

Service-Learning Curriculum Unit Plan

Introduction:

The below Altruism Unit is the final segment of the curriculum for *Humanitarian Studies*. The first four units of the class include 1) Exploring Culture, 2) Past Hatred (Armenian Genocide and The Holocaust), 3) Modern-day Hatred (Rwanda and Darfur), and 4) Resistance. Essentially, within these units students will learn how indifference of other cultures may lead to genocide. Students will also learn how individuals stood and currently stand up against horrific injustices and how they too, can make a difference. Finally, students will be encouraged to use self-expression during their service-learning project as they advocate against the injustices occurring in Darfur, Sudan. It will be mandatory that students complete approximately 5 to 10 hours of service during the last month of the course. Thus, the below unit demonstrates how students will continue to learn about Darfur, advocate and fundraise money for the refugees of Darfur.

*Attached is the entire curriculum map for *Humanitarian Studies* (subject to change).

Unit/Topic: Altruism/ Advocacy for Darfur	Grade Level: ELA/ 12
Service Idea: Students will continue to educate themselves, peers, parents and community about the current genocide in Darfur, Sudan. They will spread awareness, advocate, and fundraise money for refugee children who have escaped genocide in Darfur. The organization that students will be raising money for is called The Education Project. This non-profit organization is taken from the documentary <i>Darfur Diaries</i> , which students watch earlier in the course and helps provides refugee children with school supplies and materials.	
1. Content Standards/Grade Level Content Expectations: (Identify learning outcomes to be addressed) 1.3.4- I can develop an opinion and support it, acknowledging the opposition. 1.3.5- I can clearly identify the audience and write to them, using appropriate language, format, and style. 1.4.3- I can take a stance on a specific topic. 2.1.1- I can use a variety of reading strategies. 2.1.3- I can use vocabulary strategies to understand content of the text. 2.2.2- I can relate his or her own life to the text. 3.1.7- I can incorporate history and culture to understand the context of author's literary piece to understanding the author's purpose in writing it. 4.1.3- I can use language appropriate for format and setting. 4.1.4- I can demonstrate the knowledge of standard English, using correct and precise word choice. 4.1.5- I can use grammar conventions correctly.	
2. Students will understand that.... (What are the enduring understandings?) Genocide is not just something they read in history books; it is alive and happening today in their world.	3. Essential Questions to Guide Learning & Inquiry: (Turn understandings into essential questions.) Why should Ionia High School students care about the lives of individuals across the globe?

<p>4a. Students will know.... (What is the content knowledge focus?)</p> <ul style="list-style-type: none"> - history of civil conflict in Sudan, Africa - understanding of current conflict in Darfur - how to plan and organize a fundraiser 	<p>4b. Students will be able to do.... (What are the skills?)</p> <ul style="list-style-type: none"> - write a 5 paragraph personal reflection - write a persuasive, advocacy letter to a government official - orally advocate for Darfurians by relaying all accurate information to others - Write several personal reflections - Cooperate with team to put on successful fundraiser
Assessment Evidence	
<p>5a. Performance Task: (What will students do to demonstrate their learning?)</p> <ul style="list-style-type: none"> - Summative assessment - Project, presentation - portfolio 	<p>5b. Other Assessment Evidence: (Describe formative/on-going/other summative assessments.)</p> <p>Formative Assessments:</p> <ul style="list-style-type: none"> - 5 paragraph persuasive essay - Portfolio - Final creative project and presentation - Summative assessment
<p>5a. Performance Criteria: (Provide checklists, rubrics, or criteria.)</p> <ul style="list-style-type: none"> - Rubrics for essays and final project/presentation 	<p>5b. Other Assessments Criteria: (Describe criteria for other assessments.)</p> <ul style="list-style-type: none"> - students will successfully complete 5-10 service hours.
<p>Learning Plan: (Develop a series of lessons/learning activities.) (Give enough detail for another teacher to follow.) (Consider the 5 Components of Service-Learning: Investigation, Planning & Preparation, Action, Reflection, Demonstration of Results & Celebration.)</p>	
<p>A. Steps for Students: Lead Activity- This knowledge stems from prior Resistance Unit where students learn how to advocate, spread awareness, etc. through <u>Not on Our Watch</u>.</p>	<p>B. Notes for Teacher: (What do you need to remember to do?)</p>
<p>C. Materials Needed:</p> <ul style="list-style-type: none"> - <u>Not On Our Watch</u>, by Don Cheadle and Jon Prendergast (primarily used in prior Resistance Unit) - Articles from both www.savedarfur.org and www.enoughproject.org - <i>Darfur Diaries</i>, documentary - Altruism PowerPoint - other 	
<p>D. Approximate Time for Unit: 3-4 weeks</p>	
<p>E. Resources: Dependent on chosen fundraiser(s)</p>	

