

Visions of America

All Stories, All People, All Places

Classroom Learning Guide

A project of the **Institute of Museum and Library Services** and **PBS Books**,
VISIONS OF AMERICA is offered in celebration of the U.S. Semiquincentennial
(America250).



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About the Digital Series¹

Overview

VISIONS OF AMERICA: ALL STORIES, ALL PEOPLE, ALL PLACES, consists of a new three-episode film series and three virtual conversations from the Institute of Museum and Library Services and PBS Books. The episodes explore our diverse nation with a profound interest in the stories, people, and places that have contributed to the America we live in today.

VISIONS OF AMERICA: ALL STORIES, ALL PEOPLE, ALL PLACES, hosted by Institute of Museum and Library Services Director Crosby Kemper, explores our great nation and its diverse communities and stories. Through museums, libraries and historians, the episodes tell some of the lesser-known stories that have flown under the radar in our shared legacy of American Independence. Over the course of 3 half-hour episodes, the program journeys to different historical sites across the nation for conversations that will tell the engaging but sometimes hidden stories that resonate with where we are at as a nation today, and maybe give some insight and inspiration on how we got here. But history doesn't just exist in a museum. Each episode will also venture out into the cities these institutions call home to delve further into what makes each of these communities so important to our national identity, with the help of local historians who know the stories of their community better than anyone.

In addition to the three-part film series, **VISIONS OF AMERICA** includes three virtual conversations and supplemental author interviews that explore the powerful role of museums, libraries, and American citizens in modern society.

Program Descriptions

Celebrate the rich tapestry of our diverse nation with Institute of Museum and Library Services Director Crosby Kemper by exploring the stories, people, and places that have contributed to the America we live in today with author Ada Ferrer, Wing Luke Museum director Joel Tan, Negro Baseball Leagues Museum President Bob Kendrick, and more scholars, historians, authors, and community members. Along with locals, immerse yourself in the town with food and culture.

Full Episode On-Demand Details

VISIONS OF AMERICA is available to stream across PBS Books platforms.

- visionsofamerica.org
- [YouTube.com/pbsbooks](https://www.youtube.com/pbsbooks)
- [Facebook.com/pbsbooks1](https://www.facebook.com/pbsbooks1)

VISIONS OF AMERICA virtual conversations and corresponding content, the digital series companion, is also available on PBS Books Platforms.

¹ Text in this section (p.1-3) is from the PBSBooks Discussion Guide

Meet the Creators

Crosby Kemper

Creator, Host



Crosby Kemper is the sixth director of the Institute of Museum and Library Services (IMLS). He was commissioned by the White House on January 24, 2020, following his confirmation by the United States Senate. Kemper is a dedicated advocate for education and learning for people of all ages and backgrounds. He came to IMLS from the Kansas City Public Library, where as director, he established the library as one of the city's leading cultural destinations and a hub of community engagement. Along with leaders of fellow cultural agencies the National Endowment for the Arts and the National Endowment for the Humanities, Kemper is a member of the re-established President's Committee on the Arts and the Humanities, as well as the congressionally mandated Information Literacy Taskforce. He is an ex officio member of the US Semiquincentennial Commission. As such, he has engaged museum, library, and arts leaders in deep conversations about American history and the Semiquincentennial. He also launched IMLS's 250 initiative, "IMLS 250: All Stories. All People. All Places."

Oliver Thornton

Series Producer, Director, Writer



Oliver Thornton is an EMMY® Award-winning writer and producer who has worked with broadcast stations and independent production companies to produce a range of projects from PSA campaigns to full-length documentaries and series. He most recently wrote and produced the 2020 and 2021 National Book Festival specials for the Library of Congress that aired on national PBS, as well as the EMMY® Award-winning documentaries *Orchestra Hall – A Centennial Celebration* and *Mackinac – Our Famous Island* for Detroit PBS. Alongside his production work, he is also a faculty member of the University of Michigan's Department of Film, Television, and Media. A graduate of the program in 2000 and the recipient of a Hopwood Award, he currently teaches multiple classes in writing for both film and television.

Sarah Zientarski

Producer



Sarah Zientarski-Smith is a graduate of The University of Michigan and an Emmy Award-winning television producer who started out in the sports radio and television industry at 97.1 The Ticket and ESPN and weaved her way into producing a vast array of documentaries, specials and public service announcements. She has worked on the Emmy Award-winning productions: "Detroit Performs," "Great Teachers," "Arab American Stories," "Blue Ice: The Story of Michigan Hockey," "The Passing of the Torch," and "Making the Music with the Detroit Symphony Orchestra." She's also the recipient of multiple Michigan Association of Broadcasters awards.

How to Use this Classroom Learning Guide

Purpose of this Guide: This guide provides educators with support materials and suggestions for using the *Visions of America: All Stories, All People, All Places* series in their classrooms. It includes discussion questions, student materials, and standards-based before and after viewing activities. The accompanying media, the *Visions of America* series, has been edited into 3 to 15-minute segments to allow for easy incorporation into classroom curriculum, units, and lesson plans. This guide and the accompanying media have been arranged topically into standards-based learning plans to help teachers and their students meet learning objectives.

Scope and Sequence: This curriculum resource can be used in its entirety (begin with Theme 1 and continue through to Theme 8). However, the learning plans were primarily designed to be used independently of one another, allowing teachers to supplement and enrich their current units and curriculum with ideas from this guide. See the Curriculum Matrix in the Appendix for suggestions on learning plan placement in various secondary courses.

Note on Lesson Duration: There are many factors that may affect the duration of each activity in the learning plans, so suggested times for each plan have not been made here. The clips included in each learning plan range in run time from 3 to 15 minutes.

Grade Level: The *Visions of America* digital series was created with a general audience in mind. That said, many topics discussed in the series are commonly taught in grade 9-12 English Language Arts and Social Studies courses. The resources were designed with a high school audience in mind, however many of the learning plans are adaptable and appropriate for a middle school audience. See the Curriculum Matrix in the Appendix for more information on adaptability.

Guide Layout:

- **Themes:** There are eight thematic sections in this guide. These thematic sections correlate with themes in *The National Curriculum Standards for Social Studies: A Framework for Teaching, Learning, and Assessment*. Each contains one or more topical Learning Plans. Each theme contains a brief overview of its main ideas, topical learning plans, and a list of necessary materials. Please see the [Table of Contents](#) for a listing of themes and learning plans.
- **Lesson Overview:**
 - a) *Title & Introduction*—The lesson title and brief introduction.
 - b) *Essential Question(s)*—These questions are not intended to be answered in a single lesson, but rather are meant to provoke thought, inquiry and often more questions.
 - c) *Supporting Questions*—These questions are focused on the particulars of the content of each learning plan.
 - d) *Learning Objectives*— A list of learning outcomes. As there are multiple suggested activities and extension activities in each plan, please be aware

that not all objectives will be met while viewing or completing each activity or extension with your students.

e) *Content Standards*— Materials meet the intent of national curriculum standards and state content standards.

- **Learning Plans:** There are 11 topical learning plans in this guide, each connected to the correlated theme.
- **Before Viewing:** This section includes a mini-lesson or anticipatory set to build background and/or set the stage for students to get the most out of viewing the *Visions of America* series clips. This section often includes a vocabulary list or glossary of words that students should know before viewing.
- **While Viewing:** This section includes a set of guided questions for each *Visions of America* media clip in the learning plan. This question set includes **Identify and Recall** questions that can be answered simply by viewing the clips, along with **Comprehend, Analyze, Synthesize, (and/or) Evaluate** questions that take the ideas and information presented in the clips to higher levels of abstraction and encourage further thought and engagement from learners. The “While Viewing” questions do not necessarily need to be completed concurrent with viewing. Students will benefit from viewing the questions before watching the media clips, keeping the questions nearby while watching (especially for the **Identify and Recall** questions), and being ready to think critically by answering the **Comprehend, Analyze, Synthesize, (and/or) Evaluate** questions.
- **After Viewing:** This section includes a variety of activities, prompts, and procedures for teachers to choose from when lesson planning. Students will further engage with the ideas and concepts raised in the before viewing activities, the media clips, and “while viewing” questions.
- **Extensions:** These ideas and activities provide additional suggestions for teachers to use in their lesson plans as they help students unpack the concepts, topics, and themes explored in the clips.
- **Additional Teacher Resources:** This section includes links teachers might visit to obtain background information for their own knowledge before presenting the learning plans and/or obtaining other ideas for lesson planning. Please remember to preview all teacher resource materials if you plan to share them with students to ensure suitability and appropriateness.
- **Media Clips:** Distinct media clips from the *Visions of America* series. Each with a run time of 3-15 minutes.
- **Student Activity Handouts:** These are lesson-plan specific suggested handouts, organizers and note takers for students.

Reminder * Teachers should preview ALL material contained and referenced in this guide. Do not share with students or allow access to any external links until you have previewed all materials thoroughly. *

THEME

*American Rights
& Responsibilities*



Learning Plan #1 Overview:

Rights and Responsibilities of Citizenship & What is America 250?

In this preliminary learning plan, students will learn about “America 250” and the history of our nation. They will consider and evaluate roles, responsibilities and duties of citizenship and briefly review the founding documents that have shaped the nation. This learning plan will provide students with an overview of the series and some exercises to activate prior knowledge for the accompanying learning plans suggested in this curriculum.

Essential Question:

- What roles do individuals, groups, and institutions play in upholding democratic ideals and strengthening practices?

Supporting Question:

- What are the rights and responsibilities of citizens in America?

Learning Objectives:

- Understand and evaluate key responsibilities and duties of citizenship.
- Identify important American foundational documents.
- Consider and evaluate the responsibilities of citizenship such as being informed about history and current events and participating in productive, respectful civic discourse; consider the role of compromise in our government and society.

Content Standards:

National Curriculum Standards for Social Studies: Theme 6: Power, Authority and Governance; Theme 10: Civic Ideals and Practices

Learners will understand fundamental principles of constitutional democracy; Learners will understand the importance of becoming informed as the basis for thoughtful and positive contributions through civic action.²

C3 Framework: D2.Civ.2.9-12

Materials Needed for Learning Plan #1:

Digital Media Clips	VOA Clip 1 Celebrating America250
Student Materials	Student Activity Handout #1
Other Classroom Materials	White board or chart paper

² National Curriculum Standards for Social Studies: A Framework for Teaching, Learning, and Assessment

Learning Plan #1: Rights and Responsibilities of Citizenship & What is America 250?

Before Viewing:

1. **Vocabulary.** Have students work in pairs to define the following items. Then work as a class to help your students determine an accurate definition (not merely examples) for each. They can record the definitions on Student Activity Handout #1 (suggested answer key in handout).
 - a) Rights of American Citizens
 - b) Responsibilities of American Citizens
 - c) Duties of American Citizens
2. **Partner Collaboration.** Ask students to collaborate with a partner to complete the **handout** included. Students will record definitions and create example lists. They will then rank the rights of American citizens from most important to least important (opinion).
3. **Ranking Rights- Evaluation Exercise.** As you move through the other lessons in the *Visions of America* curriculum, you may consider asking students to return to their ranked lists and adjust the rankings. They can then evaluate the degree to which their thinking has evolved.

While Viewing:

Ask students to watch and listen carefully for key points in the clip that help answer the questions below. You can also have students take notes as they watch. They may use a notetaking format of their choice, teacher's choice, or Cornell Notes. They may watch the videos again later and read the transcripts as needed.³

Clip Background: Tell students that the host, Heather-Marie Montilla, will be talking with Crosby Kemper about the 250th anniversary of our nation and how the IMLS (The Institute for Museum and Library Services) will be working to help Americans commemorate the 250th anniversary of the signing of the Declaration of Independence in 2026.



View [VOA Clip 1 Celebrating America250](#) (run time approx. 15 minutes)

³ Standard PBS Learning Media Language

Identify and Recall

1. What is the purpose of “America 250”?
2. According to the film, what are some of the qualities and habits of a model citizen?
3. What are the three most important foundational American documents?

Comprehend, Analyze, Synthesize, Evaluate

4. Crosby Kemper talks about important Americans. These Americans were discriminated against, yet they upheld their civic responsibilities and duties while at the same time America didn’t uphold its obligation to ensure their rights. Can you imagine why these important Americans would do this?
5. What is significant about the following sentence in the James Otis 1764 pamphlet, “The Rights of the British Colonies?”

“The colonists are by law of nature free born as indeed all men are white or black...”

6. Summarize the points made about the importance of an informed citizenry. How did you rank “being informed” in the earlier activity?

After Viewing:

1. **Responsibilities of Citizenship Ranking Evaluation Exercise.** With your partner or group, look at the rankings you assigned to the most important responsibilities of citizenship. Together decide if after watching this clip, you would like to revise your rankings. If so, make the changes and discuss why you have adjusted your list. Then move on to complete one of the independent assignments below *on your own*.
2. **Independent Assignment Choices**
 - Write about a time that you have carried out one of the duties or responsibilities of citizenship. If you cannot think of an example from your past, write about a way that you might do so in the future. Describe the positive impacts for you and others.
 - Write a response—In your opinion, which responsibility or duty is the most important to American Citizenship? Provide examples to support your ideas.

Extensions:

- If your class is studying the Constitution or the Declaration of Independence, considering sharing with students a brief excerpt from the “Rights of the British Colonies.” Help your students to analyze and explain reasons for any similarities and differences in the documents or identify the specific lines in the “Rights...” pamphlet that show a clear correlation with the Declaration of Independence or Constitution.

Additional Teacher Resources:

- IMLS [webpage](#) explains **IMLS's work on the America 250 project.**
- Library of Congress [webpage](#) provides **background Information on James Otis.**
- Library of Congress [link](#) to a **Primary Source Document, [The Rights of the British Colonies Asserted and Proved | Teaching American History](#)**

THEME

Unity



Learning Plan #2 Overview: Acting Together, Not Just Thinking Alike

This section explores the idea that unity looks more like working together and less like sharing opinions. Students will hear a story of Alvin Sykes, a political and civil rights activist, working together in compromise with Tom Coburn, a conservative Senator. This learning plan helps to introduce concepts of civic discourse and compromise.

Essential Questions:

- What unites and divides Americans?
- How are we unified across time, space, and culture?

Supporting Questions:

- How can productive civic discourse help strengthen our individual and common goals as Americans?
- What are our shared ideals, rights, and responsibilities?

Learning Objectives:

- Understand some ways that the American system of government forces compromise.
- Identify and analyze unifying and dividing factors experienced by Americans.
- Analyze the importance of knowledge of history to the democratic process.
- Analyze an example of acting together despite differences in opinions (Alvin Sykes Story)
- Closely read and analyze an Op-Ed or essay to identify the author's main thesis and evaluate it.

