characteristics of bias, validity, strength, and weakness and begin to interpret the documents from their own perspective. Continue to refer back to the generalizations. Question students to elicit ideas about techniques the media used to impact peoples’ choices.

Wrap-Up:
- Refer back to “Media Now” and “Media Then” charts. Reiterate similarities and differences about ways that media influences one’s choice. If necessary, add ideas to the charts.

Extensions:
- Conduct a Socratic Seminar on the Bill of Rights as it relates to bias, validity, strengths, and weaknesses. See the following websites for information about Socratic Seminars:
  - OR
  - http://www.studyguide.org/socratic_seminar.htm#
- Have students create a RAFT on the

**See Suggested Primary Resources (attached)**

**Generalizations:**
4) As citizens of the United States, we all have freedom of choice.
5) There are many factors that influence our choices.
6) We have the ability to make informed, independent choices.
idea of equality, civil rights, media, etc. See the following website for information about RAFT
Instructional Strategy: 
http://its.guilford.k12.nc.us/act/strategies/raft.htm
• Watch the news/television. Report examples of bias, validity, strengths, and weaknesses noticed in reports of current issues local and/or foreign.

Assessment:
The following assessments will be used to evaluate the students:
  9. ongoing questioning and discussion to check for knowledge and skills
  10. examples of bias, validity, strengths, and weaknesses cited from article
  11. “Media Now” and “Media Then” chart
  12. journal question- homework question
  13. student observation

Resources:
Students will use the following items:
  14. Article/editorial from local paper
  15. pencil
  16. large chart paper
  17. journal (for homework question)
  18. Library of Congress primary and secondary documents
  19. file folders

Grouping:
Whole class, small groups, partners, individual

Modifications:
See Unit Overview for Ascending Levels
Lesson Description and Teacher Commentary

<table>
<thead>
<tr>
<th>Lesson Sequence</th>
<th>Teacher Reflections</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Breakout Lesson Plan #4</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Lesson Title:</strong> Making the Connection</td>
<td></td>
</tr>
<tr>
<td><strong>Grade Level:</strong> 6</td>
<td></td>
</tr>
<tr>
<td><strong>Time Period:</strong> time will vary based on completion of student projects</td>
<td></td>
</tr>
<tr>
<td><strong>Concept:</strong> Choice</td>
<td></td>
</tr>
<tr>
<td><strong>The Students will</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Know:</strong></td>
<td></td>
</tr>
<tr>
<td>• There are many factors that influence our choices.</td>
<td></td>
</tr>
<tr>
<td>• Television, radio, advertisements, newspaper, music, etc., are forms of media that impact our choices.</td>
<td></td>
</tr>
<tr>
<td>• American citizens have freedom of choice.</td>
<td></td>
</tr>
<tr>
<td>• Historical documents, both primary and secondary sources, provide evidence that media has always influenced choices.</td>
<td></td>
</tr>
<tr>
<td><strong>Understand:</strong></td>
<td></td>
</tr>
<tr>
<td>• There are many factors that influence our choices.</td>
<td></td>
</tr>
<tr>
<td>• We have the ability to make informed, independent choices.</td>
<td></td>
</tr>
<tr>
<td><strong>Be Able to Do:</strong></td>
<td></td>
</tr>
<tr>
<td>• Analyze and interpret various primary and secondary sources of media to determine biases, validity, strengths, and weaknesses.</td>
<td></td>
</tr>
<tr>
<td><strong>POS and SOL:</strong></td>
<td></td>
</tr>
</tbody>
</table>
USI.1 The student will develop skills for historical and geographical analysis, including the ability to m) make connections between the past and the present; n) interpret ideas and events from different historical perspectives; o) evaluate and discuss issues orally and in writing;

6th Grade History POS
- Research, interpret, and draw conclusions from historical information using literature, technology and primary sources.
- Apply strategies for organizing, analyzing, and communicating information pertaining to American history and for integrating concepts learned.