Lesson 1 (3 days)		
Lesson Essential Question(s):	Lesson Knowledge:	Lesson Skill(s):
What is altruism and how will you demonstrate it?	History of altruism and service learning	Reflect in written form
<p>1. Lesson Opener:</p> <ul style="list-style-type: none"> - Brief introduction of unit/altruism – (attached) Altruism PowerPoint -“Man in the Mirror” video by Michael Jackson/ personal reflection: <ul style="list-style-type: none"> - Listen to the song, watch the video and analyze the written lyrics (listen twice) - Answer reflection question; What is main message of song? What do you want to personally get out of this unit? <p>2. Transition: Share reflection in small groups and whole group</p> <p>3. Activity:</p> <ul style="list-style-type: none"> - Quick-write (Quick-writes are mini journal entries which are shared amongst the group), ---- Introduction to Altruism (attached is Altruism PowerPoint) <ul style="list-style-type: none"> - History of altruism, famous examples, and their own real-life altruistic examples - Move onto altruism in Humanitarian Studies, Darfur Fundraising - Brainstorming – individual, small group – (2 fundraising attachments) - Groups decide on one fundraiser and present idea to class - After all fundraising presentations, whole group discusses and votes until 1 is decided upon <p>4. Lesson Wrap-Up: Vote on fundraising ideas as whole group. Send students home with questionnaire asking opinions, talents, skills, etc. This worksheet is used to give teacher idea of how to facilitate tasks for fundraiser (attached as fundraiser questionnaire).</p> <p>5. Additional Lesson Notes:</p>		

Lesson 2 (1 day)**Lesson Essential Question(s):**

What will you do to help advocate against the genocide in Darfur?

Lesson Knowledge:

Tasks and responsibility during the Altruism Unit

Lesson Skill(s):

Self-exploration, cooperation

1. Lesson Opener: worksheet: what are your interests, what do you excel at? Students will answer questionnaire asking opinions, talents, skills, etc. This worksheet is used to give teacher idea of how to facilitate tasks for fundraiser (attached as fundraiser questionnaire).

2. Transition: Students will split up into small groups, discuss ideas for chosen fundraiser, and how to execute jobs.

3. Activity: Each group will share their ideas and the whole team will discuss. Whole team (class) will also vote on team leader. The chosen leader will aid teacher in facilitating and regulating all small teams and individuals making sure everyone is on-task.

4. Lesson Wrap-Up: Teacher lectures to students so that all students are aware of what students must accomplish to attain a high grade. What exactly will the Altruism Unit consist of? What are your responsibilities? Go over all handouts (attachments as Altruism Unit, Weekly Log, Nightly Log).

5. Additional Lesson Notes: The above handouts are crucial for the entire unit. Students must complete the Weekly Log so they are held responsible for their work. They also must complete the Nightly Log so that they advocate, spread awareness and help with the fundraiser. These handouts are essential for holding students accountable for their own work and actions.

Lesson 3 (2-3 days)**Lesson Essential Question(s):**

How can I both advocate and express concern in a formal letter to a government official?

Lesson Knowledge:

History of the current genocide in Darfur and knowledge of what needs to be done

Lesson Skill(s):

Formal letter writing, proper sentence structure and grammar

1. Lesson Opener: Journal entry on who students feel they need to write to and why? President Obama? Senator? Mayor? Governor? Media?

Students will share their responses with the class.

