

Jennifer Stirling
Social Studies Unit Plan
Dr. Findley
October 14, 2014

A) Primary Question (Geography): Where is Selma, Alabama and what types of benefits are offered by its location?				
B) Secondary Questions:	C) Kinds of Data Needed	D) Possible Ways of Gathering Data	E) Specific Examples and Resources Found	F) Answers to Secondary Questions
What is Selma's absolute location?	Latitude and Longitude	Maps	NASA Latitude and Longitude Finder http://mynasadata.larc.nasa.gov/latitudelongitude-finder/	Latitude: 32.407359° Longitude: -87.021101°
What is Selma's relative location?	Location in Comparison to Other States/Cities	Maps, City Information	City of Selma, Alabama Website Google Maps	Selma is located in Dallas County of Alabama. It is 50 miles west of the capital, Montgomery. Selma is also 90 miles south of Birmingham.
Does Selma have any prominent or popular landforms?	Mountains, Bodies of Water, etc.	Topography Map, Photographs	City of Selma, Alabama Website http://www.selma-al.gov	Selma is too far South to have access to the Appalachian Mountains. However, the Alabama River flows straight through Selma and under the historically famous Edmund Pettus Bridge.
What is the climate and how does it impact daily life?	Seasonal, Economic, and Social Life Information	Textbooks, Studying Climate Change, History of the City	US Climate Data Websites	Selma has warm summers and cool winters. The average precipitation per month is about 4.5 inches, which is one of the highest rates in the country. This makes agriculture rather difficult.
F) Answer to Primary Question: Selma is located roughly at 32° and 87° W. It is located in Dallas County, just west of Central Alabama. This location offers short drives to two major cities and a large bank for Alabama River access. The climate is not too warm or too cool with heavy precipitation.				

A) Primary Question (Economics): What is the current state of Selma's economy and how do trade, labor, and resources impact the market?				
B) Secondary Questions:	C) Kinds of Data Needed	D) Possible Ways of Gathering Data	E) Specific Examples and Resources Found	F) Answers to Secondary Questions
Historically, what was Selma known for producing?	Historic Economic Data	Archives and Databases, Old Buildings and Artifacts	Alabama Encyclopedia http://www.encyclopediaofalabama.org/	Began with Cotton Farming after Civil War – Bugs take over, river floods. World War I – Selma loses textile industry. World War II – Military Base founded.
What does Selma produce now? Do they use the river in any way?	Current Economic Standing	Economics Database/Statistics, News Articles	Selma and Dallas County Economic Development Authority http://www.selmaeda.com	“Selma and Dallas County are a unique and diverse community with a strong manufacturing base that makes everything from paper and rotary cutters, to automotive parts and military uniforms.”
What does Selma trade? Who makes these items?	Current Economic Standing Job Market and Employment	News Articles, Statistics	“Stimulus yet to reach 'double-whammied' Selma” CNN Article (2009)	All Local, very little goods are exported in this current economic state. “Statewide, unemployment in Alabama has doubled in the past year from 4.5 percent to 9 percent. But here in Dallas County, it is 18.2 percent. That is staggering: One in five people you pass are unemployed.”
What goods or resources are plentiful in Selma? What are scarce?	Economic Statistics	Databases and Records of Sales	CNN Article Video (see above)	No goods or resources are necessarily plentiful or scarce. However, the citizens in Selma are struggling from a lack of income, making it impossible to purchase these goods. Walmart has overrun a lot of local shops.
F) Answer to Primary Question: Selma's current economy is in a state of recovery after the 2009 recession. During that time, a lot of local businesses closed (including some larger factories) causing unemployment and loss of spending money. 1 in every 5 citizens has a job, making it difficult to build resources for trade purposes.				

A) Primary Question (Civics): What is Selma's government structure and what are the benefits or concerns with it?				
B) Secondary Questions:	C) Kinds of Data Needed	D) Possible Ways of Gathering Data	E) Specific Examples and Resources Found	F) Answers to Secondary Questions
What was Selma's previous government structure? Has it changed?	Historical Data, Voting Information Current Data, Voting Information	News Articles, Newspapers, Records Held by the City Clerk	Official Selma Government Website http://www.selma-al.gov Local Newspapers http://www.selmatimesjournal.com	Selma has always had the same political structure: a mayor (elected) with nine-member city council. However, the city is now experiencing change, because in 2000, the first black mayor (Perkins) was elected after beating Smitherman, who had been mayor for 36 years. Another black man, George Evans, succeeded Perkins and is current mayor.
What are some of the benefits with having this type of government?	Local Opinions, Overall Opinions	Interviews, News Articles, National Surveys	Municipal Research and Services Center (Description) http://www.mrsc.org	One person, in this case, the mayor, cannot have too much power. Power is distributed throughout council, while mayor acts as public voice.
What are some concerns?	Local Opinions, Overall Structure Opinions	Interviews, News Articles, National Surveys	Freedom Foundation (Organization working to combat Racial issues) http://www.freedomfoundation.org/videos/	Racial tension and segregation is still a large issue in Selma. Many still believe in segregating the blacks from the whites. A concern in government is the representation of every one in Selma and there voice being heard. After Perkins was elected in 2000, the views have slowly changed.
F) Answer to Primary Question: Selma has a mayor-council structure, which is helpful with checks and balances, but could be potentially hurtful if one opinion takes over in the council. For example, if the council and mayor were all white, which it was prior to 2000, segregation and racial issues would probably still be an issue. While that statement cannot obviously be confirmed, at least in Selma, it can be assumed.				