6th Grade Civics POS
- Study the historical significance of important documents to understand the beliefs and values incorporated within them are still reflected in today’s government

6th Grade Geography POS
- Demonstrate understanding that the geography and environment of a country influence its historic, economic, political, and cultural development

6th Grade Oral Language POS
- Students summarize information, persuade, support opinions, and ask for justification.

Lesson Procedure:
Project:
- Using the same partners and
historical documents from yesterday’s activities, have students choose one of the two documents for their final project.

- Each partner will write a newspaper-style article based on the document. One student will write an article that is “pro” the subject of the document, and the other student will write an article that is “con” the subject of the document.
- The students should create the front page of a newspaper using the document and the two articles. They can design a fitting name for the paper, as well as headlines and any other necessary artwork, political cartoons, etc.

**Final Assessment:**

- Have each set of partners trade final products with another group.
- Students should read their classmates’ articles to identify examples of bias, validity, strengths, and weaknesses. This will serve as a final assessment of student understandings of the concept of choice, enduring understandings, and generalizations referred to throughout the lessons.

**Extensions:**

- Students will conduct a Great Debate on a particular issue during the Civil Rights Movement or another controversial subject.
- Bring in an example of an article from a local newspaper that highlights a current civil rights issue. Students should design a poster to raise awareness about the issue. The poster could contain an example of bias regarding the issue.

* Again, this final project may be applied to any topic of study.

*This final assessment activity will take place when all student projects are complete.
Assessment:
The following assessments will be used to evaluate the students:
  14. newspaper articles
  15. examples of bias, validity, strengths, and weaknesses cited from classmates’ articles
  16. student observation
  17. debate (extension)
  18. awareness posters (extension)

Resources:
Students will use the following items:
  20. Library of Congress primary and secondary documents
  21. newsprint
  22. local newspaper articles
  23. poster board

Grouping:
partners, individual

Modifications:
See Unit Overview for Ascending Levels
Suggested Primary Resources

The following is a list of resources for “A Closer Look.” To create document folders, click on the link for the picture, print the document and accompanying bibliographic information, and assemble the folder.

At [http://memory.loc.gov/ammem/aaohtml/exhibit/aopart9.html#09a](http://memory.loc.gov/ammem/aaohtml/exhibit/aopart9.html#09a) you can find many documents, including the following:

**Newspaper article declaring that Truman has eliminated military segregation**

**Executive order from Truman instituting fair employment practices in the civilian agencies of the federal government**

**Cartoon depicting segregation in inns**
Memo written by Thurgood Marshall

Letter written by Daisy Bates regarding the treatment of the Little Rock Nine

Article about the Montgomery bus boycott
Roy Campanella and Willie Mayes, Hall of Fame baseball players

At http://memory.loc.gov/ammem/aaohtml/exhibit/aopart9b.html you can find many documents, including the following:

Greensboro lunch counter sit-in

1963 march on Washington DC

President Johnson signing the voting rights act
Above is a montage of documents that may aid in designing the “A Closer Look” activity. Teachers should search the LOC website to find more fitting primary sources. Here are some other optional areas to assist in the search:

http://memory.loc.gov/ammem/ndlpedu/lessons/00/suffrage/overview.html
This Lesson Plan, Voices for Votes, details women’s suffrage. Some of the listed resources may be appropriate.

http://memory.loc.gov/ammem/aap/aappolit.html
African American Perspectives: The Progress of a People, offers documents “Segregation and Violence”, “Solving the Race Problem”, and “Our Contributions to the Nation.”

http://lcweb2.loc.gov/learn/community/cc_civilrights.php
Click on this Community Center on Civil Rights and scroll down for a long list of online resources.

http://www.loc.gov/exhibits/treasures/trr057.html
The American Treasures exhibit on Civil Rights should prove helpful.

http://lcweb2.loc.gov/learn/features/civilrights/flash.html
The From Slavery to Civil Rights timeline provides documents that will prove beneficial.