Content Standards:

National Curriculum Standards for Social Studies: Theme 10: Civic Ideals and Practices.

Students will understand that seeking multiple perspectives is required to effectively grasp the complexity of issues involving civic ideas and practices; The importance of being informed as the basis for thoughtful and positive contributions through civic action. ⁴

C3 Framework: D2.Civ.9.6-8, D2.Civ.7.9-12

Materials Needed for Learning Plan #2:

Digital Media Clips	VOA Clip 2 Celebrating America250 VOA Clip 3 Our Founding Documents
Student Materials	Computer to access articles, notebook

⁴ National Curriculum Standards for Social Studies: A Framework for Teaching, Learning, and Assessment

Learning Plan #2: Acting Together, Not Just Thinking Alike

The first episode examines some of the topics for contemplation that present as we approach the 250th anniversary of America's founding: What does unity look like in a democracy? What is dividing us? Are we more united than we think? Can we renew our promise to the democratic value of civic discourse?

In the following learning plan, students will view clips from two episodes of *Visions of America*. Students will continue to examine the roles of individuals in American society and the extent to which those roles unite or divide American citizens.

Before Viewing:

1. Think-Pair-Share.

Think- Ask students to create a T-chart in their notebooks and respond to the prompt using their prior knowledge.

PROMPT: List some things that divide Americans. (e.g. political party, geography)
List some things that unify Americans (rights, values and ideals, humanity, shared experiences like school, etc.)

EXAMPLE:

<u>Uniting Factors</u>	<u>Dividing Factors</u>
Education	Political Party
Libraries	
Right to vote	

Pair- After students have had a chance to brainstorm, ask them to share their lists with a partner.

Share-Teacher facilitates discussion and records answers for the entire group.

2. Vocabulary. Now, share these academic terms that appear in the film clips. You may use your own classroom definitions, or the ones given below. Either way you should ask students to record concise definitions for later reference.

- **Civil or Civic Discourse**-constructive conversations among citizens about policies and ideas while respecting that opinions and beliefs may remain different—agree to disagree. Definitions vary, but most agree that these conversations should follow a set of norms to be productive.
- **Moral Equality** – all human beings all have equal worth and deserve equal respect and equal dignity. *The Declaration of Independence* asserts that all are created equal and possess certain unalienable rights.

- **Self-Government**- control of the government of a state, community, or other body by its own members; democratic government⁵.

While Viewing:

Ask the students to watch and listen carefully for key points in the following two clips that help answer the questions. You can also have students take notes as they watch. They may use a notetaking format of their choice, teacher's choice, or Cornell Notes. They may watch the videos again later and read the transcripts as needed.⁶

Clip Background: Tell students, in this clip, Heather-Marie Montilla, Director of PBS Books, and Crosby Kemper, the Director of the IMLS sit down to discuss important themes that define America's system of self-governance.



View [VOA Clip 2 Celebrating America250](#) (Run time: 10:26)

Identify and Recall

1. How do the speakers define a model citizen as we approach the 250th anniversary of the Declaration of Independence?

Comprehend, Analyze, Synthesize, Evaluate

2. What are the important habits that should govern our conversations as citizens? What problems might we be having with our conversations in America?
3. What can be learned from the debates in the Continental Congress and the Constitutional Convention?
4. How does the structure of our government and the Constitution necessitate the need for respectful civic discourse?
5. Why do we need an informed citizenry? Are you surprised to hear that civic knowledge among 8th graders has declined over time? Why?
6. What important American democratic principles are highlighted by the story of Alvin Sykes? What principles are highlighted by the collaborative work of Alvin Sykes and Senator Tom Coburn?

Clip Background: Tell students, in this clip authors and scholars, Yuval Levin and Danielle Allen, discuss the paradox of self-governance and define what unity means in America. Also, while watching, ask students to think about the ways that the group models the habits of respectful civic discourse.

⁵ Dictionary.com

⁶ Standard PBS Learning Media Language



View [VOA Clip 3 Our Founding Documents](#) (Run time: 10:05)

Identify and Recall

1. What is the paradox of self-governance according to Danielle Allen?

Comprehend, Analyze, Synthesize, Evaluate

2. Evaluate Yuval Levin's assertion that unity in America is acting together not just thinking alike. Can you give any examples from history or current events that illustrate this idea?
3. The scholars point out that America's democratic structure is set up for compromise. Why do you think we often hear about America as a "divided" nation?
4. Evaluate Danielle Allen and Yuval Levin's individual arguments about compromise in politics.
5. Do you think that most young people see our country as unified or divided? Provide examples to support your response.

After Viewing:

To further explore the ideas in the films you can choose one or more of the following learning activities for your students to complete. If you have limited time, assign the reflection activity. If you would like your students to practice analysis and synthesis as well as close reading skills, choose one or more of the close reading responses.

1. **Unity Reflective Close Reading Response.** After students view the clips, ask them to discuss in groups or write a one-page individual response to ONE of the following prompts:
 - What unites and divides Americans? How are we unified across time, space, and culture? What are our shared ideals, rights, and responsibilities?
 - According to the views expressed in the films, for a democracy to work effectively, it is necessary to have an informed citizenry who possesses the skills of civic discourse and a willingness to compromise. To what extent do you agree and why?
 - Do you think the skills of respectful civil discourse should be taught to all Americans? Who is responsible for teaching the skills? What type of discussion norms should be established and what skills should be taught?
 - Write about a time when you have made a compromise with a friend, family member, classmate, or teammate. Why did you decide to compromise? What was difficult about making a compromise? What skills did you use to achieve the compromise? How did you feel about the outcome?
2. **Sykes/Coburn Critical Analysis Close Reading Response.** Ask students to close read this [short essay, "It Started at the Library: Tom Coburn, Civil Right Ally and Friend," written by Crosby Kemper](#) on the story of Alvin Sykes and Tom Coburn.

After reading, students should write a response to the following prompt:

Drawing upon examples from prior knowledge, information from the clips, and this article, analyze the author's conclusion that both Alvin Sykes and Tom Coburn modeled the habits and dispositions of model citizenship and American Democratic Values (e.g., equality, justice, common good, freedom).

3. **"Psyche that Unites" Op-Ed Close Reading Response:** Ask students to closely read and analyze the [linked](#) Newsweek Magazine op-ed with the following questions in mind. Make sure that students understand that an "op-ed" is a short opinion piece written by a guest of the publication. The piece usually has a clear argument or point-of-view about a current topic. You can ask students to discuss the following questions in a group or as a whole class after reading. [The Psyche That Unites Americans Is Deeper Than the Politics Dividing Us | Opinion \(newsweek.com\)](#)
 - What is the author's main argument?
 - What evidence is used to support the argument?
 - What points does the author make that you agree with? disagree with?
 - How is writing an op-ed an example of civic discourse?
 - *Synthesize:* Thinking back to the clips that you viewed, which opinions in this article relate to any of the arguments made by the scholars (Yuval Levin, Danielle Allen, and/or Crosby Kemper)?

Additional Teacher Resources:

- Consider discussion practices in your classroom like "Structured Academic Controversy" and "Socratic Seminars" to practice the habit of civic discourse. You may wish to search PBS Learning Media Structured Academic Controversy lessons for social studies and plan and implement one in your classroom so that students can practice this skill.
- [Link](#) to list of citizen norms for civil discourse from a municipal website in Lexington, Massachusetts.

THEME

*Founding Documents
& Ideals*



Learning Plan #3 Overview: A Tension Between Freedom and Equality?

In this section, students will have an opportunity to interact closely with the Declaration of Independence. The Declaration of Independence is referenced throughout the *Visions of America* series, so completing this learning plan will allow students to build important background knowledge to engage with the other Visions of America episodes more fully.

Essential Question:

- Can we have freedom without equality?

Supporting Questions:

- How are the concepts of freedom and equality outlined in the Declaration of Independence?
- What conflicts exist among fundamental principles and values of constitutional democracy?

Learning Objectives:

- Explore the concepts of freedom and equality and their relationship with one another.
- Consider the importance of understanding the past to connect it to the present.
- Closely read the Declaration of Independence to understand the ideals it establishes.
- Analyze the language related to freedom and equality within the Declaration of Independence

Content Standards:

National Curriculum Standards for Social Studies: Theme 6 Power, Authority, and Governance:

Learners will understand fundamental values of constitutional democracy.

C3 Framework: D2.Civ.8.6-8

Materials Needed for Learning Plan #3:

Digital Media Clips	VOA Clip 4 Our Founding Documents
Student Materials	Notebook/journal, sticky notes, two differently colored highlighters
Other Classroom Materials	White Board or Chart Paper, copies of the Declaration of Independence

Learning Plan #3: A Tension Between Freedom and Equality?

In this lesson, students will hear from scholars Danielle Allen and Yuval Levin and learn their take on the Declaration of Independence, freedom and equality, and the triumphs and tragedies of our nation. The after viewing activities allow students to perform a close reading of the Declaration of Independence. This learning plan could be introduced after your class has done a cursory study of the Declaration of Independence allowing your students to further analyze the ideas set forth in the document and connect them to the concepts set forth in other learning plans in this guide. Before completing this learning plan, students should understand the basic concepts of democracy and its foundations.

Before Viewing:

1. **“Tug of War” Thinking Routine.** Open class with a “Tug of War” thinking routine ⁷ Draw a line on the board to represent “a pull” on two opposing ideas. Write, “There can be no freedom without equality” in the center.

THERE CAN BE NO FREEDOM WITHOUT EQUALITY

AGREE ----- DISAGREE

- Students can work alone or with a partner. Your students will need sticky notes for this activity. Ask students to agree or disagree with the statement. They will document as many pieces of specific evidence to support their opinion, one per sticky note, as they can within 5 minutes (or any reasonable period of time--- based on your students.) This evidence should only come from their prior knowledge.
 - Students add their sticky notes to the group chart as they finish.
 - The teacher can lead the entire group in a brief discussion to summarize and reflect.
2. **Vocabulary.** Before moving on, ensure that students have working knowledge of the following vocabulary: Popular Sovereignty, Limited Government, Self-Government, Representative Government, Natural Rights, Equal Protection of Law, Due Process, The Common Good, Civil Liberties, and Civil Rights.

⁷ Tug of War thinking idea adapted from *Making Thinking Visible*, see reference page

While Viewing:

Ask the students to watch and listen carefully for key points in the following two clips that help answer the questions. You can also have students take notes as they watch. They may use a notetaking format of their choice, teacher's choice, or Cornell Notes. They may watch the videos again later and read the transcripts as needed.⁸

Clip Background: Tell students, in this clip two leading scholars will discuss self-governance and the concepts of Freedom and Equality in the Declaration of Independence.



View [VOA Clip 4 Our Founding Documents](#) (Run Time: approximately 9 minutes)

Comprehend, Analyze, Synthesize, Evaluate: Use examples from the clips to support your answers.

1. Despite many political theorists claiming that there is a tension between freedom and equality, Danielle Allen maintains that self-government is the project of free and equal citizens. What do you think she means by this?
2. Yuval Levin states, "Our society is held together, not only by the principles of equality and freedom, but also by the shared triumphs and tragedies of American life by the experience of unity among diversity" (*The Fractured Republic*). Analyze the meanings of this. Can you add examples from your own knowledge of history?
3. Explain what is meant by "we all try and share in the triumphs but we're not always all sharing in the tragedies"?
4. Why is it important for Americans to understand both the triumphs and tragedies of our nation?
5. What are some obstacles to freedom and equality throughout our American history?
6. What are the ideals and principles laid out in the Declaration of Independence?
7. Danielle Allen states that Frederick Douglas experienced a profound belief in the American ideals while at the same time being alienated from them. Complete Option 2 in the after viewing activities, and then explain what Danielle Allen means by this.
8. In the present, how can understanding American history help Americans live up to the ideals set forth in the Declaration of Independence?

After Viewing: To further explore the ideas in the clips you can choose one or more of the following learning activities to complete with your students.

1. **Freedom & Equality: Outlining an Argument Activity.** Circle back to the beginning "Tug of War" activity. Ask students to consider the ideas expressed in the film and then to add one more piece of evidence to the tug of war activity. Ask students if their opinions have changed since watching the film. Discuss. Next, ask students to outline a written argument that either supports or refutes the statement "There can be no freedom without equality." Ask them to collect evidence from the visual thinking sticky note activity to help create their claims.

⁸ Standard PBS Learning Media Language

2. **Close Reading Activity: The Declaration of Independence (2 or more class periods).** Complete the following Declaration of Independence close reading procedure with your students. Depending on the goals of your class and time limits, you could jigsaw this reading and assign certain parts of the Declaration of Independence to individual groups and allow the students to present and explain their findings to the class.

Begin this activity by providing copies of the Declaration of Independence that students can mark. Students should work in small groups. They will perform a close reading of the document and mark all parts that support Danielle Allen’s assertion in the below quote from the clip.

“The Declaration of Independence matters because it helps us see that we cannot have freedom without equality.” -Danielle Allen

You will now guide your students through multiple readings of the Declaration of Independence. After each of the three readings, bring the whole group together to help your students with key understandings and key misunderstandings.

First Reading (Identify Language): Set a reasonable amount of time for your students to work in groups. During this first reading, they should spend time with the entire document. During the initial reading, they will each circle 10 unfamiliar words in the document. Then they can work in groups to define the words.

Second Reading (Comprehension): Ask students to reread and use the document to answer these specific questions.⁹

- Write a one sentence summary for each section of the document (Preamble, Declaration of Natural Rights, List of Grievances, Resolution of Independence)
- Which truths are “self-evident”?
- What unalienable rights are listed?
- Who grants governments their “just power”?
- What powers does the US have “as Free and Independent States”?

Third Reading (Analysis): Ask students to read the document again and highlight in one color every line or sentence they believe relates to the concept of equality. In another color, ask students to highlight every line or sentence that they believe relates to the concept of freedom. Ask students: How does highlighting these sections enlighten us as to the balance of both the concept of freedom and the concept of equality in the Declaration of Independence.

In their groups, based on the close readings students should respond to the following:

- **To what degree you agree with Danielle Allen’s statement, “The Declaration of Independence matters because it helps us see that we cannot have freedom without equality.” -Danielle Allen**

Use apt, specific references to the text of the Declaration of Independence and knowledge of history.

