

Running Head: PRESERVING SOCIAL STUDIES

Preserving Elementary Social Studies Through Integrated Instruction

Meryl A. Sweeney

Vanderbilt University

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Abstract

The goal of this project is to evaluate the merits of implementing integrated instruction at the elementary level. A particular focus is the use of social studies concepts to organize integrated instruction around significant problems or issues. This is considered as a valuable instructional approach for combatting the marginalization of social studies and other non-tested subject areas in elementary classrooms due to the pressures of No Child Left Behind. This investigation includes a description of concept-based integrated instruction, an examination of elementary social studies in the current educational climate, and a discussion of the benefits that integrated instruction affords students and teachers. An integrated fifth grade unit on immigration, Coming to America, helps serve to bring the discussion of integrated instruction from the theoretical to the practical.

Note to the Capstone Committee

The seed idea for this project came from discussions in SSED 3250 with Dr. Sharon Yates, and from reading Tarry Lindquist's (2002) *Social Studies at the Center* in that course. Parts of Coming to America, my integrated unit on immigration, took shape in EDUC 3900 with Dr. Rich Milner.

The four areas of professional knowledge can be found throughout this Capstone project. The learner is the focus of The Merits of a Concept-Based Approach to Integration. The learning context and assessment are described in the same section, as well as in Social Studies Today. Curriculum is a central focus of this work and is discussed throughout.

Introduction

My unit, *Coming to America*, was created to demonstrate that elementary students and teachers alike can benefit when curricula is organized, taught and explored through a concept-oriented approach. As concepts guide learning in this form of integrated instruction, the boundaries of various disciplines dissolve. Though the knowledge and skills from each field of study aid in the exploration of concepts, integrated instruction disregards the subject-area boundaries common in typical elementary instruction. This paper seeks to explain the value of integrated instruction, with a particular focus on how concepts commonly associated with social studies can serve to steer curriculum and instruction. In laying the groundwork for advocating such an instructional approach, I will first define concept-based integrated instruction. I will then examine the current neglected state of social studies in America's public schools and what is currently being done to address the issue. My rationale for concept-based integrated instruction will follow, along with strategies for positioning social studies concepts at the center. I will note questions and implications for research and practice, and will explain the goals and parameters that guided the design of my unit.

Portrait of Concept-Based Integrated Instruction

Definition

While scholarship in the field has come to little consensus on terminology, I will use Beane's (1997) favored term of "integrated" instead of the equally prevalent "interdisciplinary," "cross-disciplinary," or "multidisciplinary" to refer to this form of instruction. The very absence of the root "discipline" in integration's name best conveys its premise: It is instruction organized around significant themes, problems, or issues without regard for subject-area boundaries (Beane, 1997). This instructional model stands in stark contrast to traditional instruction, where students are often exposed to "a sadly disconnected assortment of facts, ideas, and skills" (Zemelman, Daniels & Hyde, 1998, p.

184). While the fragmentation and labels that predominate in typical elementary schedules and instruction are removed in integrated instruction, knowledge and skills from each discipline are brought to bear on students' exploration and problem solving as they engage in connecting ideas, themes, and skills (Fogarty, 2009).

Viewing themes, problems, and issues through a conceptual lens further extends their value, as students come to associate the problems and issues at hand with concepts that speak to the big ideas or enduring understandings that are at the heart of integrated instruction (Erickson, 2007; Wiggins & McTighe, 2005). Through a focus on uncovering patterns, connections, and principles, students gain the ability to transfer concepts and understandings beyond the immediacy of the context in which they are taught (Erickson, 2007). It is through this process of finding "natural and robust" connections in the search for meaning and understanding that thinking becomes truly integrated at a conceptual level (Fogarty, 2009, p. 2).

This definition extends beyond what many in the field of education consider integration. Many equate integration with a multidisciplinary approach to curriculum. For example, a lesson that uses Patricia Polocco's (1994) picture book *Pink and Say* to teach about the Civil War is considered by many researchers and practitioners as a way of integrating reading and social studies instruction. In remaining consistent with Beane's terminology for the sake of clarity in this paper, it is important to differentiate with regard to planning. Curriculum integration begins with a concept or theme, while multidisciplinary curriculum begins with an overlap in content or skills (Beane, 1997). *Pink and Say* could be used as part of either an integrated or multidisciplinary unit. To be integrated, the focus would not be solely the Civil War (an event), but perhaps the Civil War through the lens of internal conflict (a concept). In this way, literature would be a vehicle for promoting understanding. As there is great value in multidisciplinary lessons, units, and curriculum, this is not of great consequence, but is issued as a clarification as the terminology surrounding this topic is easily muddled. In this paper, I am most interested in integration

that uses concepts to organize curriculum and instruction.

Privileging Social Studies

Through discussions in Dr. Sharon Yates' social studies methods course, I first came to understand the extent to which social studies has been deemphasized in public schools since the enactment of No Child Left Behind due to the rise of high-stakes testing in reading and math. While studying with Dr. Yates, I was also introduced to a text by elementary teacher-researcher Tarry Lindquist (2002), who was integrating her curriculum and instruction by positioning social studies concepts and essential skills related to the discipline at the center of her teaching. In reading *Seeing the Whole Through Social Studies*, I was fascinated by Lindquist's insistence that educators "need to choose strategies that create an active, child-centered classroom where students can expose and explore critical content" (p. 14). Her teaching privileged social studies, while at the same time, provided students with a meaningful integrated framework in which to learn content and skills from other subject areas. In light of recent cuts to social studies in instructional time in schools across the country, Lindquist's approach seemed a promising alternative to traditional instruction. As her writing is largely a case study of her own teaching, I sought to explore the research and rationale behind her work and its possible implications given our country's current educational climate. What I uncovered follows.

Social Studies Today

Limitations

Social studies is deemphasized in schools where learning and achievement are quantified first and foremost by high-stakes test scores. While high-stakes testing has no concise or precise definition, it is used here to indicate mandated testing required by the No Child Left Behind federal education policy that can be used to deny students graduation, sanction teachers, and cost schools federal funding

(O'Connor, Heafner & Groce, 2007). Since the 2001-2002 academic year when No Child Left Behind (NCLB) was enacted, educators have faced the pressure of the growing compendium of local and state curriculum standards and an extensive battery of testing.

