

Voices of Change

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National Endowment for the Humanities Landmarks of American History and Culture Workshop – Labor and Landscape: Lowell as Nineteenth-Century Crucible, 2021

RESULTS: Using a variety of multi-modal sources, students will investigate various current or historic voices to understand the challenges facing individuals and possible civic solutions. As a culminating activity, a choice board of creative tools will allow students to either solve or argue how a civic action would help to mitigate the issue.

What do you want students to know, feel, and be able to do at the conclusion of this activity? At the end of the activity, students will be able to discern the challenges that faced people historically by listening, and exploring via virtual field trips and making connections to modern interpretation/views of history and civic engagement. Projects will be shared with classmates and with the identified audience.

Consider ABCs: Affective, Behavioral, and Cognitive outcomes. In this investigative model, students will be able to identify various stakeholders for either an historic or contemporary issue, and various ways a citizen can take action. This will serve as a model for students to then explore a civic action research project of their own choosing.

TIMELINE OF ACTIVITIES: What will you do to meet the above results?

Essential Question: How does a citizen take action?

Divide students into six groups. Activities incorporate a variety of multimodal options to accommodate various learning styles. Reading, watching, listening, observing and investigating are part of each activity. Newsela articles, when used, offer various reading levels. Additionally, students can explore two topics of their choosing.

Each activity, exclusive of the Take Action portion, will take two days.

It will take three-four days to complete the final Take Action project. This will all depend on the final format. An editorial video will take longer.

Presentations - Students will present their Take Action project to the class. Edits can be made prior to sharing to any government officials. Final products, where applicable, can be shared with appropriate audience (i.e. Governor, state legislature, etc.)

LOGISTICS: How will you distribute materials, divide students into groups, make transitions, etc?

Materials will be shared with students via Google Classroom.

RESOURCES/ MATERIALS: What do you need in order to carry out the activity?

1. Voices of Change Investigation (<https://docs.google.com/presentation/d/1GqWBj1LnsW84YQjy-X2AuaW-XCcSYJ1W/edit?usp=sharing&ouid=113971086474095790599&rtpof=true&sd=true>)
2. Voices of Change Choice Board (<https://docs.google.com/document/d/1BLLeOI8VTen9mCQ9WnDbakuupGyzSeFengOsIb51218g/edit?usp=sharing>)
3. *Bobbin Girl* by Emily Arnold McCully
4. Voices of Change Rubric (<https://docs.google.com/document/d/1TUtAlJTz0iS17C59P3d0fYIQRD0TQFLiIbiYnQDTIKo/edit>)
5. Voices of Change Editing Guide (<https://docs.google.com/document/d/1-FN95NxHHcHTRgpChskfSjK-X9nuQcyseX9nuQzwtvcUO6vE/edit?usp=sharing>)

6. Voice of Change Exit Ticket (<https://docs.google.com/document/d/1ndbcmR1BOfvLiWox7eq-X5DSFjBNMOgz/edit?usp=sharing&oid=113971086474095790599&rtpof=true&sd=true>)
7. Works Cited for materials links to choice board (https://docs.google.com/document/d/1EIWAJcjSNxQUSo4eleXb0my_P_8DEko7SWcesE4RmVQ/edit?usp=sharing)
8. Chromebooks for students
9. Video capabilities (Optional)

PROCESSING/REFLECTION: What questions will you ask to bring closure to the activity and to assess student comprehension?

Students will be assessed via a rubric. Presentations of the final project will be made to the class. This can be done either: A. in front of the entire class or B. in front of an adult team of evaluators.

Activities:

Students will explore a variety of interactive activities that look at labor, immigration, environmentalism (climate), suffrage, slavery, indigenous peoples. When possible, historic connections are made to either Lowell, the students' town of Bolton, or Massachusetts. Additionally, historic and modern connections build background knowledge on the issues. Each topic shows the government in action: addressing town meetings, legislature, etc. Suggested options for civic action are shared; however, the final slide gives students independence to choose format. This lesson models the steps given by the state for Civic Action (<https://www.doe.mass.edu/instruction/hss/civics-project->