⁹ Questions adapted from MacGruder’s *American Government* and Glencoe *Civics*

- **How would you edit the Declaration of Independence to more fully support Danielle Allen’s thesis: “it helps us see that we cannot have freedom without equality.”**

3. **Freedom & Equality Debate Activity.** Ask students to take a position agreeing or disagreeing with the idea “we cannot have freedom without equality”. Prepare a debate or other structured discussion activity for your students. This exercise should allow students to practice civic discourse skills.

Extensions:

- **Ask students to read an excerpt from Justice John Marshall Harlan’s Dissent in *Plessy v. Ferguson* and respond:**
 1. How does this excerpt call into question the principles of liberty and equality in America?
 2. How does this support the claim that there can be no freedom without equality?
- **The scholars discuss Frederick Douglass. Ask students to read an excerpt from Frederick Douglass’s speech “What to the slave is the 4th of July...”**
 1. How does this excerpt call into question the principles of liberty and equality in America?
 2. How does this support the claim that there can be no freedom without equality?

Additional Teacher Resources:

- The following [link](#) is to the **National Archives page on the Declaration of Independence**. This includes background on the document and links to primary sources.
[The Declaration of Independence | National Archives](#)
- The following [link](#) to the **Library of Congress** provides **background information and primary source information on Frederick Douglass** and links to information about his speech referred to in the clips for this learning plan.
[“What, to the American Slave, Is Your 4th of July?” | Headlines & Heroes \(loc.gov\)](#)

THEME

*Civic Ideals
& Practices*

A photograph of the Wing Luke Museum building facade. The image shows a brick wall with a large, arched window. A black sign with white text reads "WING LUKE MUSEUM". A large, dome-shaped light fixture is mounted on the wall above the sign. The image is framed by a red border.

WING LUKE
MUSEUM

Learning Plan #4 Overview: Asian American Leaders and Civic Engagement

The *Visions of America* Series examines the lesser-known stories that have shaped the nation. One concept that is explored in the series is the leadership of Americans in their local communities. Becoming active in local politics allows citizens to engage with the roles and responsibilities of democracy while feeling much more connected to the process and outcomes than they might at the national level.

Essential Questions:

- How does local community engagement affect national policy and fulfill the country's ideals?
- What role do our local institutions play in preserving and sharing the local and national story?
- What is civic life?

Supporting Questions:

- How did cultural preservation through the lens of social justice and the exemplary leadership of citizens impact Seattle?
- What attributes should a civic leader possess to best meet the needs of their community?
- How can you take an active role in your local community?

Learning Objectives:

- Identify civic ideals and practices in various historical cultural settings.
- Identify and evaluate the skills and traits needed to lead and participate in civic life.
- Closely read and analyze a historical article.
- Develop a position on a public policy issue and defend it with evidence.
- Research local government systems and ways to get involved.

Content Standards:

**National Curriculum Standards for Social Studies: Theme 10: Civic Ideals and Practices;
Theme 5 Individuals, Groups, and Institutions**

Learners will understand key practices involving the rights and responsibilities of citizenship and the exercise of citizenship; Learners will demonstrate understanding by discussing real-world problems and the implications of solutions for individuals, groups, institutions. ¹⁰

C3 Framework: D2.Civ.13.9-12

Materials Needed for Learning Plan #4:

Digital Media Clips	VOA Clip 5 Bettie Luke VOA Clip 6 Wing Luke Museum
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¹⁰ National Curriculum Standards for Social Studies: A Framework for Teaching, Learning, and Assessment

Student materials	Notebook/journal, computer for research, Student Activity Handout #4
Other Classroom Materials	White Board or Chart Paper

Theme: Visions of Civic Ideals and Practices

Learning Plan #4: Asian American Leaders and Civic Engagement

The following learning plan examines the life, legacy and contributions of two Asian American politicians, past and present, Wing Luke and Gary Locke. These men were committed to the civic ideals of our nation, and they put the ideals into practice through their service and commitment to civil rights, justice, and equality. Students will hear some of the ways that Wing Luke, Bettie Luke, and Gary Locke impacted their communities through public service. Students will have a chance to make connections to their firsthand experiences and evaluate the qualities and characteristics necessary in a leader.

Before Viewing:

- 1. Introductory Prompt.** Ask students to respond to the following prompt in their notebooks:

Have you ever volunteered to help at school or in your community? What was your motivation for volunteering? What benefits did you receive from this experience and what impact did your contribution make?

- 2. Vocabulary.** Review the following vocabulary with students. Students may work in pairs to define the terms or use the definitions included below.

Ecumenical Council—meeting of church authorities to consider and rule on questions of Christian doctrine and other matters.

Redlining-- a discriminatory practice that consists of the systematic denial of services such as mortgages, insurance loans, and other financial services to residents of certain areas, based on their race or ethnicity.¹¹

JACL (The Japanese American Citizens League) -- campaigned to repeal land laws that prohibited Japanese immigrants from purchasing and owning land in California.

While Viewing:

Ask the students to watch and listen carefully for key points in the following two clips that help answer the questions. You can also have students take notes as they watch. They may use a notetaking format of their choice, teacher's choice, or Cornell Notes. They may watch the videos again later and read the transcripts as needed.¹²

¹¹ Cornell Law School Definition [redlining](#) | [Wex](#) | [US Law](#) | [LII](#) / [Legal Information Institute \(cornell.edu\)](#)

¹² Standard PBS Learning Media Language

Clip Background: Tell students, in this clip Bettie Luke will discuss her brother Wing Luke’s leadership in Seattle.



View [VOA Clip 5 Bettie Luke](#) (Run time approx. 10:08)

Identify and Recall

1. Wing Luke displayed an early aptitude for leadership and politics. What were some of the leadership qualities that he possessed?
2. What were some of the interests and issues that Wing Luke focused on while in public office?
3. Describe Wing Luke’s specific contributions to historical and cultural preservation in Seattle.

Comprehend, Analyze, Synthesize, Evaluate

4. What was meant by Wing Luke’s campaign slogan “You are not electing a platform but a councilman”? What do you think about this slogan?
5. Bettie Luke’s story about the men who opposed Wing Luke’s ideas about open housing—how does this story illustrate Wing Luke’s strong leadership abilities and talents in collaborating with people who held competing views and ideologies?
6. Wing Luke tragically passed away at 40 years old in a plane crash. How did his contributions at an early age pave the way for other Asian American leaders in the community, specifically Gary Locke and Bettie Luke?
7. Explain Wing Luke’s philosophy on change.

Clip Background: Tell students, in this clip Gary Locke will discuss his political career and public service.



View [VOA Clip 6 Wing Luke Museum](#) (Run Time 6:02)

Identify and Recall

1. Who is Gary Locke?
2. Who and what inspired his political career?
3. What were some of the interests and issues that he focused on while in office?

Comprehend, Analyze, Synthesize, Evaluate

4. What is illustrated about the fact that it took Gary Locke’s family one hundred years to move one mile? Why is this significant?
5. What does Gary Locke mean when he says that other than the Native Americans, America is a land of foreigners? Can you support this idea with a detail from your prior knowledge of history?
6. How do museums tell the story of America? Governor Locke says that Americans need to focus more on our unique history. Why do you think he says this?

After Viewing:

1. **Wing Luke Museum Scavenger Hunt.** Students will spend some time reviewing the Wing Luke Museum [website](#). They should search for resources on the website that help answer the following question: **How does the museum site honor the innate talents and leadership strengths that Wing Luke displayed?**
2. **The Ideal Leader—Connect and Reflect Activity.** Ask students to complete the **Student Activity Handout #4** for this plan to create a profile of an ideal leader.

Guided by the handout, students will make a list of important qualities that a civic leader should possess to represent the people and to best bring about change. They can use their own experiences in organized youth activities, school, sports, or other organizations to help them imagine the qualities of a leader. Students can also think of effective politicians, activists, organizers, or community leaders past and present while they create their list. They might also think of the qualities and experiences of both Wing Luke and Gary Locke as they create their profile.

Students should craft a response to the following:

Are there any life experiences that help create good leaders? Can leadership skills be learned or is there a set of innate characteristics that people must possess to be a leader in their community?

With your ideal leader in mind, create a unique slogan for their campaign. The slogan should emphasize and reflect their unique qualities, experiences, and skills—just as Wing Luke’s city council campaign slogan did.

Extensions: ¹³

- Have students examine the structures of various forms of City Government. (Mayor-council system, commission system and council-manager systems are three common forms). Then ask students to investigate what type of system their own city or town uses to organize its activities. Students may investigate current issues, challenges or projects undertaken by their local government. They could further investigate or evaluate a project that the local government has undertaken to meet the needs of its citizens.
- Many local governments rely on volunteers to fulfil important tasks. Ask students to investigate the available volunteer positions in their own local government and evaluate each role. What would motivate citizen volunteers to fulfill these positions?
- Aside from taking on a specific volunteer role in local government, ask students to research and determine other ways that voting adults and non-voting age young adults might be able to get involved at the local level to bring about change for themselves, their neighbors and beyond.
- Create an opportunity for your students to work on a group project in which they research a local issue. They should develop a position on the public policy issue and use evidence to

¹³ Some ideas adapted from textbook chapters in Magruder's *American Government*, Glencoe *Civics Today*, and *Government Alive: Power, Politics, and You*

defend it. Students should brainstorm ways that they can make an impact on this issue outside of voting for officials (especially if they are not of voting age). They could write a plan of action after weighing viable options for resolving the issue or they could research and learn how to write a letter (or email) to their local officials in support of or against the issue.

Additional Teacher Resources:

- The following [link](#) includes **background reading for teachers on the Seattle.gov municipal archives** related to the concept of **Redlining**.
- This following [link](#) from the **University of Washington** has many **teacher lesson plans, slideshows, curated primary source collections and maps and resources** related to the ideas of Civil Rights in Seattle, redlining, open housing act, etc. should you choose to further explore the issues to which Wing Luke and Gary Locke sought to bring change.

THEME

*Culture
& Identity*



Learning Plan #5 Overview: Exploring the Heard Museum

This learning plan allows students to view a wide range of the *Visions of America* series episodes through focused clips. Students will examine the cultural and historical contributions of various groups of Americans and explore the ways individual culture and local history contribute to our identities.

Essential Question:

- To what extent does individual cultural heritage represent what it means to be an American?

Supporting Questions:

- How do artists use symbolism to create meaning?
- How do artists explore ideas of culture and identity in their works?
- How can artists challenge traditional societal views?

Learning Objectives:

- Students will understand some ways in which American Indian history, art and culture represents the broader American narrative.
- Students will challenge their ideas and understandings of American Indian art, history, and culture by closely viewing and discussing some contemporary American Indian Art.

Connected Standards:

National Curriculum Standards for Social Studies: Theme 1 Culture:

Learners will know that culture is an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs, values, and behavior patterns; How culture develops and changes in ways that allow human societies to address their needs and concerns.

C3 Framework: D2.His.3.6-8

Materials Needed for Learning Planning #6:

Digital Media Clips	VOA Clip 14 First Americans VOA Clip 15 First Americans
Student materials	Notebook/journal, computer to view the clips, Student Activity Handout #5
Other Classroom Materials	Projector to share art and artifacts

Learning Plan #5: Exploring the Heard Museum

Students will have a chance to explore The Heard Museum in the media clips, view and analyze American Indian art selected by their teacher and consider the relationship between culture and identity in America.

Before Viewing Activities:

1. **Activating Prior Knowledge.** Ask students to write or discuss 2-3 things they know about each of the following: American Indian Art, History, and Culture. They may use the **Student Activity Handout #5**.

	American Indian Art	American Indian History	American Indian Culture
Before Viewing			
After Viewing			

2. **American Indian Art Analysis.** This will require preparation on behalf of the teacher to identify and locate images of American Indian works of art.

Teacher will research and identify American Indian artwork to share with your class. One option is to visit the website of The Heard Museum and look at the Teacher Resource page.

Exhibits and images may rotate; you should choose an image that will be accessible to and appropriate for your students (Consider the grade level of your students, prior knowledge, and other content concerns along with the age appropriateness of the art.)

*High School students might view the following suggested works that deal with identity, culture, and the various identities we have as “Americans.” These works also relate to the ways people grapple with what to retain and shed of their cultural or ancestral heritage. These works may appear on the Heard Museum Webpage:

Dream Warrior by Steve Yazzie

Just Wanna Dance by Jean LaMarr

Lead your class through a close viewing of the work, using a visual thinking or visual analysis strategy of your choice. The goal is for students to interact with the work and come to their own understanding of the work. You might ask them to discuss the works in terms of what they notice, what surprises them and what they wonder about. After completing a visual analysis of each work, share any available exhibit labels with your students and ask them to consider this new information as part of their interpretation.

While Viewing:

Ask the students to watch and listen carefully for key points in the following two clips that help answer some or all the questions. You can also have students take notes as they watch. They may use a notetaking format of their choice, teacher’s choice, or Cornell Notes. They may watch the videos again later and read the

transcripts as needed. Show both clips and have them complete the discussion questions or a note taking format of your choice.¹⁴

Clips Background: Allow students to carefully view the clip as it is rich with museum artifacts and imagery. Ask students to note 2-3 images that surprised them or that they wonder about or have questions about.



View [VOA Clip 14 First Americans](#) (Run time 5:47)



View [VOA Clip 15 First Americans](#) (Run time 10:22).

Identify and Recall

1. What was the origin of the modern era of Federal Indian Law and Policy in the USA?
2. What was the aspiration of the social movement related to the self-determination law?
3. Why didn't the declaration of independence and bill of rights guarantee and apply to the rights of Indigenous people?

Comprehend, Analyze, Synthesize, Evaluate

4. From your historical knowledge or research, what are some effects of the 1823 Supreme court decision *Johnson v. McIntosh*?
5. Why do you think author, scholar and attorney Walter Echo-Hawk holds the belief that every tribal nation should have its own libraries, museums, and archives?
6. Can you personally connect to the feeling or desire to become more connected to your local or immediate environment? Can you make a connection to the idea of living in two worlds?

After Viewing:

1. **American Indian Art Essay Response.** After viewing some American Indian works of art and *the Visions of America* clips, students should write an essay in response to one of the following prompts:
 - To what extent is it important to preserve individual cultural history while at the same time forging a broader American story? Can you use examples from the clips or art that you viewed in this lesson?
 - With your new knowledge from the clips, revisit one of the works of art you analyzed during the before viewing activity. With this new knowledge, refine, alter, or expand upon your original interpretation.
 - Explain how the works of art you viewed in the before viewing activity illustrate David Roche's point that "American Indians are alive and well and challenging us to think differently about American Indian art, history and culture."