In this current educational climate, many educators see time as their most valuable resource, and reading and math instruction have come to dominate the school day at the expense of other, non-tested disciplines (O'Connor, Heafner & Groce, 2007; McGuire, 2007; McMurrer, 2007). Approximately 62% of districts surveyed by the Center for Educational Policy in 2007 reported that they have increased the instructional time allotted for English language arts and mathematics in elementary schools since the 2001-2002 academic year (McMurrer, 2007). To accommodate for the additional time spent on instruction in these tested areas, 36 percent of districts report decreasing the instructional time allotted to social studies at the elementary level, with cuts averaging 76 minutes per week (McMurrer, 2007). Of schools surveyed during the 2006-2007 academic year, an average of 503 minutes were allocated weekly for English language arts, 323 minutes for mathematics, and 178 minutes each for science and social studies (McMurrer, 2007). While the prioritized areas of reading and math are undeniably important, and as teachers' continued employment is often contingent upon successful student scores on mandated testing, it is neither appropriate nor constructive to blame those who have given non-tested subjects short shrift. It is worth noting, however, that these factors are large contributors to the erosion of social studies in elementary education, and that the schools making the most drastic cuts in scheduling social studies are those schools that are considered low-performing by NCLB standards. It is ironic that, while the goal of the NCLB act was to reduce the achievement gap, the very students the policy sought to help are those who are suffering the most by being made to forfeit educational opportunities in untested domains (O'Connor, Heafner & Groce, 2007).

In addition to the above-mentioned pressures, social studies instruction is complicated by the very complexities of the discipline's own composition. Under the social studies umbrella fall such diverse

subjects as anthropology, archaeology, economics, geography, history, political science, psychology, religion and sociology (Brophy, 1990; Lindquist, 2002; NCSS, 2009). As such, challenges in its teaching predate the enactment of No Child Left Behind. Since the mid-1990s, when national social studies standards were revised, their broad range and sheer quantity began to overwhelm teachers, who have commonly found themselves confused about the goals of social studies education and unsure how best to teach their students (McGuire, 2007). As a result, many teachers have found themselves either offering fragmented programs, or feeling pulled between choosing between breadth or depth in their teaching (Brophy, 1990; McGuire, 2007).

While the discipline is complex, its delivery is often bland. For several decades, the elementary social studies curriculum has commonly followed the expanding horizons model in which content is sequenced beginning with a study of the individual in kindergarten and subsequently extending to include one's environments of family, neighborhood, community, state, region, country, and world cultures in later units and in higher grade levels (Brophy, 1990; Wade, 2002). Though the rationale for such a sequence is grounded in the work of Dewey, who emphasized beginning with the familiar and moving toward the unfamiliar, many critics have found that the model imposes limits on students' understanding of the world in which they live (Wade, 2002). By delineating units of study by environment, students struggle to find the connections therein, and though they are often familiar with worlds far from their immediate contexts through travel and media, notions of long ago or far away are not introduced until late in their elementary or middle school education. Consequently, the expanding horizons framework "discourages examination of current issues and trends, and delimits the inclusion of controversial issues in which students may be interested" (Wade, 2002, p. 118). Instead, they are presented with a curricular approach characterized by "support for the status quo, emphasis on the development of Western civilization, and uncritical celebration of and inculcation in American political traditions and values" (Brophy, 1990, p. 355). Through such a model, knowledge is often fed to students

following what Freire (1970) has termed the banking approach. In this manner of teaching, students are treated as possessors of “an empty ‘mind’ passively open to the reception of deposits of reality” from their teachers and texts (Freire, 1970, p. 56). As such, they are primed to unquestioningly accept what they are taught.

Further aiding in the sterilization of social studies and impeding the creation of student knowledge are textbooks, which serve as a prominent basis for classroom instruction. Often bland, conceptually limited, and lacking in cultural diversity, textbooks limit students and teachers in classrooms where they are a prevalent vehicle for delivering curriculum (Gay, 2010; McGuire, 2007). Students who are thus spoon fed information as per Freire’s banking approach are likely to consider textbooks’ “authority to be incontestable and the information they present always to be accurate, authentic, and absolute truth” (Gay, 2010, p. 129). This is additionally problematic due to the tendency of textbooks to serve as what Gullicks et al. have termed a “weapon of deculturalization” by their focus on males, the middle class, and “events and experiences that are closely aligned with mainstream European American values, beliefs, and standards of behavior” (Gay, 2010, p. 131). Students, therefore, “obtain a limited view of social reality and an incomplete understanding of the human experience” when textbooks are the primary vehicles of instruction (Banks, 1987, p. 534). Textbooks offer students limited perspective in what is already a limited curriculum.

Implications

As social studies receives less and less instructional time and as content and skills are conveyed using insufficient curricular models and texts, many educators are pushing back at local, state and national levels. They understand that, too often, “[t]he social studies curriculum dissolves into disconnected bits of information,” and students “are then left on their own to figure out how the bits of information connect” (McGuire, 2007). Due to the fact that a teach-to-the-test environment champions

rote learning and memorization over instructional approaches that allow students to engage in meaning making, students are not exposed to the type of concepts or problem-solving skills that are at the core of social studies education. Rather, high-stakes testing creates a teaching and learning environment that is “squeezing the intellectual life out of our schools” (O’Connor, Heafner & Groce, 2007, p. 255). While this is an unintended consequence of ensuring accountability, the implications are significant.

Particularly disheartening about the neglect of social studies is that the domain as a curricular entity was designed for the important purpose of preparing students for constructive participation as citizens of a democratic society and an increasingly globalized world of commerce and communication. The primary mission of social studies education is best stated by Abbey (1973), who notes, “The child best prepared for the world of the future, is the child who has some perspective on the nearly infinite variation in the world of today” (p. 250). As such, social studies at the elementary level should provide a forum for developing skills necessary for “a world that demands independent and cooperative problem solving to address complex social, economic, ethical, and personal concerns” (NCSS, 2009). An understanding of and an appreciation for the multicultural and multiethnic interactions that are increasingly part of the human experience both locally and worldwide are at the heart of social studies (NCSS, 2009).

In their position statement *Powerful and Purposeful Teaching and Learning in Elementary School Social Studies*, the National Council for the Social Studies (2009) recognizes the constraints that have relegated the discipline to the periphery of elementary education. The organization, citing the scarcity of time in the instructional schedule while insisting upon social studies’ inherent value, is a proponent of curriculum integration (NCSS, 2009). They state that, “[w]ith a strong interdisciplinary curriculum, teachers find ways to promote children’s competence in social studies, literacy, mathematics, and other subjects within integrated learning experiences” that transcend subject-matter boundaries (NCSS, 2009). This recommendation is consistent with the practices of elementary schools surveyed by the

Center for Educational Policy in which the time allocated to social studies had not been reduced.

Instead of decreasing the focus on social studies, schools began integrating it within math and reading blocks (McMurrer, 2007).

Attempts at Integrating

In accordance with the National Council for the Social Studies' recommendation that instruction be integrated, multidisciplinary and integrated lessons and units are gaining popularity among educators who seek to combat the decline of social studies in elementary classrooms. While admirable, these attempts are often lacking a conceptual focus or explicit teaching of social studies content and skills. While the NCSS affirms that teaching and learning in elementary classrooms should be "meaningful, integrative, value-based, challenging, and active," teachers, curriculum developers, textbook authors and others are attempting to integrate but are not consistently meeting these stipulations (NCSS, 2009; McGuire, 2007).