Geography of Selma, Alabama

A) Rephrasing the Primary Question:

- Where is this place called Selma and what things like landforms or climate impact the city?

B) Three Core Concepts:

- Location (Absolute and Relative)
- Landforms
- Climate
- Key Concept: Location (Absolute and Relative)
 - Definition: Absolute or exact Location is the precise latitude and longitude coordinates for Selma. Relative Location is where Selma is compared to other cities, landmarks, etc.
 - Examples: Selma's absolute location is ___ degrees North and ___ degrees West. Selma is located ___ amount of miles from the capital, which is ___.
 - Non-Examples: Students may get Location mixed up with the term Place. Place is the cultural or physical attributes of the area that give it its identity.
 - Relationships with Key Concepts:

C) Three Key Ideas

- People pick Location based on resources, climate, etc.
- Cities are often founded by major landforms.
- A city's location determines the climate.

D) Standards

- 4 – G1.0.1 – Identify questions geographers ask in examining the United States (e.g., Where it is? What is it like there? How is it connected to other places?).
- 4 – G1.0.2 – Use cardinal and intermediate directions to describe the relative location of significant places in the United States.
- 4 – G1.0.3 – Identify and describe the characteristics and purposes (e.g., measure distance, determine relative location, classify a region) of a variety of geographic tools and technologies (e.g., globe, map, satellite image).

Economy of Selma, Alabama

A) Rephrasing the Primary Question:

- How is Selma doing at buying and selling goods to other cities/states? What jobs are available there?

B) Three Core Concepts:

- Goods/Services
- Consumers/Producers
- Money Management
- Key Concept: Goods/Services
 - Definition: Goods are the items created by people to trade or sell. Services are work offerings provided by an individual or company.
 - Examples: Goods can be anything from food, wood, metals, cars, etc. Services can be anything from babysitting to car repair.
 - Non-Examples: Students may get goods mixed with capital, which is items that the state or country invests in to use to make goods.
 - Relationships with Key Concepts:

C) Three Key Ideas

- Different communities offer different goods and services.
- Communities offer jobs, but sometimes there are not very many.
- It is important to budget your money to support yourself.

D) Standards

- 4 – E1.0.1 – Identify questions economists ask in examining the United States (e.g., What is produced? How is it produced? How much is produced? Who gets what is produced? What role does the government play in the economy?).
- 4 – E2.0.1 Explain how changes in the United States economy impact levels of employment and unemployment (e.g., changing demand for natural resources, changes in technology, changes in competition). (H)

Civics/Government of Selma, Alabama

A) Rephrasing the Primary Question:

- How is Selma's government structured? How does that compare to the state government?

B) Three Core Concepts:

- Government Structures for Local and State
- Roles/Jobs of Political Groups
- Equality, Liberty, Popular Sovereignty
- Key Concept: Government Structures
 - Definition: The way that a body of authority is set up to assist a city, state or nation.
 - Examples: Mayor, Council, Governor, Representatives, etc.
 - Non-Examples: Students may confuse government structures with National or Federal Government Structures, like the House of Representatives or even the branches of government.
 - Relationships with Key Concepts:

C) Three Key Ideas

- State and local governments are structured differently.
- Governments also have different responsibilities.
- Governments make rules and laws to help citizens.

D) Standards

- 2 – C1.0.1 Explain why people form governments.
- 3 – C3.0.1 – Distinguish between the roles of state and local government.

- **2 – P3.1.2** Use graphic data and other sources to analyze information about a public issue in the local community and evaluate alternative resolutions.
- **2 – P3.3.1** Compose a statement expressing a position on a public policy issue in the local community and justify the position with a reasoned argument.
- **2 – P4.2.2** Participate in projects to help or inform others.
- **4 – P3.3.1** Compose a brief essay expressing a position on a public policy issue in the United States and justify the position with a reasoned argument.
 - Civic Participation Standards –
- **P1.3** Understand that diversity of interpretation arises from frame of reference.
- **P1.4** Communicate clearly and coherently in writing, speaking, and visually expressing ideas pertaining to social science topics, acknowledging audience and purpose.
- **P2.2** Read and interpret data in tables and graphs.
- **P2.3** Know how to find and organize information from a variety of sources, analyze, interpret, support interpretations with evidence, critically evaluate, and present the information orally and in writing; report investigation results effectively.
- **P3.3** Write persuasive/argumentative essays expressing and justifying decisions on public policy issues.