¹⁴ Standard PBS Learning Media Language

- Walter Echo-Hawk holds the belief that every tribal nation should have its own libraries, museums, and archives. To what extent do you agree with him? How can knowledge of Indigenous history and culture help us to understand a broader American story?

Extensions:

- Create a work of art (any medium; painting, drawing, collage, sculpture, poetry, digital, etc.) that reveals various aspects of your own unique American identity(s) and/or culture(s).

Then, write a reflection that responds to one of the following:

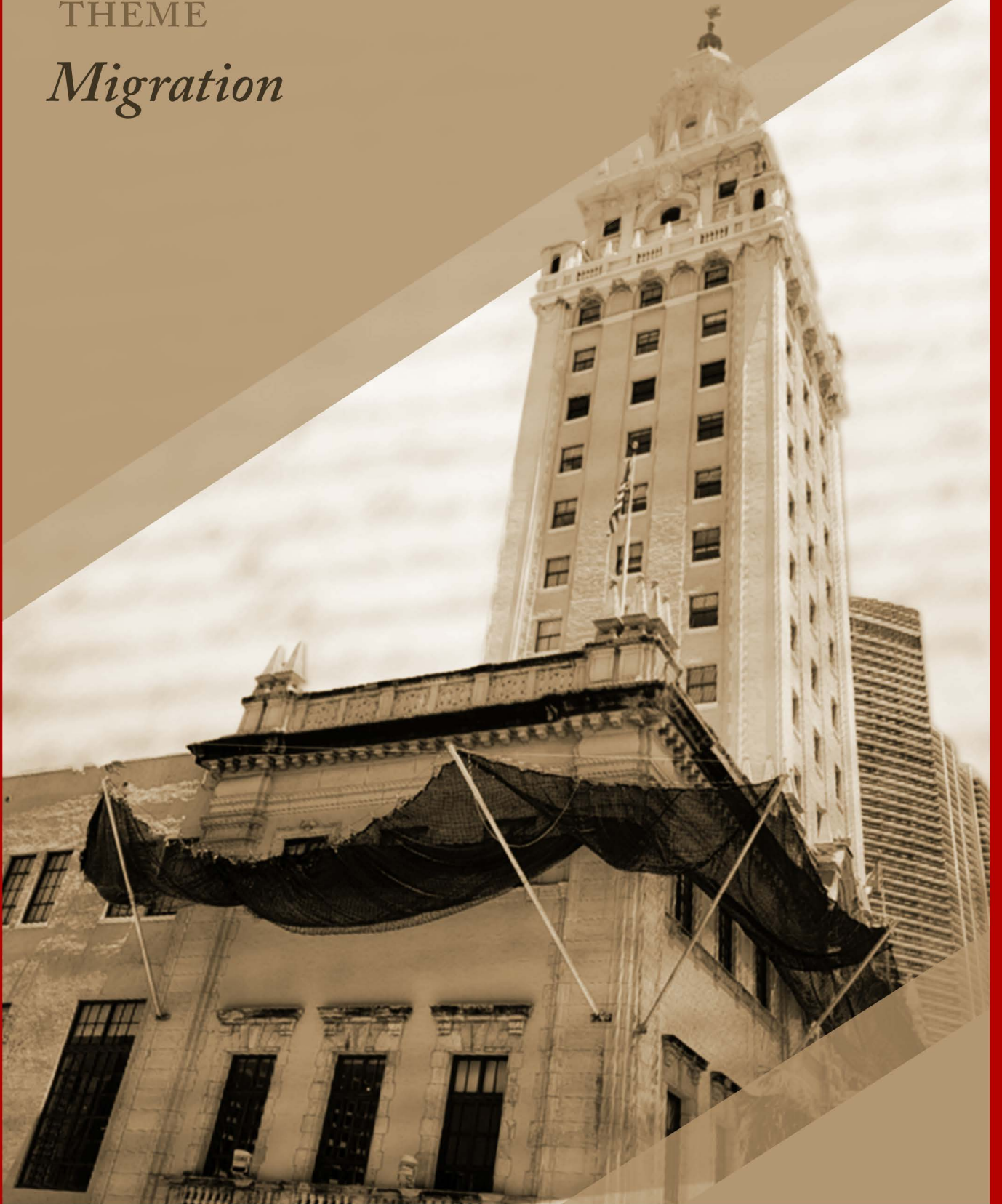
- How do our various cultural affiliations and labels compete with and/or complement each other?
- What barriers and channels exist for embracing your culture(s) and identity(ies)?

Additional Teacher Resources:

- This **link** leads to the home page of the **Heard Museum**: [Heard Museum | Celebrating Indigenous Creativity](#)
- This **link** leads to the **Heard Museum teacher resources**: <https://heard.org/teacher-resources>),

THEME

Migration



Learning Plan #6 Overview: What Produces an Exodus? Cuban Migration

This theme includes two learning plans related to the topic of migration. In one of the media clips, students will meet professor and Pulitzer Prize winner, Ada Ferrer. In her segment she mentions that because she is a historian, she likes to think of the specifics of what produces an exodus. Her question serves as the inspiration for the learning plans in this theme.

Essential Question:

- Why do people move?

Supporting Questions:

- To what extent have demographic changes influenced American culture?
- What push/pull factors are related to this migration?
- How do people use “place” to advance shared culture, economy, and politics?

Learning Objectives:

- Identify some push/pull factors of Cuban migration over time.
- Compare and contrast contributing factors and attributes of the five historical waves of Cuban migration.
- Analyze some effects of Cuban migration.
- Locate, analyze, and use appropriate resources and data.¹⁵
- Describe people, places and events and the connections between and among them.¹⁶
- Present information clearly and effectively.

Content Standards:

National Curriculum Standards for Social Studies: Theme 3 People, Places and Environments:

Learners will be able to analyze the different interpretations of the causes and effects of migrations of people in various times and places on the globe.

C3 Framework: D2.Geo.7.9-12

Materials Needed for Learning Plan #6:

Digital Media Clips	VOA Clip 16 The Freedom Tower VOA Clip 12 The Freedom Tower VOA Clip 13 The Freedom Tower
Student Materials	Notebook/journal, computer for research, Student Activity Handouts #6
Other Classroom Materials	White board or chart paper

¹⁵ NCSSS A Framework for Teaching Learning and Assessment

¹⁶ NCSSS A Framework for Teaching Learning and Assessment

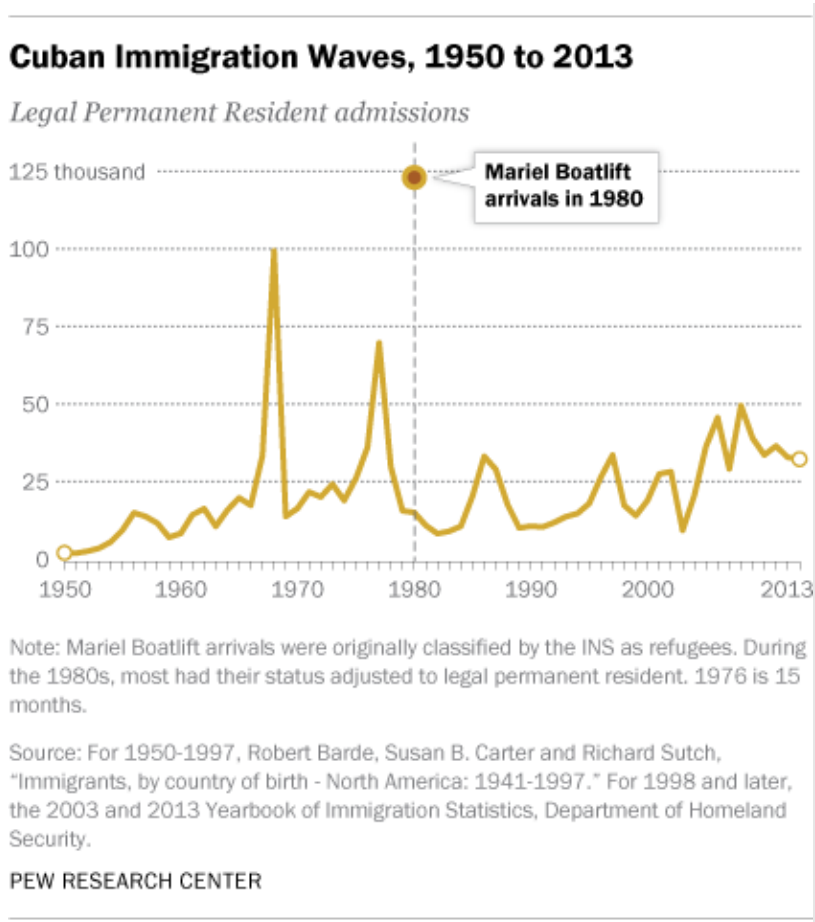
Learning Plan #6:

What Produces an Exodus? Cuban Migration

In the learning plan that follow, students will examine migrations from Cuba and hear from experts. Students will have a chance to research various push/pull factors on migration and compare-and-contrast the various waves of migration from Cuba.

Before Viewing:

1. **Vocabulary.** As a class, help students to formulate accurate definitions for the following social studies terms: **exile, exodus, migration, immigration, push and pull factors.**
2. **Cuban Immigration Waves- Visual Analysis.** Share this graph¹⁷ with the class and ask students to analyze it. Ask: "What do you notice?" Discuss their findings as a whole group.



https://assets.pewresearch.org/wpcontent/uploads/sites/12/2014/12/FT_Cuban_Waves.png

¹⁷ https://assets.pewresearch.org/wpcontent/uploads/sites/12/2014/12/FT_Cuban_Waves.png

3. **What Produces an Exodus?** In response to the graph and using their prior knowledge, students may discuss this supplemental question with their seat partner or jot down answers in their journal.: “What produces an exodus?” Then discuss ideas as a whole group and keep notes on the board for review later in the lesson.
4. **Building Prior Knowledge.** As many students will not have much prior knowledge of the history and government of Cuba and Cuban-American relations, to build background before viewing the clips, students should complete the Know Wonder Learn, KWL, exercise (student worksheet). Have students then closely read the following four Library of Congress pages and take notes on the worksheet. To save time, you could group students and have them complete this activity as a jigsaw.

The following four hyperlinks lead to informational pages about Cuban migration from the Library of Congress website:

<https://www.loc.gov/classroom-materials/immigration/puerto-rican-cuban/>

<https://www.loc.gov/classroom-materials/immigration/puerto-rican-cuban/the-fairest-island/>

<https://www.loc.gov/classroom-materials/immigration/puerto-rican-cuban/crossing-the-straits/>

<https://www.loc.gov/classroom-materials/immigration/puerto-rican-cuban/transforming-a-city/>

Teacher should facilitate a discussion to check for learning and key understandings before moving on.

While Viewing:

Ask the students to watch and listen carefully for key points in the following three clips that help answer some or all of the questions. You can also have students take notes as they watch. They may use a notetaking format of their choice, teacher’s choice, or Cornell Notes. They may watch the videos again later and read the transcripts as needed. Show both clips and have them complete the discussion questions or a note format of your choice:¹⁸



View [VOA Clip 16 The Freedom Tower](#) (Run time: 6:580

Identify and Recall

1. What prompted the first wave of migration from Cuba that brought Ada Ferrer’s family to America?
2. What prompted the wave of migration from the mid-1960s through the early 1970s?
3. What prompted the wave in 1980 where 125,000 Cubans arrived mostly in Key West by sea?
4. What caused the “Special Period Wave”?

¹⁸ Standard PBS Learning Media Language

5. What is the name of the legislation that may have contributed to an influx of migration from Cuba?

Comprehend, Analyze, Synthesize and Evaluate

6. What limits to freedom are illustrated by the Cuban immigration story. Describe the examples of freedom that are illustrated by the Cuban immigration story.



View [VOA Clip 12 The Freedom Tower](#) (Run time: 4:57)

Identify and Recall

1. According to Aida Levitin, what is the reason for the Cuban exile community [to](#) be considered one of the remarkable success stories in the history of American immigration?
2. What contributions have the “golden generation” made to future waves of migration and to present day Cuban Americans?
3. According to Sam Verdeja, what advantages did the “historic/first wave group” or “suitcase period” exiles have over later waves of migrants?



View [VOA Clip 13 The Freedom Tower](#) (Run time: 4:33)

Identify and Recall

1. Explain the Cuban influence in Miami Dade and the reasons for it.
2. What is the difference between the concept of exile and immigration?
3. Alberto Ibargüen accounts for some additional reasons for the successes of the Cuban exile community. Describe these.
4. What is the Freedom Tower and what significance does it hold?
5. How does Aida Levitan describe Freedom as special to Cubans?
6. How does the American Dream relate to the Cuban exile community?

After Viewing:

1. **Cuban Migration & American Ideas Discussion Activity.** As a class, discuss the following questions, asking students to use support from the films in their response.
 - What American Ideals prompted many Cuban people to migrate to the United States?
 - The Freedom Tower in Miami was built to be headquarters of a newspaper and “From 1962 to 1974, it served as the Cuban Assistance Center, a crucial help center for hundreds of thousands

of Cuban refugees fleeing communism and political persecution¹⁹.” This building has played important roles in American freedom. Discuss this idea.

2. Waves of Cuban Migration Research. Ask students to complete internet research on four waves of Cuban Migration. ***Teachers will need to set parameters for the types of sources students can use and the information that they should collect. Students should cite all sources.***

- Historical Exile “Golden Exile” 1959-1962
- Freedom Flights 1960s-1970s
- Mariel Boat Lift 1980s
- Special Period/Raft Crisis 1990s)

You may assign groups of students to each one of the historical waves of migration.

Students should conduct this research with the goal of presenting answers to the following questions to their classmates:

- What factors cause this particular wave of migration? What social, geographical, legal, political and/or economic conditions at home and in America contributed to this wave of migration? Push and Pull factors?
- How did this wave of migration contribute to American culture, society, geography, politics, and/or economy?

Each group should prepare to share their findings with the students who did not study this particular wave of migration. They can do this in a concise and organized presentation with evidence that answers the above questions. Other groups should take notes on the responses or fill out the student worksheet for this plan. Presentations may also include visuals like photos, graphs and any primary sources that will best illustrate the findings. Presentations will also include basic information about each wave including its name and pertinent dates and historical context.

With knowledge of each wave, students will now analyze the notes they took during presentations and write a response to the following question:

What are the differences and similarities among the different migration waves?

3. “The Wave Chart” Thinking Activity. Ask students to complete **Student Handout #6** for this plan which will help them analyze and arrange the push/pull factors of each wave of migration.

Ask them to compare their completed wave chart with the chart from the before viewing section of the learning plan. Ask students to decide which wave produced the largest population shift.