One way that social studies is commonly "integrated" in the elementary curriculum occurs when teachers draw from its content to develop skills in more emphasized and tested subject areas such as reading. To combat the squeeze social studies is experiencing in the current No Child Left Behind era, reading textbooks have begun to include stories related to neighborhoods, cultures, and history (McGuire, 2007). While units such as *Making a New Nation* in the fifth grade edition of the basal reader *Open Court* (2002) include important social studies content, the accompanying comprehension questions (such as "Who was involved in the Boston Tea Party?" and "Why did colonists destroy the tea that had been imported from Britain?") are appropriate for assessing reading comprehension, but neglect to address the conceptual understandings essential to social studies (McGuire, 2007). It is a danger that those who make curriculum decisions and adopt such texts with the intention of integrating social studies fail to acknowledge the inability of such texts to address the discipline's goals and civic

mission.

Other forms of combining social studies instruction with other disciplines predate the squeeze felt since No Child Left Behind, and are loosely thematic in nature (Beane, 1997). While often labeled as integrated, such instructional practices are more aptly termed multidisciplinary, as subject-based content and skills are kept intact and, while instruction is thematic, it is not organized conceptually. Common in educational literature during the Reagan era, this form of thematic instruction has since become a widely accepted style of teaching (Beane, 1997). While it can be well executed, the selection of themes must be purposeful. Oftentimes, teachers choose appealing topics like “apples” or “dinosaurs” instead of favoring history-based themes or those exploring social issues (Beane, 1997). Even when the latter variety are selected, it is sometimes due to particular teacher interests and has little to do with what is important for students. For example, “the 1960s” has been a popular theme among teachers who came of age during that decade (Beane, 1997). While such organizing centers can be interesting to teachers and students, they do not provide a context for true integration.

The Merits of a Concept-Based Approach to Integration

Having already established the imperiled state of elementary social studies education in the United States public school system and the ways in which integration is being improperly implemented with the goal of preserving and best serving the discipline, in the following section I will provide a rationale for using concept-based integrated instruction as a way to best teach elementary students. This rationale will include discussion of authenticity, motivation, cooperative learning, and critical thought, and will touch upon the benefits that integration affords teachers.

Authenticity of Instruction and Assessment

While traditional instruction seldom asks students to consider or solve problems as complex as

those they will encounter outside of school, the conceptual nature of integrated instruction affords students opportunities for authentic problem solving. Presented with learning opportunities that mirror real-life problems and situations, students draw from pertinent skills and knowledge regardless of the subject area from which it originates. In this way, they engage with curriculum in a way that is meaningful (Beane, 1997). This is not as easily achieved through traditional instruction, where skills and content are seen as relegated to specific disciplines (Beane, 1997; Tchudi & Lafer, 1996). Integrated instruction, by contrast, conditions students to be lifelong learners through providing them with the tools to meet the challenges of real-world situations and to persevere when confronted with rigorous tasks (Tchudi & Lafer, 1996). In order to provide these learning opportunities and gauge their effectiveness, it is important that assessment be authentic as well.

When creating such learning opportunities, it is crucial that teachers begin planning with the problem or concept itself. Following Wiggins & McTighe's (1998) backward design model, teachers must consider what they would accept as evidence that students have gained proficiencies and understandings in order to then design and implement suitable learning experiences. As such, assessment of integrated instruction is most informative for teachers and students when it is authentic. It demonstrates to teachers what students can do in a context that they are likely to find meaningful. Through such assessment, students are often charged with using knowledge in a constructive manner on tasks such as presentations or pursuing social action through letter writing (Beane, 1997). Such tasks mark a great departure from traditional assessment models that are often geared toward recognizing and rewarding surface knowledge.

While standardized testing remains part of the educational landscape, integrating instruction prepares students for this reality. Research indicates that "students retain the factual information longer because the use of the conceptual lens requires them to intellectually process at a deeper level" (Erickson, 2007, p. 8). By integrating, students escape the prevalent teach-to-the-test instructional style

while still learning the necessary knowledge and skills required for testing.

Motivation

The same authentic learning experiences that make integration an efficient and authentic curriculum model serve as vehicles for student motivation and engagement. The focus provided by a conceptual lens promotes motivation and engagement, heightening students' curiosity and bringing a sense of relevance to learning. Students merge new skills and content with existing knowledge to answer questions and solve problems (Tchudi & Lafer, 1996). As is the case in life outside the classroom, if problems are seen as significant, students will willingly seek out the knowledge they need to consider a solution (Beane, 1997).

Through the multi-modal learning experiences that are part of well-implemented integration, students are immersed in "multiple ways of learning and knowing" that demand critical thinking and active participation in one's own work as well as in the learning community itself (Fogarty, 2009, p. 6). Regardless of their point of entry, inquiry is designed so that all are invited to participate (Beane, 1997). Thus, because integrated instruction lends itself naturally to differentiation, it allows for all students to access higher-level thinking opportunities and thoughtful engagement in meaningful work.

Through using conceptual lenses to study issues, problems, or themes of *local* significance, integrated instruction becomes most relevant to students. Tchudi and Lafer (1996) insist that "[k]nowing what is *nearby* for students" is critical, and that there is an added benefit if the focus is timely (p. 71). These claims echo the principles of culturally responsive pedagogy, an approach to curriculum and instruction that seeks to align academic knowledge and skills with students' lived experiences and frames of reference in order to make learning more meaningful (Gay, 2010). Integrated instruction brings this sort of relevance to students when they are able to connect themes, problems and issues to their own personal and cultural backgrounds while also reaching beyond their "perceptual

and experiential ghettos” to participate in a greater dialogue (Aschbacher, 1991, p. 16). Through seeing themselves, their cultures and communities in the curriculum, students become motivated and remain engaged in their learning.

Cooperative Learning

Good themes and a strong conceptual focus promote what Lafer and Markert (1994) have called “cooperation in the strong sense” (cited in Tchudi & Lafer, 1996). Cooperation occurs through meaningful student interactions, arising in contexts such as discussion and group work. It is brought about by a collective effort to solve problems and answer questions posed in integrated learning environments. As integrated lessons and units seek to bring the complexity and dynamism of real-world problems and issues into the classroom, learners find the answers they seek to be of considerable interest. As such, an individual student’s thoughts and contributions aid the group in their collective search for knowledge and understanding. The resulting sense of community is important for students, who need to feel safe and respected in order to engage and participate in integrated learning.

Critical Thought

Integrated instruction is a teaching approach that works in conjunction with what is known about how the brain works and learns. A cognitive mechanism at work throughout such integrated inquiry is thematic mapping. Drawing from the work of O’Keefe and Nadel (1978), Caine and Caine (1991) write of mental maps that are critical for establishing links that aid in the transfer of knowledge. In thematic or concept-oriented learning, these maps are at the heart of meaning making.

