

## **DAY 1: Introduction to Institute, June 15**

### **Language Arts session, 12:15 – 1:15: Analyzing form and genre**

8:30-9:00 Welcome (Buffy), Instructor Introductions

9:00-9:30 Icebreaker

9:30-10:00 Pre-test

Content Introductions

10:00-10:20 Stephanie Survey

10:20-10:30 Break

10:30-10:50 What is a citizen? Chalk Talk

10:50-11:10 LA--introduction of LAE concepts

11:10-11:30 Tech (overview of TPACK)

11:30-12:00 Integration: Combining SS, LA, Tech into Venn diagram

Discussion: How do SS, LA, and tech combine to make good citizens?

12:00-12:30 Lunch

12:30-1:15 Dr. Fu: Demo Writing-Experience as Community Member in Florida,  
How has citizenship been part of your life story? Introduction of multi-genre portfolio

1:15-1:45 Zooming in/zooming out framework

1:45-2:30 Technology-Introduction to Website Design, Backward Design, Unit Requirements

2:30-3:30 Homework Expectations

**HW SS Before Day 2:** Barton, K. (2001). A picture's worth: Analyzing historical photographs in the elementary grades. *Social Education*, Vol. 65(5), 278-283

**HW LA for Day 2:** Draft of writing

## **DAY 2: HISTORY, June 16**

8:30-9:00 Icebreaker, agenda, quick write

### **Social Studies session, 9:00 – 11:30: Thinking like a historian**

9:00-10:15: David Colburn (confirmed) and the history of Rosewood

(EH) Dr. Colburn will talk about the story, the historical context in which it occurred (both in Florida and the United States), as well as what it means to think like an historian.

10:15-11:00: Photo analysis of school desegregation from National Archives

(EW) Integrating SS and LA

- Show students the following images:
  - <http://www.loc.gov/pictures/resource/cph.3f05399/> (separate but equal)
  - <http://www.loc.gov/pictures/resource/ppmsca.03119/> (school integration)
- Pose the following questions for discussion: “What is happening in both of these images? How do you know? What do you think is the issue in each image? What evidence helps you identify the issue?” (We can use NARA template for analyzing photographs.)
- Display the following image from Florida Memory:  
<http://www.floridamemory.com/items/show/52962>.
- Explain to students that this photograph was taken in Jacksonville in 1948.
- Pose the following questions for discussion: “What do you think is going on in this photograph? What is the issue on which it is focusing? How do you know? How do you think the people in this photograph feel?” Teacher note: If your students require additional direction for analyzing this photograph, please use the National Archives Photograph Analysis Worksheet:  
[http://www.archives.gov/education/lessons/worksheets/photo\\_analysis\\_worksheet.pdf](http://www.archives.gov/education/lessons/worksheets/photo_analysis_worksheet.pdf)
- Lead students to the understanding that they are looking at an example of how the idea of “separate but equal” was interpreted.
- Display the following image from Florida Memory:  
<http://www.floridamemory.com/items/show/34838>.
- Pose the following questions for discussion: “What is the headline in the photograph about? How do you know? Why do you think the *Tallahassee Democrat* made this the front-page headline?”
- Display the following image from the Library of Congress that was viewed at the beginning of the lesson: <http://www.loc.gov/pictures/resource/ppmsca.03119/>.
- Pose the following questions for discussion: “What is happening in this photograph? How do you know? How might this photograph be related to the outcome of *Brown v. Board of Education*?”

11:00-11:30: *Tampering with History*

11:30-12:00 Lunch

12:00-12:30 Librarian

**Language arts session, 12:30 – 1:30: Analyzing Images**

12:30-12:50: Critical Overview and Key Questions

Mariko will present a historical overview of visual representations of African Americans in picture books. The presentation will connect the analysis of images to the day’s content on Rosewood and school segregation by thinking about how children’s books contribute to the assumptions and prejudices that lead to racial violence and to policies such as segregation.

- Show students images from popular children’s books during debates about school desegregation: *An American ABC* (1941) and *Petunia, Be Keerful* (1934). (Images scanned from the Baldwin Library of Historical Children’s Literature.)
- Pose the following questions: How would you describe these images, noting body positions and facial expressions? What ideas and attitudes about black children and white children do these images convey? How might these images support policies such

as segregation? How do they envision black children and white children as American citizens?

- Lead students to understand children's books as connected to social and political contexts, with the potential to support and to challenge ideological assumptions about race.