You could also ask students to plot a historical timeline of domestic issues or policies along the wave chart. And then analyze the impact of domestic and foreign policy on migration.

¹⁹ <https://moadmhc.org/freedom-tower/about-the-freedom-tower>

Extension:

- Write a poem from the perspective of a migrant from one or more of the waves of migration studied in this learning plan. Create a fictional narrator of the poem. Why did the narrator move? What has pushed or pulled this narrator? What thoughts and emotions should be conveyed? Before composing the poem, students could complete a Body Biography²⁰ to help outline the experiences of the fictional narrator.

Additional Teacher Resources:

- The following [link](#) leads to a background article for teachers to read about the contributions of **Cuban exiles in California —"Cuban Exiles in California and Art"**
- The following four links lead to a Library of Congress page with background on Cuban migration:
 - <https://www.loc.gov/classroom-materials/immigration/puerto-rican-cuban/>
 - <https://www.loc.gov/classroom-materials/immigration/puerto-rican-cuban/the-fairest-island/>
 - <https://www.loc.gov/classroom-materials/immigration/puerto-rican-cuban/crossing-the-straits/>
 - <https://www.loc.gov/classroom-materials/immigration/puerto-rican-cuban/transforming-a-city/>
- The following [link](#) is to the webpage reserved for **The Miami Freedom Tower**: [MOAD | About the Freedom Tower \(moadmdc.org\)](http://MOAD | About the Freedom Tower (moadmdc.org))

²⁰ [Body Biographies: Deepen Character Analysis in English and History Class \(duke.edu\)](#)

Learning Plan #7 Overview: What Produces an Exodus? Asian Migration

In the learning plan that follows, students will examine migrations from Asia and hear from experts. Students will have a chance to research various push/pull factors on migration and compare-and-contrast the various waves of migration from Asia.

Essential Question:

- Why do people move?

Supporting Questions:

- How do people use “place” to advance shared culture, economy, and politics?
- How can we celebrate the triumphs and learn from the tragedies of our nation?
- How does a community triumph over adversity?

Learning Objectives:

- Consider the paradox that can be present in our history.
- Identify and compare and contrast the push and pull factors related to the migration of one or more Pan-Asian groups.
- Analyze the impacts of policy on migration.
- Identify the contributions of various Americans.

Content Standards:

National Curriculum Standards for Social Studies: Theme 3 People, Places and Environments:

Learners will be able to analyze the different interpretations of the causes and effects of migrations of people in various times and places on the globe.

C3 Framework: D2.Geo.7.9-12

Materials Needed for Learning Plan #7:

Digital Media Clips	VOA Clip 16 The Freedom Tower VOA Clip 12 The Freedom Tower VOA Clip 13 The Freedom Tower
Student Materials	Notebook/journal, computer for research, student worksheets per learning plan
Other Classroom Materials	White board or chart paper

Learning Plan #7: What Produces an Exodus? Asian Migration

In this learning plan, students will examine migrations from Asia and hear from experts. Students will have a chance to research various push/pull factors on migration and compare-and-contrast the various waves of migration from Asia.

Before Viewing:

1. **Vocabulary.** If your students do not have a clear definition of the following terms from their previous learning, help your students to define: **diaspora, exhibition, curate, interned (internment), paradox.**
2. **“Terrible Beauty” Prompt.** Ask your students to respond to this prompt: Some historians and scholars have referred to our history as possessing a “terrible beauty.” What do you think is meant by this paradoxical statement? To what extent do you agree or disagree?

While Viewing:

Ask the students to watch and listen carefully for key points in the following two clips that help answer the questions. You can also have students take notes as they watch. They may use a notetaking format of their choice, teacher’s choice, or Cornell Notes. They may watch the videos again later and read the transcripts as needed. Show both clips and have them complete the discussion questions or a note format of your choice:²¹

Clips Background Information: Tell students they will view two clips of that take place at the Wing Luke Museum.



View [VOA Clip 17 Wing Luke Museum](#) (Run time: 4:05)



View [VOA Clip 9 Wing Luke Museum](#) (Run time 3:33)

Identify and Recall

1. What is meant by a Pan-Asian and Pacific Islander Community-Based Museum?
2. In the 1920s and 1930s, why were Filipinos the only Asian group that could come to the United States?

²¹ Standard PBS Learning Media Language

3. How does Joel Tan, the director of the Wing Luke Museum, define what he calls “the terrible beauty of history” as it relates to Pan-Asian Americans and their experience as immigrants in America?
4. How does the Wing Luke Museum choose its exhibitions and curate its collections?
5. From how many different countries have Asian Americans immigrated to the United States?
6. What does Joel Tan mean by joyful audacity of the human spirit?

Clip Background Information: Tell students, in this clip Gary Locke discusses Chinese immigration and his personal experience living in Seattle.



View [VOA Clip 18 Gary Locke](#) (Run Time 5:06)

Identify and Recall

1. Most of the Chinese Americans in Washington up until the 1960s came from Taishan in the Pearl River area. What significant historical and economic contributions did this group of Chinese immigrants make to America?
2. Describe the significance of the Yesler Way area of Seattle?
3. What historic legislation prevented women and entire families from migrating to the US from China?

Comprehend, Analyze, Synthesize, Evaluate

1. Locke talks about the resource pooling of entire villages to send one person to America. What is significant about this?
2. What factors might have contributed to Chinese immigration during the Gold Mountain Wave?
3. What push factors may have contributed to Chinese immigration to Washington state?

After Viewing:

1. Pan Asian American Immigration Group Research Activity.

Send students to complete internet research in pairs or in small groups to answer the following questions about the immigration of various pan Asian groups. ***Teachers will need to set parameters for the types of sources students can use and the information that they should collect. Students should cite all sources.***

You could use the suggested groups here, groups that fit into your current study, or have students propose a group.

- Japanese Americans
- Chinese Americans
- Filipino Americans
- Native Hawaiians
- Vietnamese Americans

Below is a list of questions that students may find interesting to research for their group. Teachers should select 3-5 of the following questions to help students focus their independent research. Student groups can present their research to the other members of the class while everyone records notes for the various groups presented.

- Why do people leave their homeland? What led this group to immigrate to Seattle and the US?
- What social, geographical, legal, political and/or economic factors at home and in America contributed to this migration?
- What American values and principles may have inspired this group to immigrate to Seattle?
- How has this group of Asian Americans shaped the Pacific Northwest?
- How has this group of Asian Pacific Americans impacted American politics, art, and culture?
- Aside from Gary Locke and Wing Luke, can you identify 2-3 influential Asian Pacific Americans and explain their contributions to America?
- Briefly research the discriminatory housing practices that Asian Americans faced in Seattle. How did this impact the various Asian American diasporas?

With knowledge gained from their classmates' presentations of each of the groups, students should then respond to this question:

What are the differences and similarities in the immigration stories among the various pan-Asian immigrant groups that the class has researched?

2. **Triumph over Adversity Journal Response** -Reread your "before viewing" journal response. With the information you have learned throughout this learning plan, how does the Asian

American immigration story or history fit into Joel Tan’s idea of a “terrible beauty” or “joyful audacity”? Can you give examples of the innate human spirit of any of the Asian Americans you learned about and ways triumph over adversity has allowed Asian Americans to persevere and succeed in America?

Extensions:

- In the film, the host refers to the story of Asian immigration as one fraught with discrimination. Have your students create a timeline of American policies that were discriminatory toward Asians or limited Asian immigration. Have students create another timeline of American policies that encouraged Asian immigration or were supportive of Asian Americans. After completed, students should analyze the timeline to draw conclusions about the effects of the various policies on immigration.
- Ask students to locate and analyze an immigration poem written from the perspective of an Asian American immigrant or compose a poem, carefully considering the information learned in this lesson. Ensure that your poem reveals some aspects of the Asian American immigrant experience.

Additional Teacher Resources:

- The following hyperlinks lead to the Library of Congress background pages on Immigration comprehensive overview:

<https://www.loc.gov/classroom-materials/immigration/chinese/>

<https://www.loc.gov/classroom-materials/immigration/japanese/>

- The following [link](#) is to a complete Lesson Plan from **The Wing Luke Museum on the Chinese Immigrant Experience**
- The following [link](#) is a **Background Reading on the Chinese Exclusion Act** from PBS Learning Media
- The following link leads to the [Wing Luke Museum homepage](#)

THEME

*Symbolism: Monuments
& Histories*



Learning Plan #8 Overview: The Miami Freedom Tower: American Symbol of Freedom

In the following learning plans, students will consider the ways in which two American institutions symbolize American values. Ideally, students completing this learning plan will possess some background knowledge about the Cuban Revolution and the subsequent waves of migration from Cuba to the United States, however this is not necessary.

Essential Questions:

- What are America's shared ideals?
- What roles do our local institutions play in preserving, sharing, and contributing to the national story?

Supporting Questions:

- What is the Freedom Tower's significance to immigration?
- In what ways can a monument represent shared American ideals?
- How do we decide what is important to preserve?

Learning Objectives:

- Identify the various purposes of the Freedom Tower.
- Analyze the ways in which the tower symbolizes shared American ideals.
- Compare and Contrast American symbols and characteristics of American Core Democratic Values.
- Closely read and summarize information.
- Create a poem or work of art.

Content Standards:

**National Curriculum Standards for Social Studies: Theme 2: Time, Continuity and Change;
Theme 10: Civic ideals and practices**

Learners will understand the importance of knowledge of the past to an understanding of the present and to informed decision-making about the future; Learners will understand concepts and ideas such as: human dignity, social justice, liberty, equality.....the common good, and the rule of law.

C3 Framework: D2.Civ.8.3-5.

Materials Needed for Learning Plan #9 and 10:

Digital Media Clips	VOA Clip 19 The Freedom Tower VOA Clip 20 The Freedom Tower VOA Clip 21 18th & Vine VOA Clip 22 18th & Vine
Student materials	Notebook/journal, Student Activity Handout #8
Other Classroom Materials	Projector to share images of The Freedom Tower. Dry erase board and/or chart paper.

Theme: Symbolism: Monuments and Histories

Learning Plan #8: The Miami Freedom Tower: American Symbol of Freedom

In this lesson, students will take a journey to The Miami Freedom Tower, also known as the Ellis Island of the South and examine the significance of the building as a symbol of freedom.

Before Viewing:

1. **Symbolism Quote Analysis.** Share the following quote with the class. Ask students to respond to it (write in journal, whole group discussion, partner discussion, etc.).

Lonnie Bunsch III of the Smithsonian Museum states, "I think you tell a great deal about a country by what it remembers, and monuments are a concrete way of remembering. You also learn a lot about a country from what it forgets. And I'm fascinated that where we are as a nation is really grappling with: what is good history? What should we know?" (Citation [The Statue of Liberty as a Symbol | Iconic America | PBS LearningMedia](#))

2. **American Buildings & Monuments.** Share Student Activity Handout #8 for this learning plan. Ask students to independently list the first 3-5 American buildings or monuments that come to mind as important, "good history", or what we should know?
3. **Statue of Liberty Visual Analysis.** Show students a picture of the [Statue of Liberty](#).
 - Ask them to look at the image and write down the details they see.
 - Next, ask them what this monument **symbolizes** to America, Americans, and others around the world?
 - Now discuss in pairs "what American values or principles come to mind when thinking of this building or monument?" *Some of the core democratic values are (life, liberty, pursuit of happiness, justice, common good, equality, truth, diversity, rule of law, popular sovereignty, patriotism)
 - Discuss findings with the entire class.

4. **Discussion of American Symbols.** Lead the class in a discussion about the ways that a country's shared ideals, values or principles can be revealed by a statue, monument, or building.
5. **Symbolism & Poetry.** Establish that several factors can reveal the symbolism or importance of a building or monument. You may want to remind students that the Statue of Liberty *"was a gift from the French to the United States to celebrate Franco-American relations and celebrate the abolition of slavery at the end of the Civil War. Emma Lazurus, a Jewish American poet, was commissioned to author a poem for an auction to raise funds for the statue pedestal. Her poem was written in 1883 and forgotten until her friend Georgina Schuyler rekindled interest in the poem and had it placed on a plaque on the pedestal in 1903. It was not until the 1930's that pro-immigrant attitudes helped the poem to define the Statue of Liberty as a symbol of immigration."*²² Tell students that the statue was intended as a symbol of the abolition of slavery and international relations. The poem, "The New Colossus" added a new meaning to the statue, making it recognized as a symbol of immigration the world over and that the statue is also known as the "Mother of Exiles."

TIE-IN:

7. To tie the before viewing activity into the main learning activities, show students a picture of the Miami Freedom Tower. Images are provided along with the *Visions of America* clips in the media document folder. Lead an informal visual analysis of this new building by asking students,

What do you notice? Write down any visual details that stand out on this building.

Can you hypothesize? What do you think the purpose of the building is? What might it represent? Do the architectural details give us any hints?

You could also show **images of the Freedom Tower** from this [Google Arts and Culture link](#).

While Viewing:

Ask the students to watch and listen carefully for key points in the following two clips that help answer the questions. You can also have students take notes as they watch. They may use a notetaking format of their choice, teacher's choice, or Cornell Notes. They may watch the videos again later and read the transcripts as needed. Show both clips and have them complete the discussion questions or a note format of your choice:²³



View [VOA Clip 19 The Freedom Tower](#) (Run time: 7:43)

Vocabulary: "El Refugio" –Spanish (A place which gives) shelter or protection from danger, troubles, etc.

²² (Citation <https://dptv.pbslearningmedia.org/resource/statue-of-liberty-new-colossus-video/iconic-america>)

²³ Standard PBS Learning Media Language

Identify and Recall

1. Explain the role of the Freedom Tower in the wake of the 1959 Cuban Revolution?
2. The freedom tower is often referred to as the _____ of the south. Why?
3. According to Madeline Pumariega, what does the Freedom Tower represent?
4. How does the tower mural represent unity? Why is the tower mural such a powerful symbol for a building like The Freedom Tower?
5. What two specific things unite Americans according to the film?

Comprehend, Analyze, Synthesize, Evaluate

6. What are your impressions of the architecture and stature of the building?
7. The Freedom Tower has a long history of sitting vacant after it was closed to refugees. Projects to purchase and revitalize the building stalled over the subsequent years. Finally, Jorge Mas Canosa acquired the tower. It was later entrusted to Miami Dade College by the Martin Family in 2005. The Freedom Tower is currently undergoing a \$25 million renovation to maintain and improve the structure. The renovated tower will include exhibitions related to the Cuban exile movement. Why do you think it is important to the people of Miami to preserve this building for future generations?