By creating learning opportunities that are conceptually or thematically oriented, teachers are able to exploit the fact that children’s innate search for meaning occurs through patterning (Fogarty, 2009). Realizing that such meaning making “cannot be stopped, only channeled and focused,”

classrooms where integrated instruction works most successfully are those in which teachers shepherd learning through creating stable routines with novel and challenging content (Fogarty, 2009, p. 5).

Integrated instruction offers an alternative to the coverage curriculum model, in which teaching and learning often lack opportunities for higher-level thinking (Erickson, 2007; Tchudi & Lafer, 1996). Rather than segmenting and compartmentalizing knowledge, as is typical of traditional, disjointed elementary practice, this model supports learning and fosters critical thinking by capitalizing on the myriad connections and questions that emerge through an integrated approach to instruction. As learners support conceptual understandings with factual content and personal experience, they think at higher levels than in traditional instruction (Erickson, 2007). In this light, integration supports the learner by providing rich, connected learning opportunities where curricula serve to identify and explore the “roots running underground” (Fogarty, 2009, p. 6).

Teacher Benefits

While the focus of this investigation has been the benefits that integrated instruction affords students, there are many advantages it offers teachers as well. It is teachers, rather than those involved with curriculum and policy, who are in the best position to design and enact integrated instruction (Campbell & Harris, 2001). As such, integrating can benefit teachers by making the delivery of curriculum more efficient. Charged with the task of teaching a multitude of standards, “clustering them into logical bundles and addressing them in an explicit yet integrated fashion” is an organizational tool that can ease the stress of meeting seemingly insurmountable objectives (Fogarty, 2009, p. 6).

Through this challenging work, teachers experience the added benefit of self-efficacy (Tomlinson, 2007). The greater the degree of integration, the more teachers are likely to learn themselves. By organizing content and skills in a powerful and evocative way, teachers are primed to learn along with their students (Applebee, Adler & Flihan, 2007). Due to the participatory nature of integrated learning,

students dictate the direction of instruction to a greater degree than in traditional teaching. In this way, teachers are less likely to find their practice becomes monotonous or stale.

Integrating can also offer teachers the peace of mind, as using this form of instruction is well researched and, as previously described, benefits students in myriad ways. Though it is teacher's obligation to follow mandated standards, it is important to remember that "a list of standards is not a curriculum, nor is a textbook or a pacing guide" (Tomlinson, 2007, p. xi). It is a teacher's responsibility and privilege to enact a curriculum that she finds defensible and serves the students to the best of her abilities.

In summary, integrated instruction has the potential to be a powerful pedagogical tool. While a current area of interest and innovation, integrated instruction has a long history and support from advocates in many strands of theory and research. It began evolving with Dewey's work during the progressive movement of the 1920s and 1930s, has been influenced by constructivists such as Vygotsky, and has been championed by more recent cognitive researchers such as Caine and Caine as well as Gardner (Beane, 1997; Caine & Caine, 1991; Campbell & Harris, 2001). What all of these great minds have found is that "knowledge is best achieved when tasks are complex, with ideas interconnected" rather than through breaking down curriculum and separating content by subject area (Campbell & Harris, 2001, p. 3). Both short- and long-term success has been seen when integration is carried out in a way that is "coherent and meaningful" (Caine & Caine, 1991, p. 160).

Social Studies at the Center

While integrated instruction by nature disregards the delineations between content areas or disciplines, such a concept-based approach allows for teachers to privilege social studies themes and related understandings that are in danger of being omitted from the overt curriculum in schools where

reading and math are seen as warranting increasing amounts of instructional time. The following examples of conceptual lenses are meant to illustrate the range of broad range of concepts that can be explored in accordance with social studies content. Here, they are aligned with the ten thematic strands of social studies as framed by the National Council for the Social Studies (2010). Issues explored through these conceptual lenses, such as a unit on the Industrial Revolution that focuses on innovation, interdependence, growth, and profit, touches upon multiple social studies strands. Such an exploration might center around such a question as, “What factors made the Industrial Revolution possible?” Content and skills from science, language arts, and math would be necessary to fully investigate the issue.

Thematic Strand	Sample Conceptual Lenses
I. Culture	Attributes; Beliefs; Belonging; Perspective; Values
II. Time, Continuity, and Change	Change; Innovation; Transformation
III. People, Places, and Environments	Complexity; Interdependence; Location
IV. Individual Development and Identity	Growth; Identity; Influence; Relationships
V. Individuals, Groups, and Institutions	Belonging; Interactions; Needs; Power
VI. Power, Authority, and Governance	Authority; Freedom; Power
VII. Production, Distribution, and Consumption	Balance/Imbalance; Exchange; Interdependence; Profit; Trade
VIII. Science, Technology, and Society	Access; Creativity; Innovation
IX. Global Connections	Communication; Interdependence; Patterns; Systems
X. Civic Ideals and Practices	Citizenship; Consensus; Participation; Rights; Responsibility

Questions and Implications

In order for integration to gain a stronghold and become a more widely used instructional model in elementary education, funding for professional development is needed. In her report *Choices, Changes, and Challenges: Curriculum and Instruction in the NCLB Era*, McMurrer (2007) recommends that funding be provided through Title I and Title II of NCLB in order to train teachers in implementing curriculum integration. Funding is also needed to support teachers in the implementation of integrated instruction once they are trained. In moving away from a textbook-rich instructional style in which manuals and ready-made lesson plans predominate, teachers will need more planning time in which to work on integrating their instruction. Reviewing and organizing standards and curriculum around concepts and themes takes forethought and creativity. Allowing teachers adequate prep time is key for successful implementation. While this is a potentially costly allowance, building prep periods into teachers' schedules would be money well spent.

While many researchers affirm that integrated instruction helps students think and learn at a deeper, more conceptual level and retain facts longer than with traditional instruction, more studies need to be done to show the direct correlation between integration and standardized test scores. While I do not personally find that the standardized test scores best represent learning or achievement, they are a current reality. In order to make inroads, proponents of integration must work within the structure of today's educational system and prove that this model produces.

With further regard to the larger educational system is the issue of integration beyond the elementary level. Typically beginning in middle school, teachers are assigned one subject area to teach and serve as part of an instructional team. While it is feasible for such teams to coordinate instruction around common themes, true integration seems a less realistic goal in higher grades and in secondary education. This is a separate issue that would warrant further research.

For teachers who do consider integrating their instruction, a key consideration for them to bear in

mind is that students' transition to a new style of instruction may take time. Based on my experiences teaching integrated lessons during my second grade practicum experience, it was evident that students who are used to traditional instruction and paper-and-pencil assessments requiring them only to summarize or restate facts cannot immediately flip a switch and participate in an integrated study of issues and problems all at once. Students need explicit modeling to know how to interact with material and engage in small-group or whole-class discussions, and time to adapt to a radically different form of instruction.