Jennifer Stirling
Social Studies Unit Plan (Part Two)
Dr. Findley
November 7, 2014

Content

Student Learning	Evidence of Learning	Instructional Activity to Support Learning
<ul style="list-style-type: none"> Geography: Students will understand the concepts of absolute and relative location 	<ul style="list-style-type: none"> Brochure includes descriptions of both (S) Maps and worksheet to help practice identifications (F) 	<ul style="list-style-type: none"> Personal practice and research using technology and/or maps (following teacher explanation)
<ul style="list-style-type: none"> Economics: Students will gain knowledge on how goods and services are produced 	<ul style="list-style-type: none"> Brochure includes description of city's economic production (S) Essay reflects comparison to local community's production (S) Check during class discussion (F) 	<ul style="list-style-type: none"> Field trip to local factory or farm that produces goods and services
<ul style="list-style-type: none"> Economics: Students will examine data on unemployment and be able to describe their findings graphically 	<ul style="list-style-type: none"> Brochure includes graph of unemployment statistics (S) Essay shows comparison of local community unemployment to city of study's unemployment (S) Interview questions and answers show general knowledge of topic (F) 	<ul style="list-style-type: none"> Teacher explanation on data and graphing, student practice Interview with local or nearby unemployment office worker
<ul style="list-style-type: none"> Civics: Students will be able to describe government structures and also tell their individual role in society 	<ul style="list-style-type: none"> Brochure will address the government structure and its role in society (S) Essay will compare and contrast government structures and roles of local city to city of study (S) Participation in simulation (F) 	<ul style="list-style-type: none"> After student inquiry and research, a simulation of that government structure will take place in the classroom. Students will show proceedings and vote to pass laws, which may impact their community
<ul style="list-style-type: none"> Civics: Students will evaluate issues based on Core Democratic Values 	<ul style="list-style-type: none"> Essay of before and after interview comparison addresses the core democratic values (S) Participation in the skit, showing general knowledge of democratic value (F) 	<ul style="list-style-type: none"> Skits on the core democratic values and how each are portrayed in the city After interviewing and conversing with people of city, students will examine core democratic values and which apply/are hindered

Processes

Student Learning	Evidence of Learning	Instructional Activity to Support Learning
<ul style="list-style-type: none"> • Geography: Map Reading and Understanding 	<ul style="list-style-type: none"> • Brochure includes map of studied city with relative and absolute location (S) 	<ul style="list-style-type: none"> • Teacher explanation and individual map making and reading games using technology
<ul style="list-style-type: none"> • Economics: Data Collection and Graphing 	<ul style="list-style-type: none"> • Brochure includes graph of student found unemployment statistics in studied city (S) • Essay uses data to compare with local community (S) 	<ul style="list-style-type: none"> • In class practice of data collection through experiments in science • Use data to create group bar graphs in math
<ul style="list-style-type: none"> • Economics/Civics: Interview Skills 	<ul style="list-style-type: none"> • Appropriate interview questions and notes on answers (F) • Participation during a multitude of interviews (F) 	<ul style="list-style-type: none"> • Practice/mock interviews of students and parents prior to interviews of workers or people in city of study
<ul style="list-style-type: none"> • Civics: Communication with Respect 	<ul style="list-style-type: none"> • Practice of respectful language during interviews (F) • Peer Review of classmates in skits for civics (F) 	<ul style="list-style-type: none"> • Class discussion on respect and communicating with kindness • Practice with difficult scenarios
<ul style="list-style-type: none"> • Civics: Taking a Stand/Opinion 	<ul style="list-style-type: none"> • Participation and expression of opinion in simulation (F) • Opinion, using core democratic values, is expressed in essay on before and after city of study interviews (S) 	<ul style="list-style-type: none"> • Simulation practice with taking an opinion on an issue • Coincides with communication through respect

Attitudes

Student Learning	Evidence of Learning	Instructional Activity to Support Learning
<ul style="list-style-type: none"> • Students learn their role in the community and how they can get involved 	<ul style="list-style-type: none"> • Participation in both the simulation and the interviews (F) • Brochure shows how citizens are involved in local community and studied city's politics (S) 	<ul style="list-style-type: none"> • Simulation shows role of everyday community member • Interviews focus on student role in the community (how they can get involved)
<ul style="list-style-type: none"> • Students learn that some issues are present (and more important) in different communities 	<ul style="list-style-type: none"> • Essay on comparison of community showcases issues and how a citizen can involved in fixing them (S) 	<ul style="list-style-type: none"> • Discussion after interview of issues in studied city • Brainstorm ideas on how students in school can get involved