Clip Background: Tell students, this clip begins in the middle of a conversation that Host Crosby Kemper is having with a group of Cuban Americans at the Versailles restaurant in Miami. Then he interviews students and the Dean of the Honors College at Miami Dade College, about their connection to the Freedom Tower



View [VOA Clip 20 The Freedom Tower](#) (Run Time: 5:07)

Identify and Recall

1. For what purpose was the Freedom Tower originally built?
2. What does Aida Levitan say that the Freedom Tower symbolizes to the Cuban people?
3. According to Sam Verdeja, what is the American Dream?

Comprehend, Analyze, Synthesize, Evaluate

4. Why is the idea of freedom a characteristic aspect of the Cuban exile community and Cuban-American community?
5. Explain the significance of the Freedom Tower as part of the Miami skyline---the third largest metro skyline in the country?
6. What do you notice about the Miami Dade College students' and staff's personal connection to the Freedom Tower?

7. Now that you have learned about the Freedom Tower, when you see this building, what symbols and images does it evoke?

After Viewing:

1. **Freedom Tower Classroom Discussion.** Revisit the still picture of the Freedom Tower and complete part 2 of the handout from the opener to include more observations about the building details, symbolism and values represented.

Review your notes from the exercises and films. Discuss the following using evidence from your notes from the exercises, film clips and article.

- What does the Freedom Tower symbolize?
- What Core American Values and/or Principles does the Freedom Tower represent? What evidence can you provide to support your responses?

Sample answers: The film mentions the tower as a symbol of freedom, emotional symbol of America, immigration, freedom, devotion to independence, freedom of speech as a newspaper building, survival and perseverance, beacon of hope and opportunity for Miami and all of Florida and USA

2. **Freedom Tower Written Response.** Students should write a one-page response to one or more of the following prompts using argumentation and analysis skills:
 - The Freedom Tower was listed on the National Register of Historic Places on September 10, 1979, and designated a National Historic Landmark on October 6, 2008. Do you think this building deserves these distinctions? Why or why not? Are the efforts to preserve this building warranted? Is it a part of “good history—that we should know”—support your answer with ideas from the film, prior knowledge, and history.
 - Looking back at your initial list of monuments, now knowing the history of the Freedom Tower, should the Freedom Tower be included as an important American monument? Support your response with evidence from films, articles, and your knowledge of history.

Extensions:

- Looking back at the notes you took about the Freedom Tower while watching the film or completing additional research...
 - a. Imagine, much like Emma Lazarus was asked to write a poem for the Statue of Liberty fundraising efforts, that you have been commissioned to help raise money for The Freedom Tower. To do so you will compose a poem or song lyrics with the purpose of conveying images of the Freedom Tower as a symbol of America, immigration, freedom, devotion to independence, freedom of speech, survival and perseverance, and/or a beacon of hope and opportunity for Miami and all of Florida and the United States.
 - b. Write from the perspective of an adult or child Cuban exile, a newspaper employee, immigration activist or anyone you choose. Be certain to choose an appropriate tone, mood, images, and diction to best convey the symbolism of the tower. Use the list of the building’s details you wrote down earlier to help you.

- c. Imagine you have been commissioned to design a monument that will accompany The Miami Freedom Tower and represent it as a symbol of America, immigration, freedom, devotion to independence, freedom of speech, survival, and perseverance, and/or beacon of hope and opportunity for Miami and all of Florida and USA. Design and draw or use another medium to create a new monument that conveys this building as “the statue of liberty for Cuban refugees.”
- d. Choose a prominent place, monument or building that is significant to you or your family. Otherwise choose one that you feel uniquely connected to. Write a one-page appeal for why it deserves to be preserved and/or restored for future generations to enjoy. Explain how this monument or building symbolizes values or principles that are important to you. Share a story or memory of this building that will help you argue your point.
- e. Revisit the quote from the before viewing activity. Write a one-page reflection-- What does it reveal about America that the Freedom Tower is a place that Americans have chosen to preserve? Think like a historian and use concepts from history and government/civics to support your ideas.

Teachers may choose to put on a gallery walk of the work created in the extension so that students can view and reflect on their classmates' work.

Additional Teacher Resources:

- The following [link](#) leads to a **Google Arts and Culture Slide Show** with Detailed Images of the **Freedom Tower**:
- The following [link](#) leads to the **National Park Service Overview background reading** on the Tower: [Freedom Tower, Florida \(U.S. National Park Service\) \(nps.gov\)](#)
- The following [link](#) leads to **Museum Links for The Miami Freedom Tower and Miami-Dade College**:

Learning Plan #9 Overview:

America's Pastime: A Symbol of the Human Spirit—Courage, Pride, Resilience

Students will travel to the Negro Leagues Baseball Museum in Kansas City to learn about the Leagues and the courageous and talented athletes who played baseball during the time of public segregation. They will learn that the museum highlights both the historical aspects and inspirational aspects of the Leagues and consider the importance of preserving the stories of both the triumphs and adversities of America represented by the Negro Leagues.

Essential Questions:

- What is the “American way” or the “American spirit”?
- How has the human spirit of triumph over adversity played a role in the American story?

Supporting Questions:

- How have sports highlighted the determination of people to triumph over adversity?
- What is the role of the Negro Leagues in our American story? How did they challenge racism?

Learning Objectives:

- Understand some of the aspects of the history of the Negro Leagues.
- Consider the ideas of the American spirit and the American way and how the Negro Leagues reflect these ideas.
- Analyze the importance of historical preservation to document both the triumphs and tragedies of America.

Content Standards:

National Curriculum Standards for Social Studies: Theme 10: Civic Ideals and Practices; Theme 2: Time Continuity and Change

Learners will understand the importance of becoming informed as the basis for thoughtful and positive contributions through civic action. ²⁴ Learners will understand the contributions of key persons, groups and events from the past and their influence on the present.

C3 Framework: D2.His.3.6-8

²⁴ National Curriculum Standards for Social Studies: A Framework for Teaching, Learning, and Assessment

Materials Needed for Lesson Plan #10:

Digital Media Clips	VOA Clip 19 The Freedom Tower VOA Clip 20 The Freedom Tower VOA Clip 21 18th & Vine VOA Clip 22 18th & Vine
Student materials	Notebook/journal
Other Classroom Materials	Projector to share images of The Freedom Tower. Dry erase board and/or chart paper.

Theme: Symbolism: Monuments and Histories

Learning Plan #9:

America's Pastime: A Symbol of the Human Spirit—Courage, Pride, Resilience

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Before Viewing:

1. **Chalk Talk Thinking Routine.** Set up a “Chalk Talk²⁵” thinking routine activity for your students. This is a routine that allows students to silently respond in writing to the prompt and to their classmates’ ideas.

Write the following three prompts on large pieces of chart paper and place them around the room. Depending on the number of students in your class, you may want to record each prompt on two pieces of chart paper to ensure that all students are better able to participate.

Put your students in groups and set a timer for them to stay at one table and write their responses to the prompt. They should write their own ideas about the prompt and respond to the other ideas their classmates have written. Once time is called, ask each group to move to the next prompt and replicate this process until every group has interacted with each prompt and set of responses.

Students should then return to their starting point to read their classmates’ ideas and responses. The teacher should then facilitate a whole class discussion to close the activity. Be sure to focus on common reactions and responses as well as unique ideas. If your students came up with ideas related to historical segregation in sports, use this as an introduction to the clips they will view next.

²⁵ Chalk Talk Thinking Routine Explanation here is adapted from [Chalk Talk 1.pdf \(harvard.edu\)](#)

Chalk Talk Prompts:

- How have sports operated as both a unifying and dividing force in American history? In the present day?
- What principles of “sport” are reflected in greater society?
- How would you define the “American way” or the “American spirit?”

While Viewing: Ask the students to watch and listen carefully for key points in the following two clips that help answer the questions. You can also have students take notes as they watch. They may use a notetaking format of their choice, teacher’s choice, or Cornell Notes. They may watch the videos again later and read the transcripts as needed. Show both clips and have them complete the discussion questions or a note format of your choice.



View [VOA Clip 21 18th & Vine](#) (Run Time- 8:01)

Identify and Recall

1. Why is the Negro Leagues Museum located in Kansas City at 18th and Vine?
2. What was the “gentlemen’s agreement” in baseball?
3. According to Bob Kendrick, what is the American Way and the American Spirit?

Comprehend, Analyze, Synthesize, Evaluate

4. Describe the purpose of the layout of the physical space in the Negro League Museum.
5. What life lessons can be learned from the story of the Negro Leagues?
6. To what extent do you agree with Bob Kendrick’s assertions about the American way and the human spirit?



View [VOA Clip 22 18th & Vine](#) (Run Time 4:30)

Comprehend, Analyze, Synthesize, Evaluate

1. Identify and analyze the possible reasons for the conscious effort to ignore Buck O’Neill’s stories of the Negro Leagues. Sometimes the shameful and painful parts of history have been ignored. Even though Buck O’Neill experienced discrimination and segregation, why do you think he felt it was so important to tell the story despite the pain of the experience?
2. What is significant about church being rescheduled for the Negro League games?
3. What inferences can you make about the skill level of the Negro League Players?

After Viewing:

1. **Negro Leagues Research Essay.** Students should use knowledge gained from the film clips as well as their own research to answer one of the following prompts in a 2–3-page essay.
 - How did the Negro Leagues help challenge racism in America?

- How does sport highlight the idea of triumph over adversity?
- Buck O’Neil, Jackie Robinson, Satchel Paige, Willie Mays are all legendary African American players instrumental to history and baseball. Toni Stone was the first woman to play professional baseball in the Negro Leagues. Choose one of these players to research. Explore their contributions to the game and the ways in which the player demonstrates the triumph over adversity that Mr. Bob Kendrick describes in the film.

2. Past to Present American Sports: Historical and Current Events. Students should work in partnerships or groups to locate, identify, and closely read a historical article and a current event news which responds to or exemplifies one of the above questions. Students should closely read both articles and formulate a response to one of the above questions drawing support from each article. Choose one of the following questions:

- How have sports helped shape the nation?
- To what extent were/are the values espoused in Declaration of Independence reflected in historical minority participation in American sports?
- Are sports a unifying or dividing force in America--- past and present?
- How have African American players influenced the game of baseball on a broad scale?

Extensions:

- Teachers can visit the STORIED website, part of the Negro Leagues Museum Website at this link <https://www.nlbm.com/>. Teachers, preview clips #2 and #22 before playing them in class. These appear on the Storied webpage (Jackie Robinson #2 and/or #22 The Women of The Negro Leagues.)
- Mr. Bob Kendrick tells stories of Jackie Robinson and The Women in the Negro Leagues. He discusses their impact on baseball and social change. Ask students to write a reflection after listening to the stories.
- Teachers can access the free eBook on Baseball from The National Archives. Using primary source documents, the chapters “Baseball is for Everyone” and “Breaking Down Barriers” specifically explores the ideas of civil rights, equality, and Jim Crow segregation and the way these historically related to the game of baseball.
- Teachers can preview and select one or more of the primary source documents and/or photographs in these chapters for students to closely analyze. Teachers should guide their students through a document analysis of any selected sources (see the teacher resource section of this learning plan for links and further information). Once students have completed an analysis of the sources, they should write a response to the following prompt using evidence from the *Visions of America* series clips from this plan and the sources they reviewed from the National Archives: **How have sports operated as both a unifying and dividing force in American history?**

Additional Teacher Resources:

- The following [link](#) takes you to the **Negro Leagues Museum site**.

- The following [link](#) leads to lesson plans and media clips on the history of racial segregation in baseball from **PBS Learning Media: Bases Divided: Racial Segregation in Major League Baseball**. Please note that this links to materials that examine racism in history and occasionally present words, expressions, and attitudes that teachers and students might find objectionable.
- The [Baseball E-book from the National Archives](#). This contains many photos and primary source documents related to the Negro Leagues.
- This [link](#) at the **National Archives** includes many tools teachers can use in their classroom for document analysis: [Document Analysis | National Archives](#)

THEME

*Historical Events,
People, Places*



Learning Plan #10 Overview: Nisei Soldiers: Triumph, Tragedy, and Importance of Memory

In this section, students will hear the stories of Americans who shaped the nation through their courage, ingenuity, cultural contributions and/or their dedication to American ideals. If your students are studying the WWII era in history, consider using this learning plan to focus on implications of the government internment and military enlistment of Japanese Americans. If you are teaching English Language Arts or writing courses, you might also consider adding this plan to your units as it offers students a chance to write about personal memories. Even without extensive knowledge of WWII or the Japanese American internment, the *Visions of America* clip can allow your students to hear about this American story while considering important essential questions.

Essential Questions:

- How do we use knowledge of the past to evaluate the possible consequences of specific courses of action and make more informed decisions?²⁶
- To what extent should we celebrate the triumphs and learn from the tragedies of our nation?

Supporting Questions:

- In what ways have Americans embraced and defended the ideals of the Declaration of Independence despite being discriminated against and denied their unalienable rights?
- Why is it important to understand the triumphs as well as the tragedies of our nation?

Learning Objectives:

- Explore the ironies endured by Japanese Americans serving in WWII.
- Identify key ideas about the Nisei Regiment
- Listen closely to firsthand oral history and analyze the personal individual impact of broad historical events.
- Analyze the importance of national memory.

Content Standards:

K-12 Social Studies Standards v6/19: 7.2.2 and 7.2.3

**National Curriculum Standards for Social Studies: Theme 2: Time Continuity and Change;
Theme 10: Civic Ideals and Practices**

Learners will understand the contributions of key persons, groups, and events from the past and their influence on the present. Learners will understand the importance of becoming informed as the basis for thoughtful and positive contributions through civic action. ²⁷

²⁶ National Curriculum Standards for the Social Studies: A framework for teaching, learning Strand 2. Time continuity and Change

²⁷ National Curriculum Standards for Social Studies: A Framework for Teaching, Learning, and Assessment

Materials Needed for Both Learning Plans in this Section:

Digital Media Clips	VOA Clip 11 Wing Luke Museum VOA Clip 23 Jazz Round Table
Student materials	Notebook/journal, computer for web museum tour if using the building background activity, Student Activity Handout #10
Other Classroom Materials	White board or chart paper

Theme: Historical Events, Places, and People

Learning Plan #10:

Nisei Soldiers: Triumph, Tragedy, and Importance of Memory

In this learning plan, students will travel with host Crosby Kemper to the Wing Luke Museum in Seattle, Washington to learn about the incredible service of the Nisei Soldiers. The Nisei soldiers who volunteered in WWII were the dedicated to the ideals of the American founding despite the discrimination and government forced relocation and incarceration endured by Japanese Americans during WWII.