Finally, while I consider integration a viable alternative to traditional elementary instruction and decades of research, theory and practice affirm that it is neither a trendy nor a fly-by-night approach, it is not a panacea. The problems plaguing the public education system are systemic as well as sociopolitical, and cannot be solved solely by a shift in instructional approach. This is not to say that teachers are without the power to improve student learning, but to note that their influence is mitigated by factors beyond their control.

Considerations for Unit:

When I initially conceived of this capstone project, I understood integration to be thematic in nature but had not yet come to understand the importance of a conceptual orientation. I first set out to design an integrated unit that focused on immigration. Having developed a more nuanced understanding of integration, I amended my original plan, and chose to look at immigration through an examination of belonging, change over time, community, and identity. The instructional focus is thus narrowed in a way that gives learning more meaning and purpose.

My unit is designed for implementation in a self-contained fifth grade classroom at Pemetec Elementary School in Southwest Harbor, Maine. I chose this setting because I taught French at this K-8 school on my native island for five years before coming to Vanderbilt, and I hope to return to the district

as a classroom teacher upon graduating. There are 12 students in this class, all of whom are white and over 50% of whom receive free or reduced-price lunch (Schroeder, personal communication, May 15, 2011).

A goal of this unit is to begin broadening students' conceptions of their own community to include that of their state—a state that, while largely white, is not exclusively so. While the island these students presently inhabit is rural and racially homogenous, they must be provided with educational opportunities and foundations that will allow them to live and thrive elsewhere. In Ladson-Billings' (2009) words, teachers have the task of “selecting and implementing curricula for students who ultimately must be prepared to survive and thrive in a democratic and multicultural society” (p. 87). Immigration serves as a site for an examination of the island's history, which was shaped by the arrival of western European immigrants in the early 1900s. This knowledge, as well as an understanding of their own heritage and family histories of immigration, gives students a context in which to examine current and historical trends in immigration in Maine and throughout the United States. These studies are situated in the context of examining how immigrants' identities and sense of belonging have changed over time, and how immigrants and their new cultures have shaped one another.

In designing this unit, I found Wiggins and McTighe's (2005) backward design model to be of great utility. In backward design, learning objectives, essential questions and enduring understandings serve to guide instruction. It is only with an end goal in mind that teachers are able to determine necessary activities and resources. In comparing curriculum design to travel planning, the authors illustrate the aim of their design by saying, “frameworks should provide a set of itineraries deliberately designed to meet cultural goals rather than a purposeless tour of all the major cities in a foreign country” (Wiggins & McTighe, 2005, p. 14). This relates to how backward design fosters integration: In considering a theme, problem, or issue, teachers select skills and content regardless of subject-area boundaries. A well-established purpose guides instruction and assessment. Additionally, Wiggins and McTighe's (2005) unit

template offered a clear, logical way to organize my assessments and learning experiences around the understandings and questions at the root of my unit. This template serves to format my unit plan.

One limitation I found was that, while the use of conceptual lenses ultimately made the unit more focused and cohesive, it made it more difficult to integrate across the curriculum. It is for this reason that my unit does not contain knowledge or skills from the sciences. Had my unit been situated elsewhere (i.e., a school in New York) or had it been centered around a specific time (i.e., the Industrial Revolution), it might have been easier to include the technology of shipbuilding, the medical examinations at Ellis Island or other ports of entry, and inventions and factories. Nevertheless, I believe that the unit I have created will demonstrate how concept-based integrated instruction will serve the students I hope to teach.

Final Thoughts

As the National Council for the Social Studies (2009) reminds readers of *Powerful and Purposeful Teaching and Learning in Elementary School Social Studies*, the founders of our nation understood that “the vitality of a democracy depends upon the education and participation of its citizens.” It is for this very reason that we have a free and public education system in this country. By making additional room in the crowded elementary schedule for math and reading instruction, teachers may succeed at raising test scores, but risk significant losses. When social studies is deemphasized, we as teachers are doing our students a disservice by failing to educate them about the civic ideals of our country and the dynamic world in which they live. As McGuire (2007) asks, “If our young people, particularly children in poverty, do not understand or value our democracy and their role in such a society and do not believe they can make a difference, why does school matter?” Our students “hunger to discover the power of their minds” and have a need to make sense of the world around them (Tomlinson, 2007, p. xi). Teachers have the responsibility to engineer their curriculum and instruction to help students become creative, engaged

problem-solvers. Teachers such as Lindquist (2000; 2002) are leaders in this regard, and it is my hope that others will follow suit. I believe that a concept-based approach to integrating the curriculum has the potential to help elementary students and teachers in such a way.

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Appendix

Integrated Unit Plan

Unit Cover Page

Unit Title: Coming to America**Grade Level:** 5th**Topic:** Immigration**Time Frame:** 3 weeks**Key Concepts:** Belonging; Change over time; Community; Identity**Designed By:** Meryl Sweeney**School District:** Mt. Desert Island Regional School System, Mt. Desert Island, Maine**School:** Pemetic Elementary, Southwest Harbor, Maine**Brief Summary of Unit (including curricular context and unit goals):**

Using the present-day issue of the influx of Somali immigrants in Lewiston, Maine as a starting point, this unit explores immigration through integrating knowledge and skills from language arts, mathematics, and social studies. Organized around the concepts of belonging, change over time, community, and identity, it examines immigration in both local and national perspective. Students engage in problem solving and meaning making as they analyze and interpret data gleaned from a variety of sources, both qualitative and quantitative, to gain understandings about immigration. Desired understandings are (1) life locally and in the United States is enhanced by the cultural traditions and contributions of various groups, (2) all Americans have a heritage shaped by diverse ethnic backgrounds, (3) new immigrants face many obstacles, and (4) while those who have immigrated to the United States may share common experiences, differences exist owing to factors such as time and place.

This unit is designed for implementation in a self-contained 5th grade classroom, and would be taught at a point in the year when students have established a level of comfort in engaging in cooperative learning and integrated instruction.

Materials

- **White board & LCD projector**

- **Student laptops (provided by Maine Learning Technology Initiative)**

- **Chart paper & index cards**

- **Books:**

1. Alvarez, J. (2009). *Return to sender*. New York: Alfred A. Knopf.
2. Applegate, K. (2007). *Home of the brave*. New York: Holtzbrinck. (multiple copies)
3. Freedman, R. (1980). *Immigrant Kids*. New York, NY: Dutton.
4. Hoobler, D., & Hoobler, T. (2003). *We Are Americans*. New York, NY: Scholastic, Inc.
5. Oeppen, C. (2010). *Hopes, needs, rights & laws: How do governments and citizens manage migration and settlement?* New York: Crabtree.
6. Schaefer, A. (2007). *Modern Immigration and Expansion: From World War I to September 11*. Chicago, IL: Heinemann Library.
7. Tan, S. (2006). *The Arrival*. New York: Scholastic. (multiple copies)
8. Vanderpool, C. (2010). *Moon over Manifest*. New York: Random House. (multiple copies)

- **Other Print Material:**

1. Ellison, J. (2009, January 17). The refugees who saved Lewiston. *Newsweek*. Retrieved from <http://www.newsweek.com/2009/01/16/the-refugees-who-saved-lewiston.html>.
2. Raymond, L. (2002, October 1). Open Letter. Retrieved from <http://www.immigrationshumancost.org/text/raymond.html>.