- Lesson Plans:
 - A) First Lesson – Welcome to Selma! As a class, we will arrive in Selma, Alabama (via virtual tour) and check out what all Selma has to offer! With this visual introduction of the city, there will be an object or picture (bridge, river, church, school, factories, museums) on each student’s desk that matches another student’s in the class. The pair will have to critically think and share how they believe this item connects to the city. What is Selma like, and what does it offer that is different than the local community? Hopefully, this activity will spark the students’ interest and get them excited about what we are about to learn.

 - B) Culminating Lesson – The final lesson will be a wrap-up of sharing essays in their brochure groups. Students will discuss the similarities and differences they found and report them as a group to the class. We will then head home, back to our local community.

 - C) Sequence of Lessons – 5 Weeks
(Geography, Economics, Civics, Brochure, Interviews and Essays)
 1. After the opening lesson, we will spend a week researching and discovering Selma with a focus on geography. During this unit, all subjects will tie back to our learning. For example, in language arts, we might read a piece on Selma’s geography or learn proper geography terminology. In math, we might focus on how to measure or convert miles to hours when discussing location. The most important skill we will focus on is map making and reading, not only with maps but also through the incorporation of technology.

 2. Next, we will switch to focus on the economic side of Selma. For this series of lessons, we will travel to a local factory or farm to learn and witness goods being produced. We will also address unemployment, as through personal research, the students will see that is a large problem in Selma. These statistics will be graphed, which students will learn about in math. Students will also witness an interview with a worker from the local unemployment office about the current state of the job market in the local community and what they can do to get involved. This will teach them proper interviewing skills to prepare them for the larger interviews to come.

 3. During the third week, our focus will be on civics and the role of a citizen in government. Students will research the current government structures of both the local community and Selma and compare/contrast them. They also will then simulate that form of government, filled with elections, laws being passed/vetoed, and citizen input. Students will also learn core democratic values and how they are modeled in society.

 4. For the fourth week, students will be moved into groups based on interest (geography, economics, civics). One student from each topic will be placed in a group to work on their brochure (groups of three). Throughout the week, we will work on the brochure, promoting Selma to tourists, during class,

reviewing what needs to be in it. Students can choose to make this brochure using technology or it can be hand-made (to differentiate).

5. Finally, the last week of the unit, students will prepare for interviews with children, teens, and adults in Selma. Students will learn quickly that due to racial tension and segregation, the city of Selma is suffering economically and politically. After these interviews, students will discuss and then write an in-class essay showcasing how their perspectives have changed after the interviews. For the final piece, students will write a compare and contrast essay (out of class), explaining the differences between the local community and Selma.

- Resources:

- A) Instructional Resources –

1. <http://www.selma-al.gov> -- This is the website that offers the virtual tours of Selma. They are very tourist centered and make Selma sound like a phenomenal place to live.
2. <http://www.freedomfoundation.org/videos/> -- This organization works to promote racial integration among the youth. By doing this, the future of the city may lead down a path of acceptance. The link is to videos about the “real” side of Selma, including two of my personal favorites, “Our Freedom Story” and “Statistics.”
3. National Geographic Map Maker – Students can look at the world through many different maps, including topographical, population density, etc. This can be used when discussing map reading and map making.
4. Interviewing Skills – Kids Interview President Barack Obama – There are multiple videos on YouTube of students practicing their interviewing on other students. However, some very special kids even got to interview the President! I plan on showing snippets of these videos to the class to show proper interviewing.
5. iCivics – There are plenty of games for students to play that teach things like citizen responsibility and the structure of government. There are also plenty of teacher resources on how to teach difficult social studies/civics topics.

- B) Inquiry Resources –

1. <http://www.selma-al.gov> -- This is the official website for the City of Selma. Students can use this website as a resource for background information and also for information on the government structure of Selma.
2. <http://www.selmaeda.com> -- This is the Selma and Dallas County Economic Development Authority website. Here, students can find information on Selma’s economic history as well as where they are today. It also provides

statistics on Selma's current economy, including goods and services the city exports.

3. <http://www.encyclopediaofalabama.org/> (Search Selma) – This Encyclopedia provides a lot of information on the history, demographics, geography, and economics of Selma. It will be very helpful for students for background information.
4. Google Maps/Google Earth – Students can study the satellite maps of Selma to get a sense for its geography and location. They can also go on street view as another form of virtual tour.
5. The Watson's Go to Birmingham – This book could be offered as a reading for the class, as it addresses issues of racism. It also showcases the surrounding areas of Selma, mainly Birmingham and Montgomery.