

Voices of Change

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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/1BLeOI8VTen9mCQ9WnDbakuupGyzSeFengOslb51218g/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-cyseX9nuQzwtvcUO6vE/edit?usp=sharing>)

6. Voice of Change Exit Ticket (<https://docs.google.com/document/d/1ndbcmR1BOfvLiWox7eq-X5DSFjBNMOgz/edit?usp=sharing&ouid=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-guidebook/index.html#/lessons/2IfCJd5QATtG_IBfRuRCYgg9QotLQeHs).

Investigation:

Labor: Students explore the Sarah Bagley's and Harriet Hanson Robinson struggles to improve working conditions in the Mills. Students hear the noise of the mills, see the conditions via videos, and explore farm life in Old Sturbridge's Village virtual field trip. In the role of Mill Girls, students decide whether to strike, go home to the farm or keep working for lower wages. Additionally, students see the plight of the migrant farm workers and the guest workers who pick apples in their town. What should be done to improve the working conditions for migrant workers and children who work as young as 10 in the fields?

Immigration: Immigration has so many facets that it can be daunting for students. This activity focuses on immigration and education. First, the video "A School for Kids like Me" Irish and public education Lowell is shared. Students look at the Town Meeting Role cards, and varying viewpoints and conduct a mini town meeting/discussion with their group. Second, students conduct an interview of relatives and investigate challenges they may have faced in education. Students complete the interactive PBS Teens and Immigration to understand their audience in addition they explore US immigration data. They then study immigration and education today? Should Massachusetts allow undocumented students access to instate tuition at state colleges?

Environmentalism: Students will learn about Henry David Thoreau by reading an excerpt and 'seeing him' via video explaining his love of nature. Our school is located in the woods, so it offers an opportunity for students to explore nature and record their observations via the five senses. Students will then hear testimony from Greta Thunberg to Congress regarding climate change. What action will students take?

Suffrage: Students will explore the challenges that faced women a hundred years ago in accessing suffrage through readings and interactive activities via PBS She Persisted and National Park Services Story map. They then explore whether or not 16 year olds should be granted suffrage. Are there any similarities in the arguments of women to teens?

Slavery: Students learn about slavery in Bolton. While information is limited, knowing there was slavery will come to a surprise to many students. They will then participate in a virtual field trip at Mt. Vernon and Colonial

Williamsburg to learn about slavery. Finally, students will read about Amherst, Massachusetts' decision to pay reparations to their slaves. Should Bolton do the same?

Indigenous People: Our school mascot changes this year. So first students discuss what action the first student took to change the mascot. Then they learn about the 'myths of Native Americans'. Exploring an interactive map, students learn who lived in Bolton and the surrounding areas of Massachusetts. Mary Rowlandson is known for being kidnapped and returned by Natives and is also the name of a school in our district. Students learn that Lancaster and Bolton were one at the time of King Philip's War and the outcome of that event. Coming full circle, they end this activity debating the appropriateness of the Massachusetts state flag.

Take Action Formats: Ask students to take action on one of the various methods. The choice board contains examples.

- Voice Your Opinion: Editorial or Editorial video
- Campaign for Change: Social Media Campaign – website and faux Tweets, Instagram, etc. linked to faux websites. Google sites offers students the opportunity to create websites for district viewing.
- Request Action: Letters/Emails to legislators, selectmen, governor, etc.
- Capture a Story: Photo Journal Investigative Report
- TedTalk
- Play
- StoryBook: Children's Book
- Your Idea: Format of your choice