- **Multimedia:**

1. Axelrod, J. (2009, April 12). U.S town embraces immigrants. New York: CBS. Video retrieved from the CBS website: <http://www.cbsnews.com/video/watch/?id=4937041n>.
2. US Census. (2005). Percent of people who are foreign born. Retrieved from http://factfinder.census.gov/servlet/ThematicMapFramesetServlet?_bm=y&_MapEvent=displayBy&-errMsg=&-_useSS=N&-_dBy=050&-redoLog=false&-

Stage 1 – Identify Desired Results

Established Goals:**Maine State Learning Results****Language Arts: A: Reading
Students will:**

A1a. Use a range of strategies as they read including constant monitoring, searching, connecting, and inferring to deepen their understanding of text(s).

A1f. Demonstrate deep comprehension that goes beyond the text(s) by stating connections or inferences made and explaining relationships among prior knowledge and the conclusions and connections made.

A2a. Make inferences about characters' actions and explain how their behaviors affect the plot and/or theme.

A2b. Summarize texts and select representative passages for support to identify the main problem or conflict and explain how it is resolved.

A2g. Identify the main purpose of a poem, passage, or particular parts of a passage to aid comprehension.

A2e. Explain that theme refers to the central ideas or meaning of a selection and identify theme(s) whether they are implied or stated directly.

A3a. Create and revise questions that can be answered using text features and information found within the text.

A3b. Use text features including diagrams, illustrations, charts, and maps to aid comprehension.

**Language Arts: B: Writing:
Students will:**

B5a. Write a letter including a date, salutation, body, closing signature and, when appropriate, an inside address.

B4a. Establish a clear position on a topic and support the position with relevant evidence.

Established Goals, Continued:**Maine State Learning Results****Mathematics:
Students will:**

- A1a.** Read and write numbers to 10 million in numerals.
- A1b.** Round numbers to the place value appropriate for given contexts.
- A2.2** Students find and use mean, mode, and range for a set of data.
- D3.3** Use tables, rules, diagrams, and graphs to represent and analyze the relationship between quantities.

**Social Studies:
Students will:**

- A1a.** Identify research questions related to social studies - seeking multiple perspectives from varied sources.
- A1d.** Collect, evaluate, and organize for a specific purpose.
- A2.** Make individual and collaborative decisions on matters related to social studies using relevant information and research and discussion skills.
- E1b.** Identify various major historical eras, major enduring themes, turning points, events, consequences, persons, and timeframes, in the history of the United States.
- E2b.** Describe various cultural traditions and contributions of Maine Native Americans and various historical and recent immigrant groups in the United States.

Source: Maine Department of Education (2007). Learning Results: Parameters for Essential Instruction. Retrieved from <http://www.state.me.us/education/lres/pei/index.html#mlr2007>.

What understandings are desired?

- Life locally and in the United States is enhanced by the cultural traditions and contributions of various groups.
- All Americans have a heritage shaped by diverse ethnic backgrounds.
- New immigrants face many obstacles.
- While those who have immigrated to the United States may share common experiences, differences exist owing to factors such as time and place.

What essential questions will be considered?

- What does it mean to belong to a community?
- What does it mean to be an American?
- What obstacles do immigrants face upon arriving in a new community and a new country?
- How do the challenges these obstacles present lessen over time?
- How do communities accommodate the influx of immigrants?

What key knowledge and skills will students acquire as a result of this unit**Students will know...**

- The meanings and usage of key vocabulary: immigrate, emigrate, ethnic, census, refugee, asylum, discrimination, prejudice, acclimation, assimilation
- Their personal heritage/immigration history and that of Mt. Desert Island.
- General trends and isolated cases of US immigration.
- The types of obstacles commonly faced by new immigrants to the United States.
- Reasons why the challenges immigrants encounter often lessen over time.

Students will be able to...

- Read and interpret information about immigration from varied sources, including maps, statistics, fiction and nonfiction texts.
- Make generalizations about immigration by comparing personal and local immigration histories and a larger national context (historic and present).

Stage 2 – Determine Acceptable Evidence

What evidence will show that students understand?

Performance Tasks:

Making Predictions: Students will write a paragraph in which they make predictions about what they think life is like in Lewiston, Maine today, a decade later. They will give supporting evidence from understandings gained throughout the unit.

Letter Writing: Students write letters to their town selectmen making recommendations for what the town of Southwest Harbor should do in the event that we experience an influx of immigration. Students may have varying opinions about the costs and benefits to the town, but regardless of their viewpoint, they should use evidence from their experiences, field trip, reading, and class activities to support their argument. They should consider both short- and long-term challenges and benefits.

What other evidence needs to be collected in light of Stage 1 Desired Results?

Other Evidence (quizzes, tests, prompts, observations, dialogues, work samples)

Informal observations—Noted during/following discussions

Work samples—Notecards w/ stated connections to guiding questions

Prompt—Describe how an illustration from Shaun Tan’s (2006) wordless graphic novel *The Arrival* compares or contrasts with an event in students’ literature circle books

Performance Task Blueprint: Making Predictions

What understandings and goals will be assessed through this task?

- Make generalizations about immigration by comparing personal and local immigration histories and a larger national context (historic and present).
- Reasons why the challenges immigrants encounter often lessen over time.

What criteria are implied in the standards and understandings *regardless* of the task specifics? What qualities must student work demonstrate to signify that standards were met?

- Takes a stance
- Supports with evidence

Through what authentic performance task will students demonstrate understanding?

Task overview:

Students will describe what they think life is like today in Lewiston, Maine, a decade after the influx of Somali immigrants, using supporting evidence from their family immigration histories, local histories, US history & current topics, and reading (both fiction and nonfiction).

What student products and performances will provide evidence of desired understanding?

- Written paragraph (paper and pencil or typed)

By what criteria will student products and performances be evaluated?

- Opinion: Establishing and developing prediction(s) using appropriate supporting ideas and knowledge
- Organization: Developing paragraph with introduction, body, and conclusion

- Language & Conventions: Proper capitalization, punctuation, spelling, verb-subject agreement

Performance Task Blueprint: Letter Writing

What understandings and goals will be assessed through this task?

- The types of obstacles commonly faced by new immigrants to the United States.
- Reasons why the challenges immigrants encounter often lessen over time.