#### 12:50-1:10: Group Discussion

Small group examination of picture books, and discussion with guided questions that Danling and Mariko will formulate based on specific books. **Materials:** 20 picture books for groups to choose from. Students will use the guided questions to springboard their analysis of images in specific texts.

#### 1:10-1:30: Classroom Application

Based on the ideas generated in the group discussion, pre-service teachers will think about how they can apply these ideas in their own classrooms to help students think about race and analyze images. Pre-service teachers can develop discussion questions, activities, projects, and/or writing prompts that they can use in the classroom, and share with each other.

#### Writing session, 1:45-2:30: Narrative Writing-Life Story of Citizenship

Danling will lead a mini lesson on narrative writing. Students will share and get feedback from peers.

#### 2:30-3:30: Technology & Portfolio: Introduce Digital Story-Life Story of Citizenship

**Homework:** Read Kohl, H. (2007). The Politics of Children's Literature: What's wrong with the Rosa Parks Myth. In Au, W. E., Bigelow, B. E., Karp, S. E. (Eds.). *Rethinking Our Classrooms: Teaching for Equity and Justice* (pp.137-140). Milwaukee, WI: Rethinking Schools, Ltd.

**Homework for ELA:** Read historical fiction excerpts

### **DAY 3: HISTORY, June 17**

8:30-9:00 Icebreaker, agenda, quick write

#### **Social Studies session, 9:00 – 11:45: Civil Rights**

##### 9:00 - 10:00 Ray Washington

Mr. Washington will speak on the integration of the University of Florida, as well as local perspectives on civil rights.

##### 10:10-11:15: film: Little Rock Central: 50 Years Later

This film reflects on the federal government's intervention in integrating Central High School in Little Rock, AR, with the key players who took part in this historical event.

11:15-11:45: Debrief, discuss film and reading "The Myth of Rosa Parks" (assigned HW from previous night). THIS WOULD BE A GOOD PLACE FOR THE BLOCK PARTY [PROTOCOL!](#)

11:45-12:15 Lunch

## **Language Arts session, 12:15 – 1:15: Analyzing Language**

### 12:15-12:35: Critical Overview and Key Questions

Danling and Mariko will present strategies of analyzing language (such as close reading) and ways to apply this analysis to key questions regarding historical fiction: What is historical fiction? Whose voice/perspective is privileged in classic works of historical fiction for children, and whose are erased? What is the “double historical” and how can this deepen our understanding of specific historical fiction texts?

### 12:35-12:55: Group Discussion

Small group examination and discussion of a short excerpt or comparative scenes from historical fiction texts. **Materials:** short excerpts from historical fiction books that students can close read and compare to other excerpts

### 12:55-1:15: Classroom Application

How would pre-service teachers choose books and design lessons that would help students analyze language and understand history through stories and personal experience? What kinds of activities would allow students to address key critical questions regarding historical fiction, such as perspective? How would teachers get students to connect historical events to their own experiences in Florida?

### Writing session, 1:30-2:15: Focus on the language use in the family or community

Danling will give a mini lesson on the second draft of their narratives, and group sharing-Focus on the voice and discourse

### 2:15-3:30: Technology & Portfolio-TBD

## **DAY 4: HISTORY/IMMIGRATION, June 20**

8:30-9:00 Icebreaker, agenda, quick write

## **Social Studies session, 9:00-11:45: Immigration Nation**

### 9:00-10:15: Dr. Maria Coady

Dr. Coady will discuss population changes stemming from immigration, and on her research and advocacy on behalf of migrant workers in Florida.

### 10:15-10:30 Break

### 10:30-11:45: Structured Academic Controversy

Participants will experience a structured academic controversy on the topic of immigration: <http://immigration.procon.org>. For Structured Academic Controversy format, see: <http://serc.carleton.edu/sp/library/sac/index.html>

11:45-12:15 Lunch

### 12:15-12:30: Critical Overview and Key Questions

Danling and Mariko will talk about form, genre, and multimodality in relation to books about immigration. Key questions will include: How does the form or way of telling the story influence the way you understand it? Why is the form or genre of the story particularly important regarding books about immigration, with its themes of movement, alienation, acculturation, etc.?

### 12:30-12:55: Group Exploration/Discussion-Gallery Walk of Books

Students will explore different stories about immigration representing various forms and genres by walking around the room, interacting with the books, and discussing them with others.

**Materials:** 20 narratives representing various forms and genres on the theme of immigration.

### 12:55-1:15: Classroom Application

Create classroom activities that express themes and stories of immigration in different forms (art, movement, dance, skits, songs, poetry).