Before Viewing:

If your students have not yet studied the internment of Japanese Americans during WWII, you should plan to complete the Building Background option.

1. **Vocabulary.** Help students to accurately define the following: **internment, internment camp, Executive Order 9066, and irony.**
2. **Building Background:** Ask students to complete some brief internet research to build background knowledge before they view the *Visions of America* clips. To do so, you can ask students to take a virtual visit to the National Archives site for the Franklin Delano Roosevelt Museum and complete the student worksheet for this plan. Decide if you would like your students to analyze the primary source documents on the virtual museum tour. If so, assign them one or two to examine closely using your typical method for document analysis.

This link is to the FDR Museum virtual exhibit on Japanese American Internment: [FDR Museum: Japanese American Internment \(fdrlibraryvirtualltour.org\)](http://fdrlibraryvirtualltour.org)

3. **American Ideals Writing Prompt.** One purpose of this learning plan is for students to understand the tremendous courage, personal sacrifice and dedication to American ideals displayed by the Nisei fighters. In their journal, ask students to write for 15 minutes in response to one of the following prompts:
- What do you so strongly believe in that you are willing to make personal sacrifices for it?
 - Can you write about someone from history or your life who has made personal sacrifices for something they believe in?

While Viewing:

Clip Background: Ask students to watch closely and listen to the personal stories from Beth Takekawa and Dr. Lawrence Matsuda that are related to the larger story of the Nisei Soldiers. They should write notes about anything that they hear or see in the film that relates to *memory or ironies*, but they should focus on active listening and viewing as opposed to extensive note taking.

Focused Viewing Question: What do the speakers discuss related to irony and/or memory?



View [VOA Clip 11 Wing Luke Museum](#) (Run Time 7:12)

After viewing ask students to discuss their answers to the following questions in pairs. Then convene the entire group to discuss.

After Viewing:

1. **Extended Discussion Question with Written Reflection.** Ask students to discuss their answers to the following discussion questions in pairs. Then ask students to expand one of their answers to a one-page reflection.
 - In another episode of *Visions of America*, scholar Yuval Levin recalls that French philosopher and political scientist Alexis de Tocqueville, believed that the American people were not capable of national memory---he said that they didn't keep records of the past--- they just kept moving forward. Moreover, Abraham Lincoln believed that national memory would hold our nation together and allow the nation to defeat the worst passions of man. In the clip in this Learning Plan, Dr. Matsuda discusses the concept of memory as it relates to the internment of Japanese Americans. Despite the pain and tragedy of the internment and discrimination, why do you think Dr. Matsuda was compelled to author his book about the history of the Nisei soldiers? Why not just keep moving forward? To what degree is it important for us to remember the tragedies and atrocities of America?
 - Why did the Nisei soldiers volunteer to fight a war on behalf of the country discriminating against them?
 - Borrowed memories: Dr. Matsuda shares what he calls his "borrowed memories." Why does he call the memories "borrowed"? When talking about the past and sharing oral history, how important is the narrator or the storyteller? Why was it so important for Dr. Matsuda to directly interview the Nisei Soldiers when authoring his book? How does our broad American history relate to the idea of "borrowed memories."

- Considering the internment and discrimination imposed upon them by the United States government and their fellow Americans, why did thousands of Japanese Americans enlist in the United States military during World War II? What other ironies experienced by the interned Americans does Beth Takekawa discuss?
- Japanese American soldiers of the 442nd Regiment fought for the United States and became the most highly decorated unit in American history. At the same time, the US was imprisoning their loved ones in internment camps, confiscating the belongings and assets of Japanese Americans, and enacting discriminatory policies. What emotions and tensions would this bring up if you were in this situation?
- Create a list of questions that you would like to ask Dr. Matsuda, Beth Takekawa or one of the Nisei soldiers.

2. **Research Essay.** Write an essay in response to the following essential question using examples from the film, prior knowledge and other research.

In what ways have Americans defended and embraced the ideals of Declaration of Independence even when they have experienced discrimination and the denial of their unalienable rights?

Extensions:

- Professor Matsuda talks about what he calls his “borrowed memories.” Explore this idea with your students. Do we all have borrowed memories? Is the history of America a “borrowed memory” for present day Americans? If you are teaching creative writing, you could ask your students to draft a personal story of a “borrowed memory” from their family history. Like Dr. Matsuda, they might choose to depict the response in graphic novel form, or they could write in narrative form.
- Review and consider using the lesson materials related to this topic from The Wing Luke Museum (linked below).

Additional Teacher Resources:

- At the following [link](#), The Wing Luke Museum offers lesson and curriculum plans to accompany Dr. Matsuda’s book (featured in *Visions of America*): [Lesson Plan: Fighting for America — Wing Luke Museum](#)
- At this [link](#), you will find a lesson plan from **The Wing Luke Museum about the constitution and the draft of Japanese soldiers from the internment camps**: [Japanese Americans and the Constitution – Online Classroom \(wingluke.org\)](#)
- At this [link](#), you will find PBS Learning Media Lesson plans on WWII and the Japanese American Experience: [Injustice at Home | The Japanese-American Experience of the World War II Era | PBS LearningMedia](#)
- The following [link](#) is to the homepage of the **Wing Luke Museum**: <https://www.wingluke.org/>

Learning Plan #11 Overview: 18th and Vine: Musicians, Writers, and Place

In this learning plan, students will learn about the profound contribution to American culture by influential African American musicians and writers who were linked to Kansas City. In the after viewing activities, students will listen to Kansas City Jazz music and an example of Langston Hughes' Jazz Poetry. Students will then be able to describe the incredible impact the Kansas City cultural hub has had on America and the World.

Essential Questions:

- What role does “place” play in the development of culture and cultural diffusions? ²⁸
- How does culture and tradition unify a group of people²⁹?

Supporting Questions:

- How does tradition influence other aspects of a culture, such as its institutions or art such as music? ³⁰
- How did Kansas City, Jazz music and literature allow the amplification of female voices and African American voices during a time of discrimination and segregation?

Learning Objectives:

- Identify notable jazz musicians and literary figures and their impact on local, national and world culture.
- Understand the ways that “place” impacts culture and diversity as exemplified by Kansas City's 18th and Vine neighborhood.
- Listen to and identify some key distinguishing features of Kansas City Jazz and Jazz poetry.
- Connect past to present by examining jazz and cultural influences in other styles of music.

Standards:

**National Curriculum Standards for Social Studies: Theme 2: Time Continuity and Change;
Theme 3 People, Places, and Environments**

Learners will understand the contributions of key persons, groups and events from the past and their influence on the present. Students will understand the cultural diffusion of customs and ideas.

C3 Framework: D2.His.3.6-8, D2.His.1.912

²⁸ National Curriculum Standards for Social Studies, *A framework for Teaching, Learning and Assessment, 2010 Bulletin 111*

²⁹ National Curriculum Standards for Social Studies, *A framework for Teaching, Learning and Assessment, 2010 Bulletin 111*

³⁰ National Curriculum Standards for Social Studies, *A framework for Teaching, Learning and Assessment, 2010 Bulletin 111*

Materials Needed for Learning Plan #11:

Digital Media Clips	VOA Clip 11 Wing Luke Museum VOA Clip 23 Jazz Round Table
Student Materials	Notebook/journal, computer for web museum tour if using the building background activity
Other Classroom Materials	White board or chart paper

Theme: Historical Events, Places, and People

Learning Plan #11:

18th and Vine: Musicians, Writers, and Place

Students will have the chance to learn about the 18th and Vine neighborhood of Kansas City. This was a bustling economic hub at the time of public segregation that was home to African American businesses. Notably, both jazz musicians and many African American writers honed their craft in Kansas City and then took their talents and creations to the nation and the world.

Before Viewing:

1. **Musical Prior Knowledge.** Ask students to complete a short exercise to activate prior knowledge. Give students 5-10 minutes or so to create a list in their journal.

Prompt: Jot down everything you know and/or wonder about these three topics.

Kansas City, Missouri	Jazz Music	The Harlem Renaissance

2. **Vocabulary.** Ensure your students understand the following vocabulary to best understand the film clips:
 - **Virtuosity**—great skill in music or another artistic pursuit (dictionary.com)
 - **Spirit**—the feeling quality or disposition characterizing something (Merriam Webster)
 - **Cultural diffusion**³¹ —the spreading of culture, culture traits, or a cultural pattern from a central point.
 - **Conservatory**—a school giving instruction in one or more of the fine or dramatic arts; specifically, a school of music³²

³¹ [CULTURE DIFFUSION Definition & Meaning | Dictionary.com](#)

³² [CONSERVATORY Definition & Meaning | Dictionary.com](#)

While Viewing:

Ask the students to watch and listen carefully for key points in the following two clips that help answer the questions. You can also have students take notes as they watch. They may use a notetaking format of their choice, teacher's choice, or Cornell Notes. They may watch the videos again later and read the transcripts as needed.

****Video Warning** (briefly indicates and insinuates substance use (“imbibing or ingesting”) in KC during prohibition at the 2:20-3:00 mark. Also discussed as a “wide open city”—illicit activities often were overlooked by the government in KC; this idea is raised as a factor on the rise of Jazz in KC)



View [VOA Clip 23 Jazz Round Table](#) (Run time 16:25)

Identify and Recall

1. Why is the American Jazz Museum located at 18th and Vine in Kansas City?
2. What important roles did the 18th and Vine neighborhood play during public segregation?
3. How does the style of Kansas City jazz differ from the style of jazz from New York, Chicago, and New Orleans?

Comprehend, Analyze, Synthesize, Evaluate

4. What influence did “place” (Kansas City) have on important African American writers like Ralph Ellison, Langston Huges and Toni Morrison?
5. How did Kansas City Jazz elevate Black voices during a time of great racial discrimination and inequity?
6. How did Kansas City Jazz elevate women’s voices during a time of great racial discrimination and inequity?
7. How did Jazz reflect and amplify Black culture?
8. How important to America and to the world is jazz music according to the film?
9. Historically and today, how is education and tradition important to the perpetuation and diffusion of Jazz?

After Viewing:

Choose one or more of the following activities for students to complete after watching the film clip and responding to the questions.

1. **Exploring Musical Trends: Connecting Past to Present.** Assign the prompts to students. Ask them to complete research to prepare a response to the prompt. Students should share their findings in written, discussion or visual form.
 - Today, especially due to social media and the internet, cultural diffusion in music is quite common. For example, K-Pop (Korean Pop music) has become not only recognizable, but popular in America. Jazz music has and continues to transcend place and time well before the advent of the internet. Explain how jazz spread or “diffused” throughout the world.

- Research one of your favorite musical styles or artists. Determine the influence of place or cultural heritage on this style or musician.
2. **Listen and Reflect.** Listen to students from the Kansas City Jazz Academy perform Charlie Parker’s “Yardbird Suite” (a Bebop Jazz standard) in this YouTube clip. What do you notice about the style, rhythm, tempo? In the film, Chuck Haddix noted that Bebop Jazz is music you can tap your foot to. After listening to this example of jazz, do you agree?

Click here for a link to a Kansas City Jazz Academy performance on YouTube:

[Kansas City Jazz Academy performance, Saxophone Supreme: The Life and Music of Charlie Parker \(youtube.com\).](#)

3. **Poetry as Music and Music as Poetry Activity-** Students should read the following short informational text from the National Endowment for the Arts and then listen (embedded in this link) to Langston Hughes recite his poem, “The Weary Blues.” Literature teachers may ask students to analyze Hughes’ written poem for musical elements like repetition, rhythm and rhyme and analyze the effects of the music played beneath the reading.

Based on the information in the informational text, students might discuss the supporting question: *How did racism and segregation influence other aspects of a culture, such as its institutions or art?* ³³

The following link is to a webpage about jazz poetry on the National Endowment for the Arts website:

[Jazz Poetry & Langston Hughes | National Endowment for the Arts](#)

4. **Jazz Close Reading Exercise—**Students should closely read the essay at the below National Women’s History Museum about a Kansas City jazz musician MaryLou Williams and then write a brief reflection in response to the prompt:
 - How did Mary Lou Williams use her unique place as a woman in Jazz to help preserve the cultural legacy of Jazz and help it to reach new listeners?

The following link is to a National Women’s History Museum webpage about Mary Lou Williams:

[Mary Lou Williams | National Women's History Museum \(womenshistory.org\)](#)

Extensions:

- Use the jigsaw strategy and ask groups of students to work together to research the history of jazz music, create a timeline and then become experts on the unique characteristics of one American city’s style. Possible groups include Kansas City jazz, New York jazz, New Orleans jazz and Chicago jazz. Ask students to share their learning and timelines with the other students. Together, they should work to draw conclusions about the way jazz music diffused (moved through) the country and the ways each city’s unique style was influenced by the style of the other cities. To take this further, students could refer to the jazz history timeline they created

³³ National Curriculum Standards for Social Studies, *A framework for Teaching, Learning and Assessment*, 2010 Bulletin 111

and plot important domestic policies and events along the timeline. Ask them to draw conclusions about the ways jazz may have been influenced by American historical events and culture.

- The Harlem Renaissance, a great cultural movement in African American art, literature and music had an immense impact on racial integration and the civil rights movement. Ask students to complete research to identify factors that led to the Harlem Renaissance. They should also identify the movement's influence on broader American culture and society. In pairs, students should read, summarize and analyze two poems by Langston Hughes— "Harlem" and "I, Too, Sing America." Students should explain how these two poems articulate the impacts of segregation and racism on the Black community and America as a whole.

Additional Teacher Resources:

- The following [link](#) takes you to the website of the **American Jazz Museum in Kansas City**.
- The following [link](#) takes you to **PBS Learning Media** to view a **short clip about Kansas City jazz** focused on concepts from the study of music.
- The following [link](#) takes you to a **PBS Learning Media** source about **Langston Hughes**.

Curriculum Plan & Media Clip Index

The *Visions of America* digital series was created and produced with a general audience in mind. Media clips have been selected from the series to complement the general themes and topics covered in typical high school social studies and high school English language arts (ELA) courses.

Learning plans and thematic connections are correlated to the following standards: *National Curriculum Standards for Social Studies A Framework for Teaching, Learning and Assessment*, College, Career & Civic Life C3 Framework for Social Studies State Standards.

Many of the learning plans can be adapted to meet the learning goals of middle school social studies and ELA classrooms. Be sure to preview all materials, links, and teacher guides before using them in your classroom to ensure they are appropriate for the intellectual, social, and emotional maturity of your students.