**What criteria are implied in the standards and understandings *regardless* of the task specifics?
What qualities must student work demonstrate to signify that standards were met?**

- Takes a stance
- Supports with evidence

Through what authentic performance task will students demonstrate understanding?

Task overview:

Students will write a letter to the Town of Southwest Harbor Board of Selectmen in which they make recommendations for what the town of Southwest Harbor should do in the event that we experience and influx of immigration similar to that of Lewiston.

What student products and performances will provide evidence of desired understanding?

- Written letter (paper and pencil or typed first draft; typed final draft)

By what criteria will student products and performances be evaluated?

- Opinion: Establishing and developing prediction(s) using appropriate supporting ideas and knowledge
- Organization: Structuring letter with introduction, body, and conclusion

- Language & Conventions: Proper letter format, salutation and closing, capitalization, punctuation, spelling, verb-subject agreement

Stage 3 – Plan Learning Experiences and Instruction

What sequence of teaching and learning experiences will equip students to engage with, develop, and demonstrate the desired understandings?

1. Begin by posing an entry question (What does it mean to belong to a community?) to hook students into considering the ways in which people by nature desire to feel connected to those around them. This will connect to later discussions and learning experiences about challenges immigrants face in this regard. (Note: Key vocabulary terms are introduced as needed by the various learning activities and performance tasks.)

2. Read excerpts from Mayor Raymond's (2002) letter to the Somali community in Lewiston, Maine. In his letter, Mayor Raymond declared that the new immigrants are exhausting Lewiston's city and school resources, and pleads, "Please pass the word: We have been overwhelmed and have responded valiantly. Now we need breathing room. Our city is maxed-out financially, physically and emotionally." After reading this letter, students consider what led the Mayor to make such a request. What services do cities and towns provide for immigrants? What services do they require/benefit from? Why might conflict arise?

3. Students will examine US Census data from 2000 to get a sense of what life was like in the city before the influx of Somali immigrants. How many people lived there? What was their racial/ethnic background? What did they do for work? Students will work in groups to construct graphs from the data provided. These will be displayed throughout the unit to reflect back on the community the Somali immigrants became a part of.

4. Students craft questions to further guide study of immigration and central concepts based on the recent influx of immigrants to Lewiston and the Mayor's response. (Sample /target questions include: (1.) What are the challenges facing communities that experience an influx of immigrants? (2.) What challenges do immigrants face upon arriving in a new country? (3.) Did these challenges lessen or increase over time? (4.) What benefits does a new homeland provide? (5.) What benefits do immigrants bring to their new homeland?) These questions will become the headings on posters hung on the bulletin board. As students find connections to the questions in later activities and reading (i.e., notes from the upcoming field trip, passages in literature circle books, facts from nonfiction reading) they will note them on index cards and put them on the corresponding posters. This will help scaffold discussions and build understandings.

5. Students bring home and complete (to the extent possible) family heritage/immigration interviews with a family member. To scaffold their interviews, they will be given a worksheet asking about their family's national origin(s), known names and dates of immigrants, where they first settled, what they did for work, and how the family eventually came to Mt. Desert Island. They will share what they learned in a class discussion, and will mark countries of origin with pushpins on a world map, as well as the places in the United States where ancestors and relatives settled.

Stage 3 – Plan Learning Experiences and Instruction, Continued

6.(Ongoing throughout unit) Read aloud *Moon Over Manifest* by Clare Vanderpool (2010), the Newbery Award-winning story of a girl who spends a summer in Manifest, Kansas in 1936 and uncovers stories of its immigrants from a generation before. While initially the immigrants had little interaction across nationalities, they came together in 1918 to buy land coveted by the coal mining company that was controlling them by paying them in vouchers redeemable at the company store. A generation later, protagonist Abilene finds that although names like Cybulskis, Matenopolous and Akkerson remain prevalent in Manifest, much has changed. While all are suffering through the Great Depression, there is unity and mobility in the immigrant population and a sense of possibility for the first-born American generation.

7.(Ongoing throughout unit) Literature circle #1 reads *Home of the Brave* by Katherine Applegate (2007) for their self-directed guided reading selection. This is the present-day story of an orphaned Sudanese refugee who immigrates to Minnesota to live with his aunt and cousin. Written in verse and using sparse language, this book is very accessible for struggling readers. It makes it clear that immigrants (and refugees, in particular) face many challenges when they first arrive in a new country, but that the challenges diminish as they acclimate to their new communities, schools, and jobs. Kek, the protagonist, demonstrates this as he becomes more fluent in English, and is able to see longer-term changes through his interactions with his ELL teacher, who her self emigrated from Mexico years before.

8.(Ongoing throughout unit) Literature circle #2 reads *Return to Sender* by Julia Alvarez (2009) for their self-directed guided reading. This is the story of Marí, who lives on the family farm of a classmate, Tyler, in Vermont after immigrating with her father, uncles and sisters from Mexico. She writes letters to her mother, the President, and others as she navigates life in a community that does not whole-heartedly welcome the illegal immigrants who have come to help them run their failing farms.

9.Field trip to the Maine State Granite Museum. The museum is in the neighboring village of Somesville, and has tools and photographs from local Hall's Quarry. Students will see that the granite quarry employed many western European immigrants during the early 1900s. The captions of the photographs at the museum reveal many family names that are still prevalent on the island today, such as Grant, Hodgdon, and Richardson. Ready examples are school faculty and staff, such as: Mrs. Richardson-Gannon, first grade teacher, and Mrs. Hodgdon, lunch cook.

10.Students take turns reading aloud excerpts (including primary source accounts) of *We Are Americans: Voices of the Immigrant Experience* by Dorothy and Thomas Hoobler (2003). This book covers immigration from the colonial era through the 20th century.

Stage 3 – Plan Learning Experiences and Instruction, Continued

11. Practice making predictions. Students consider where in the United States they would expect to see the highest percentages of foreign-born residents. Have them discuss with a partner and report to the whole group. Ask students to give support for their predictions. Model using data from the *US Census map Percent of People who are Foreign Born (2005-2009) 5-Year Estimates map* or newer if available/applicable. Ask students to help explain what the map shows, using the legend and percentages.

12. Students work with a partner to uncover more information on the *US Census Percent of People Who are Foreign Born (2005-2009) 5-Year Estimates map*. Ask students to find data for cities related to their local history, research and reading. Cities/towns should include: Mt. Desert Island, ME; Lewiston, ME; Manifest, KS; Burlington, VT; Minneapolis, MN; New York, NY. Ask students to find the mean, mode, and range of the percentages they collect. Discuss as a class what this data tells us.

13. Students work in small groups, reading from *Hopes, Needs, Rights & Laws: How do Governments and Citizens Manage Migration and Settlement?* by Ceri Oeppen (2010), or *Modern Immigration and Expansion: From World War I to September 11* by Adam Schaefer (2007) to research the answers to questions arising from their literature circle selections.