### Writing session, 1:30-2:15: Demo Poetry on Identity or Shift of Perspective

Students will share their final narrative and start a new genre of their writing (a mini lesson on poetry)

### 2:15-3:30: Technology-Digital Concrete Poem, Imagery (Creative Commons)

Homework: Create digital poem

## **DAY 5: CIVICS, June 21**

8:30-9:00 Icebreaker, agenda, quick write

### **Social Studies Session, 8:30-12:00, What is a Citizen?**

#### 8:30-9:15: Icebreakers-Civic Engagement Survey, Gallery Walk

Participants will complete the civic engagement survey and then engage in a gallery walk around their typologies: <http://bonnernetnetwork.pbworks.com/f/CircleCivicEngQuiz.pdf>

#### 9:15-9:45: Peter Levine Video

Participants will view this 10-minute video (<http://peterlevine.ws/?p=16096>) and then engage in a brief discussion surrounding its content. The video ranges from the individual networks of ideas that each of us brings into public life to strategies for enhancing civic engagement at the national level. It proposes a universal definition of good citizenship as well as a diagnostic account of our current condition in the US in 2015 and some suggestions for reforms.

#### 9:45-10:45: Ex-Mayor Braddy-local government

Ed Braddy will discuss his experiences as mayor of Gainesville, the major issues he has addressed while in office in the Gainesville community, citizen activism at the local level, and the idea that “all

#### 10:15-10:45: iCivics Game play – Win the White House

Participants will be given “free time” to explore the iCivics.org site as well as play its newly-improved game, Win the White House.

#### 11:00-12:00: Please Vote for Me

## **Language Arts session, 12:30-1:30: Analyzing non-fiction**

### 12:30-12:50: Critical Overview and Key Questions

Talk about varieties of non-fiction about civics and civic participation, including expository and persuasive argumentation, and rhetorical appeals (ethos, pathos, logos).

### 12:50-1:10: Group Discussion

Group discussion on books or excerpts from non-fiction works on civics, focusing on texts that speak for a specific cause and encourage action. Understanding and exploring different types of non-fiction and focus on the structure of persuasive discourse and argumentation. **Materials:** books and/or excerpts from longer works that display expository or persuasive writing on a civics issue.

### 1:10-1:30: Classroom Application

Develop activities and lessons to teach non-fiction to students, help them identify rhetorical appeals, and help them develop argumentative skills from oral to persuasive writing.

### Writing session, 1:45-2:30-Why I Vote, Who I Vote For, Issues Important to Me and My Family

Mini lesson on non-fiction, choosing non-fiction topics (persuasive or argumentation) for your own writing

### 2:30-3:30: Technology & Portfolio-Research and Information Fluency, Critically Evaluate, Digital data collection (voting)

### Homework-Draft of nonfiction for Day 7

## **DAY 6: CIVICS, June 22**

8:30-9:00 Icebreaker, agenda, quick write

## **Social Studies Session, 8:30-12:00, Government 101**

### 9:00-10:15: Emma covering Federal Government 101

Emma will cover the boring but nonetheless essential concepts comprising the Federal Government 101 in an interactive manner (ideas: BrainPOP, Branches of Power, Weekly Constitutionals)

## **Language Arts session, 12:15-1:15: Economics books for kids**

### 12:15-12:30: Critical Overview and Key Questions

Talk about how to get kids interested in economic concepts. How can we use books to support classroom economic projects? How can we get students to connect larger economic concepts to personal experiences?

### 12:30-12:55: Group Discussion

Examine and discuss examples of books that explain economic concepts to children, with guided questions. **Materials:** children's books on macro economics concepts as well as practical application, such as household consumption, saving allowance, etc.

#### 12:55-1:15: Classroom Application

How would teachers use the books to design activities that teach students to understand the economic structures behind social problems that we see today (poor v. rich, employment v. unemployment).

#### Writing session, 1:30-2:15: Persuasive and Argumentative

Share persuasive writing and get feedback on their arguments

#### 2:15-3:30: Technology & Portfolio-Spreadsheets and Representing Data

### **DAY 7: ECONOMICS, June 23**

8:30-9:00 Icebreaker, agenda, quick write

#### **Social Studies Session, 8:30-11:45, It's the Economy, Stupid!**

##### 8:30-9:00: icebreaker-Economics Project Example (Krista)

This activity will connect to the standards discussion (macro/micro)

##### 9:00-10:30: Lesley Mace (Fed Reserve)

Mrs. Mace will share resources and materials from the Federal Reserve Educational Program that help children to understand simple economics concepts and issues (supply and demand, etc.).