While the learning plans can supplement the units and curriculum often taught in a variety of courses, this matrix can help you to quickly find a lesson compatible with the courses and content areas that you teach.

If you are teaching this course....

Civics, American Government, AP American Government, US History, General Social Studies courses

Consider Learning Plan....	To teach about or share with students....	Using Digital Media Clips...	To explore these Essential Questions.
#1	Roles and responsibilities of citizens.	· VOA Clip 1 Celebrating America250	<ul style="list-style-type: none"> What roles do individuals, groups, and institutions play in upholding democratic ideals and strengthening practices?
#2	Civic Discourse, unity, shared democratic values, constitutional principle of compromise.	· VOA Clip 2 Celebrating America250 · VOA Clip 3 Our Founding Documents	<ul style="list-style-type: none"> What unites and divides Americans? How are we unified across time, space, and culture?
#3	A close reading of the Declaration of Independence. Examination of the tension between freedom and equality.	· VOA Clip 4 Our Founding Documents	<ul style="list-style-type: none"> What conflicts exist among fundamental principles and values of constitutional democracy? Can we have freedom without equality?
#4	Key Asian American politician from the past and present; traits of a leader, civic life, citizen involvement at the local level; civil rights and redlining	· VOA Clip 5 Bettie Luke · VOA Clip 6 Wing Luke Museum	<ul style="list-style-type: none"> How does local community engagement affect national policy and fulfill the country's ideals? What role do our local institutions play in preserving and sharing local and national stories? What is civic life?

U.S History & Geography			
#1-3	See above.	-	-
#4	Key Asian American politician from the past and present; traits of a leader, civic life, citizen involvement at the local level; civil rights and redlining	<ul style="list-style-type: none"> · VOA Clip 5 Bettie Luke · VOA Clip 6 Wing Luke Museum 	<ul style="list-style-type: none"> • How does local community engagement affect national policy and fulfill the country's ideals? • What role do our local institutions play in preserving and sharing the local and national stories? • What is civic life?
#5	View and analyze American Indian art; Explore the concept of "dual citizenship."	<ul style="list-style-type: none"> · VOA Clip 14 First Americans · VOA Clip 15 First Americans 	<ul style="list-style-type: none"> • To what extent does individual cultural heritage represent what it means to be an American?
#6-#7	Compare and contrast the waves of Cuban migration; Investigate migrations from Asia to America. Examine push/pull factors.	<ul style="list-style-type: none"> · VOA Clip 16 The Freedom Tower · VOA Clip 12 The Freedom Tower · VOA Clip 13 The Freedom Tower · VOA Clip 17 Wing Luke Museum · VOA Clip 9 Wing Luke Museum · VOA Clip 18 Gary Locke 	<ul style="list-style-type: none"> • Why do people move?
#8	Take an in-depth look at The Miami Freedom Tower—the Ellis Island of the South.	<ul style="list-style-type: none"> · VOA Clip 19 The Freedom Tower · VOA Clip 20 The Freedom Tower 	<ul style="list-style-type: none"> • What are America's shared ideals? • What roles do our local institutions play in preserving, sharing, and contributing to the national story?
#9	View the Negro Leagues Museum and consider the ways the leagues challenged racism through triumph over adversity.	<ul style="list-style-type: none"> · VOA Clip 21 18th & Vine · VOA Clip 22 18th & Vine 	<ul style="list-style-type: none"> • What is the "American way" or the "American spirit"? • How has the human spirit of triumph over adversity played a role in the American story?
#10	Contemplate the internment of Japanese Americans during WWII, the Nisei Soldiers, and the importance of keeping and sharing "borrowed memories."	<ul style="list-style-type: none"> · VOA Clip 11 Wing Luke Museum 	<ul style="list-style-type: none"> • In what ways have Americans embraced and defended the ideals of the Declaration of Independence despite being discriminated against and denied their unalienable rights? • Why is it important to understand the triumphs as well as the tragedies of our nation?
#11	Examine the relationship between "place," Kansas City, and culture. Jazz music and literature.	<ul style="list-style-type: none"> · VOA Clip 23 Jazz Round Table 	<p>34· What role does "place" play in the development of culture and cultural diffusions? [1]</p> <ul style="list-style-type: none"> · How does culture and tradition unify a group of people [2]?

[1-2] National Curriculum Standards for Social Studies, A framework for Teaching, Learning and Assessment, 2010 Bulletin 111

ELA 9-12			
#1-11	NOTE: Opportunities for writing and reading in the content areas as well as listening skills are available in <i>all</i> learning plans	-----	-----
#2	Read and evaluate an essay and an Op Ed; consider norms and practices of productive discussion in civic life	· VOA Clip 2 Celebrating America250	<ul style="list-style-type: none"> What unites and divides Americans? How are we unified across time, space, and culture?
#4	Complete a close reading of a historical article about a key local political figure. Compose a campaign slogan.	· VOA Clip 5 Bettie Luke	<ul style="list-style-type: none"> What conflicts exist among fundamental principles and values of constitutional democracy? Can we have freedom without equality?
#5	Complete a visual analysis of American Indian art.	· VOA Clip 14 First Americans · VOA Clip 15 First Americans	<ul style="list-style-type: none"> To what extent does individual cultural heritage represent what it means to be an American?
#8	Complete a visual analysis of The Freedom Tower and examine its symbolism. Extensive opportunities for creative writing.	· VOA Clip 19 The Freedom Tower · VOA Clip 20 The Freedom Tower	<ul style="list-style-type: none"> What are America's shared ideals? What roles do our local institutions play in preserving, sharing, and contributing to the national story?
#9	Conduct research about The Negro Leagues and write reflections and responses. Learn more about Jackie Robinson and The Women of The Negro Leagues.	· VOA Clip 21 18th & Vine · VOA Clip 22 18th & Vine	<ul style="list-style-type: none"> What is the "American way" or the "American spirit"? How has the human spirit of triumph over adversity played a role in the American story?
#10	Write a narrative about a "borrowed memory."	· VOA Clip 11 Wing Luke Museum	<ul style="list-style-type: none"> In what ways have Americans embraced and defended the ideals of the Declaration of Independence despite being discriminated against and denied their unalienable rights? Why is it important to understand the triumphs as well as the tragedies of our nation?
#11	Listen to an example of jazz poetry. Identify ways that Kansas City and Jazz music influenced the Harlem Renaissance.	· VOA Clip 23 Jazz Round Table	<ul style="list-style-type: none"> What roles does "place" play in the development of culture and cultural diffusions? [4] How does culture and tradition unify a group of people? [5]
Music		-	
#11	Listen to an example of jazz poetry. Identify ways that Kansas City and Jazz music influenced the Harlem Renaissance.	· VOA Clip 23 Jazz Round Table	<ul style="list-style-type: none"> What roles does "place" play in the development of culture and cultural diffusions? [6] How does culture and tradition unify a group of people? [7]
Sociology, Geography, other social studies or humanities electives		-	
#6-7	Learn about migration from Cuba and Asia	· VOA Clip 16 The Freedom Tower · VOA Clip 12 The Freedom Tower · VOA Clip 13 The Freedom Tower · VOA Clip 17 Wing Luke Museum · VOA Clip 9 Wing Luke Museum · VOA Clip 18 Gary Locke	<ul style="list-style-type: none"> Why do people move?
#11	Consider the cultural diffusion of jazz music and literary traditions	· VOA Clip 23 Jazz Round Table	<ul style="list-style-type: none"> What roles does "place" play in the development of culture and cultural diffusions? [8]

Student Activity Handout for Learning Plan #1: Rights, Duties and Responsibilities of Citizens

Part I— Vocabulary

Directions: Write your classroom definitions for the following terms.

1. **Civic Responsibilities:**

2. **Civic Duties:**

3. **Rights:**

Part II—American Citizen Rights & Duties

Directions: In the chart below, list examples of the rights and duties of American citizens. A few examples have been included to get you started.

American Citizen Rights	Duties of American Citizens
<ul style="list-style-type: none">• Freedom to express yourself.• Freedom to worship as you wish.	<ul style="list-style-type: none">• Respect and obey federal, state, and local laws.• Pay income and other taxes honestly, and on time, to federal, state, and local authorities.

Part III— Ranking Exercise: Responsibilities & Duties of American Citizens

Directions: For each category, with your partner or group, rank the following examples of responsibilities and duties based on which you think is the most important to American democracy and/or society. Assign the number 1 to the MOST important and 8 as the LEAST important. Then answer the questions that follow.

_____support and defend the Constitution.

_____be informed about history, laws that govern society and stay informed of community issues

_____vote in local and national elections

_____assume community leadership when appropriate.

_____respect the rights, beliefs, and opinions of others.

_____participate in your local community and government.

_____exhibit the personal dispositions of persistence, courage, and compassion.

_____practice negotiation and compromise

Follow Up Questions

1. Explain why you ranked #1 as the most important American responsibility/duty.

2. Can you list any other examples of responsibilities of US Citizens and/or people living in the US?

Student Activity Handout for Learning Plan #4: Asian American Leaders and Civic Engagement

Part I—The Ideal Leader

Directions: Make a list of important qualities that a civic leader should possess to best represent the people. You can use your own experiences in organized youth activities, school, sports, or other organizations to help you. Think of the traits of effective politicians, activists, organizers, or community leaders past and present while you create your list. Are there any life experiences that help create good leaders? Can leadership skills be learned or is there a set of innate characteristics that people must possess to be a leader in their community?

In the graphic below, list qualities/characteristics and experiences/skills that reflect an ideal leader.

The Ideal Leader	
Qualities/Characteristics	Experiences/Skills

Part II. Vocabulary

Directions: Define the term slogan below and then consider the prompt that follows.

1. **Slogan-**

Now consider Wing Luke’s campaign slogan, “You are not electing a platform but a councilman” that encouraged voters to consider his personal qualities when choosing to vote for him.

With your ideal leader in mind create a unique slogan for their campaign that emphasizes their unique qualities, experiences, and/or skills.

Ideal Leader Slogan:

Student Activity Handout for Learning Plan #5: Exploring The Heard Museum

Part I – Exploring American Indian Art, History, and Culture

Directions: Complete this chart before viewing clips related to American Indian art, history, and culture. Then, complete again after viewing.

	American Indian Art	American Indian History	American Indian Culture
Before Viewing			
After Viewing			

Student Activity Handout for Learning Plan #6: What Produces an Exodus?

Part I— Vocabulary: Define the following social studies terms related to migration.

1. **Exile**

2. **Exodus**

3. **Migration**

4. **Immigration**

5. **Push and Pull Factors**

Part II — Know, Wonder, Learn: Cuba & the US

Directions: Fill in the first two columns of the K, W, L chart. After completing Part III of this sheet, complete the “Learn” column.

Topic: Cuba, Cuban History, Cuban Migration, Cuban-American Relations		
Know	Wonder	Learn

Part III—Library of Congress Background Knowledge Notes

Directions: Summarize 5-7 main ideas for each of the sections on the Library of Congress page.

Links to Library of Congress	Notes (5-7 key ideas for each section)
Puerto Rican/Cuban Immigration History https://www.loc.gov/classroom-materials/immigration/puerto-rican-cuban/	
"The Fairest Island" https://www.loc.gov/classroom-materials/immigration/puerto-rican-cuban/the-fairest-island/	
Crossing the Straits https://www.loc.gov/classroom-materials/immigration/puerto-rican-cuban/crossing-the-straits/	
Transforming a City https://www.loc.gov/classroom-materials/immigration/puerto-rican-cuban/transforming-a-city/	

Part II— “Wave Chart” Visible Learning Activity

Directions: Make your learning visible as you consider the following question: What are some differences and similarities among the precipitating factors of and the impacts of the different migration waves? For each wave of migration, complete the chart below. Then draw 1-2 symbols or images that represent the major push and/or pull factor of that wave. You could also do this for the impact of each wave. Students can use the information from the films to complete the chart and/or they can complete additional research to fill in any missing components.

	Dates	Significant Historical Context	Push Factors social, geographical, legal, political and/or economic	Pull Factors social, geographical, legal, political and/or economic	Contributions of this wave to American culture, society, geography, politics, and/or economy
Wave 1					
Wave 2					
Wave 3					
Wave 4					

Student Activity Handout for Learning Plan #8: The Miami Freedom Tower

Part I— Vocabulary: Define the following term.

1. **Monument**

Part II— American Buildings & Monuments

Directions: Brainstorm below 3-5 American buildings monuments that you consider important or worth knowing. Consider why these buildings/monuments are important or worth knowing.

Part III—State of Liberty Visual Analysis.

Directions: Examine the image of [The Statue of Liberty](#) and complete the chart below considering the following questions: What details stand out most to you? What does the monument symbolize? What American values or principles are associated with the Statue of Liberty? *Some of the core democratic values are (life, liberty, pursuit of happiness, justice, common good, equality, truth, diversity, rule of law, popular sovereignty, patriotism)

Building/Monument	Details	Symbolism	Related Core Democratic Values/Principles
Statue of Liberty			

Part IV — The Miami Freedom Tower Visual Analysis

The following [link](#) leads to a **Google Arts and Culture Slide Show** with Detailed Images of the **Freedom Tower**

Consider: What details stand out most to you? What does the monument symbolize? What American values or principles are associated with the Miami Freedom Tower? *Some of the core democratic values are (life, liberty, pursuit of happiness, justice, common good, equality, truth, diversity, rule of law, popular sovereignty, patriotism)

Building/Monument	Details	Symbolism	Related Core Democratic Values/Principles
Miami Freedom Tower			

Student Activity Handout for Learning Plan #10: Nisei Soldiers

Part I— Vocabulary

Directions: Be sure to define the following during your virtual visit to the FDR Museum site. [FDR Museum: Japanese American Internment \(fdrlibraryvirtualtour.org\)](https://fdrlibraryvirtualtour.org)

1. **Internment-**

2. **Internment Camp-**

3. **Executive Order 9066-**

Part II- Japanese American Internment

Directions: Fill out the first two columns of the chart below with your partner.

What do you 'K-know' and 'W-wonder' about the forced internment of Japanese Americans after the attack on Pearl Harbor?

Topic: Forced internment of Japanese Americans after the attack on Pearl Harbor		
Know	Wonder	Learn

Part III – Virtual Museum Exhibit

Directions: Visit [FDR Museum: Japanese American Internment \(fdrlibraryvirtualtour.org\)](https://fdrlibraryvirtualtour.org)

Take a virtual tour of the museum exhibit on Japanese American Internment. Be sure to visit each of the tabs on the tour. Write down what you 'L-Learned' in the final column of the chart above.

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