14. Students look at the surreal, wordless graphic novel depicting the journey and settlement of an immigrant from *The Arrival* by Shaun Tan (2006) in small groups, discussing the story as they go. I will encourage them to make connections to what they have learned about immigration, from the reasons why immigrants leave their homelands, to the journey to the United States, the challenges they face upon arrival, and the ways they face those challenges.

15. Students choose an illustration they find evocative or significant from Shaun Tan's *The Arrival* (2006). Help them make enlargements, and give them the prompt: "Imagine you are the (unnamed) main character in *The Arrival*. Write from his perspective, describing what he is thinking and feeling in the illustration you chose."

16. Students write a paragraph in which they describe what they think life is like today in Lewiston, Maine, a decade after the influx of Somali immigrants, using supporting evidence from their family immigration histories, local histories, US history & current topics, and reading (both fiction and nonfiction).

Stage 3 – Plan Learning Experiences and Instruction, Continued

17.Students discuss predictions before looking at two sources to get a picture of what the city of Lewiston is like today: (1.) Students take turns reading aloud from the Newsweek article *The Refugees Who Saved Lewiston* (Ellison, 2009). (2.) Students watch a short video titled *U.S. Town Embraces Immigrants* from CBS News. Return to discussion--look at their predictions and how they match up with this account of the changes the Somali community has made.

18.For a culminating activity/assessment, students write a letter to the Town of Southwest Harbor Board of Selectmen in which they make recommendations for what the town of Southwest Harbor should do in the event that we experience an influx of immigration similar to that of Lewiston.

Stage 3 – Plan Learning Experiences and Instruction: Weeks 1, 2, and 3				
Monday	Tuesday	Wednesday	Thursday	Friday
<p>1</p> <p>--Pose entry question</p> <p>--Read excerpts from Mayor Raymond's letter to the Somali immigrants in Lewiston, Maine</p> <p>--Examine US Census data on Lewiston, ME in 2000</p> <p>--Craft guiding questions as a group</p> <p>--Post questions on posters and affix to the bulletin board</p> <p>--Homework: Bring home letter on unit and permission slip (due Tuesday)</p>	<p>2</p> <p>--Collect permission slips</p> <p>--Begin read aloud: <i>Moon Over Manifest</i></p> <p>--Introduce new literature circle books: <i>Home of the Brave</i> by Katherine Applegate (2007) and <i>Return to Sender</i> by Julia Alvarez (2009)</p> <p>--Homework:</p> <p>1. Students bring home and complete family immigration history worksheets and complete interviews by Friday</p> <p>2. Read assigned pages from literature circle book</p>	<p>3</p> <p>--Continue read aloud</p> <p>--Literature circles meet</p> <p>--Discuss upcoming field trip to Maine State Granite Museum, expected behavior, etc.</p> <p>--Homework:</p> <p>1. Read assigned pages from literature circle book</p>	<p>4</p> <p>--Continue read aloud</p> <p>--Literature circles meet</p> <p>--Field trip: Maine State Granite Museum</p> <p>--Reflect upon trip and consider learning in light of guiding questions</p> <p>--Students record on note cards to answer guiding questions (as appropriate)</p> <p>--Homework:</p> <p>1. Read assigned pages from literature circle book</p>	<p>5</p> <p>--Continue read aloud</p> <p>--Literature circles meet</p> <p>--Discuss family interviews</p> <p>--Students mark countries of origin on world map, as well as the places in the United States where ancestors and relatives settled</p> <p>--Homework:</p> <p>1. Read assigned pages from literature circle book over the weekend</p>

Monday	Tuesday	Wednesday	Thursday	Friday
<p>6</p> <p>--Continue read aloud</p> <p>--Literature circles meet</p> <p>--Students read aloud from <i>We Are Americans: Voices of the Immigrant Experience</i> by Dorothy and Thomas Hoobler (2003)</p> <p>--Discuss connections to guiding questions</p> <p>--Students complete notecards (as appropriate)</p> <p>--Homework:</p> <p>1. Read assigned pages from literature circle book</p>	<p>7</p> <p>--Continue read aloud</p> <p>--Literature circles meet</p> <p>--Students practice making predictions. Ask where in the US they would expect to see the highest percentages of foreign-born residents. Discuss with partner and as whole group.</p> <p>--Model using US Census thematic map.</p> <p>--Homework:</p> <p>1. Read assigned pages from literature circle book</p>	<p>8</p> <p>--Continue read aloud</p> <p>--Literature circles meet</p> <p>--Students work with partners to use data from the <i>US Census Percent of People Who are Foreign Born (2005-2009) 5-Year Estimates</i> map</p> <p>--Homework:</p> <p>1. Read assigned pages from literature circle book</p>	<p>9</p> <p>--Continue read aloud</p> <p>--Literature circles meet</p> <p>--Students begin reading Shaun Tan's <i>The Arrival</i> (2006) in small groups</p> <p>--Homework:</p> <p>1. Read assigned pages from literature circle book</p>	<p>10</p> <p>--Continue read aloud</p> <p>--Literature circles meet</p> <p>--Students continue reading Shaun Tan's <i>The Arrival</i> (2006) in small groups</p> <p>--Homework:</p> <p>1. Read assigned pages from literature circle book</p>

Monday	Tuesday	Wednesday	Thursday	Friday
<p>11</p> <p>--Continue read aloud</p> <p>--Literature circles meet</p> <p>--Students finish Shaun Tan's <i>The Arrival and</i> select illustrations for writing prompt</p> <p>--Students complete writing prompt</p> <p>--Homework:</p> <p>1. Read assigned pages from literature circle book</p>	<p>12</p> <p>--Continue read aloud</p> <p>--Literature circles meet</p> <p>--Review guiding questions and discuss each individually using student note cards to help scaffold conversation</p> <p>--Ask students to make predictions about what life is like in Lewiston today</p> <p>--Homework:</p> <p>1. Read assigned pages from literature circle book</p>	<p>13</p> <p>--Continue read aloud</p> <p>--Literature circles meet</p> <p>--Students share their predictions</p> <p>--Students read aloud from <i>The Refugees Who Saved Lewiston</i> from Newsweek (2009)</p> <p>--Watch CBS news video <i>U.S. Town Embraces Immigrants</i></p> <p>--Discussion: look at predictions and how they match up with this account of the changes the Somali community has made.</p> <p>--Homework:</p> <p>1. Read assigned pages from literature circle book</p>	<p>14</p> <p>--Continue read aloud</p> <p>--Literature circles meet</p> <p>--Students write first draft of letter to town selectmen making recommendations for ways in which the town should respond in the event of an influx of immigrants</p> <p>--Homework:</p> <p>1. Finish literature circle book</p>	<p>15</p> <p>--Finish read aloud</p> <p>--Literature circles meet</p> <p>--Students write final draft of letter</p> <p>--Students share letters</p> <p>--Wrap-up discussion</p>