##### 10:45-11:45: Diedre Houchen (Economic issues facing E. Gainesville)

Dr. Houchen, a Research Associate at the UF Levin College of Law's Center for the Study of Race, will discuss the history of East Gainesville from a socioeconomic perspective, highlighting the main issues that impact the area (e.g., utility rates, affordable housing, safe neighborhoods, economic development, etc.).  
politics is local."

### **DAY 8: GLOBAL, June 24**

8:30-9:00 Icebreaker, agenda, quick write

#### **Social Studies session, 9:00-1:00: Human Rights**

##### 9:00-10:00: Human Rights, Universal Dec. of the Rights of the Child

Dr. Washington will lead a discussion in which participants develop a definition of human rights, explore the UN Universal Declaration of Human Rights, and analyze the UN Declaration of the Rights of the Child (with relevant examples from a variety of countries).

### Film as text, 10:00-12:15

Review of rhetorical appeals (ethos, pathos, logos), in preparation for viewing speeches by emerging human rights leaders Malala Yousafzai and Emma Watson.

*Malala Yousafzai*

[https://www.youtube.com/watch?v=QRh\\_30C8l6Y](https://www.youtube.com/watch?v=QRh_30C8l6Y)

*Emma Watson*

<https://www.youtube.com/watch?v=p-iFl4qhBsE>

### **Language Arts session, 12:15-1:15: Global Literature for Children**

#### 12:15-12:35: Critical Overview and Key Questions

Talk about how literature represents children in the global world. Include an overview of books that tell Malala's story as well as the stories of other young/emerging global human rights leaders.

#### 12:35-12:55: Group Discussion/Exploration

Small group exploration and discussion of books about young and emerging global human rights leaders. How do the books use images, language, and rhetorical appeals to make connections between young people from vastly different cultures? **Materials:** children's biographies about Malala and other young global leaders.

#### 12:55-1:15: Classroom Application

Design classroom activities around the books that help students learn lessons from people in different cultures.

#### Writing session, 1:30-2:15-Discourse

Share their final non-fiction piece and design their multigenre portfolio

#### 2:15-3:30: Technology & Portfolio-Map Skills

### **DAY 9: GLOBAL, June 27**

8:30-9:00 Icebreaker, agenda, quick write

### **Social Studies session, 9:00-11:45: Global Perspectives**

9:00-10:00 Zoom IN and OUT-Child Soldier Why are child soldiers used in armed conflicts?

What happens to them? Where does this happen?

<http://www.child-soldiers.org/>

<https://www.dosomething.org/facts/11-facts-about-child-soldiers>

FJCC Unit 7, Lesson 7

#### 10:00-11:00: Geography

Video: John Kerry Speech on Climate Change and International Security

<http://www.state.gov/secretary/remarks/2014/02/221704.htm> (45 minutes)

Debriefing speech: Round Robin Brainstorming on implications of climate change

11:00-11:45: Digital Global Education Project-Virtual Field Trip- Narrative (story about her experience in DR and how it enriched her American citizenship )History, Government, Economics Citizenship in the DR (obligations, duties, responsibilities) Amber Peretz & Krista

**Language Arts session, 12:15-1:15: World Current Events discussion**

12:15-12:30: Critical Overview

List critical world events of the present day, drawing from the day's presentation of child soldiers, climate change, and the conflict in Syria. Introduce examples of children's books or periodicals that explain these issues to young people.

12:30-1:30: Group Discussion-Formal presentation in small groups of persuasive/arg. positions

Choose one event or issue to discuss, and use guided questions to explore how the books or excerpts convey the idea that the world is interdependent and interrelated.

1:30-2:00 Classroom Application

Design activities to help children care about and understand how their own lives are connected to world events.

2:00-3:30: Technology-Preparing for the Showcase

HW-Prepare for presentation

**DAY 10: CONCLUSIONS, June 28**

8:30-9:00 Icebreaker, agenda, quick write

What does it mean to be a citizen?

Movie-Citizen USA!

This short documentary features the filmmaker's interviews with people from a variety of states explaining why they decided to become US citizens. It also sheds light on the naturalization process for immigrants to the US.

Lunch

Showcase: Sharing Digital Portfolio

## Zooming In & Zooming Out Unit