2. Transition: Brainstorm ideas about what information they want relayed to their specified audience and put into an outline form. Students will put ideas into a graphic organizer.

3. Activity: Students will use the handout about letter writing as a guideline on how to write a formal letter. Students will write a rough draft stating their concern about the genocide in Darfur and specifically asking for their help in the matter. For example, a student may write to the media simply asking them for coverage on Darfur so that the public is aware of the situation. Awareness is an imperative tool in regards to advocating against any genocide. (Attachment under letter and set-up)

4. Lesson Wrap-Up: Students will peer-edit their letters carefully looking for misspelled words, grammar mistakes, proper transition, and sentence structure. Students will then hand in their rough drafts to the teacher and he/she will correct any further mistakes.

5. Additional Lesson Notes: After the students type their letters, they will be proofread again by the teacher. Once all letters are perfect, students will print letters on resume paper, address their envelopes and letters will be sent off.

Lessons 4 -6 will be integrated into unit while students plan for chosen fundraising event (2-3 lessons depending on current events in Darfur)

Lesson Essential Question(s):

What is going on in Darfur TODAY and how does this affect the world that we live in?

Lesson Knowledge:

Current events, people, places and stats in Darfur, Sudan.

Lesson Skill(s):

Understanding of reading material and reflect on their own strengths and weaknesses during the service-learning project.

1. Lesson Opener: This lesson greatly varies due to the current events taking place in Darfur, Sudan. It is imperative that students are up-to-date on what is going on in Darfur so that they can spread awareness and advocate against the genocide.

Students will be given an article from www.savedarfur.org, www.enoughproject.org or another source. Students will read the article.

2. Transition: Students will answer supplied questions and come up with at least 2 more questions that I want answered. We will discuss as a class.

3. Activity: After their continuing learning about Darfur, students will self-reflect how they are doing on their service-learning project. They will complete a five paragraph essay (attached as Altruism Reflection 1).

4. Lesson Wrap-Up: Students who want to share will share their reflection with the entire team.

5. Additional Lesson Notes: This lesson will greatly vary throughout the unit. There may be times when students simply reflect, continue their learning on Darfur or both. There will also be times when students primarily focus on planning for the fundraiser. However, students are responsible for working every single day and logging their hours and work.

Lesson 5 (this lesson is summative and has several components)**Lesson Essential Question(s):**

What did we learn and gain from our Altruism Unit?

Lesson Knowledge:

Reflecting on entire education on Darfur, experience and service-learning project.

Lesson Skill(s) & Summative Assessment:

- Portfolio
- Project & Presentation
- Summative Assessment

Celebration...pizza party
Businesswomen presentation
Newspaper (add at end in side notes)

1. Lesson Opener: Upon completion of successful fundraiser, students will be responsible for completing several summative tasks. Students will have some class time for work

2. Assignments: The below assignments are attached (as listed) and are subject to change.

A) Altruism Project

- Students may choose among projects or come up with own creative idea.
- Students must also answer all reflection questions at end up handout.

B) Altruism Project Rubric

- Students will follow rubric to make sure they earn a high grade.

C) Altruism Portfolio

- Students will place their Table of Contents on front and turn in all of their highlighted work from the Altruism Unit.

3. Lesson Wrap-Up: Students will present their projects to the class and take a final exam.

4. Additional UNIT/COURSE Notes:

- Fundraiser: Once fundraiser is completed teacher sends check to organization stating what students learned and what everyone got out of it (attached as Darfur organization letter)

- Celebration: It is important to celebrate your students and their great achievement. In the classroom these ideas can vary among pizza parties, award and mock awards, etc. Within the community it is important that your students receive some sort of applause rather through the district website, news, newspaper, etc. My students were also invited to present their work at a meeting for Professional Business Women of Michigan, Ionia chapter. This gave them great validity to their purpose and dedication of the project.

- Class Curriculum: To understand the above Altruism Unit, it is important to view the Curriculum Map for *Humanitarian Studies* as an entire course. Students learn an immense amount of information leading up to the actual service-learning project.

* Also attached is a PowerPoint briefly explaining class and Fundraiser with pictures of students included.

*Feel free to email any questions to arepke@ioniaschools.org .