



Cultivating Life and Well-being: An Exploration of Peace in a Social Studies Classroom

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This curriculum unit is recommended for:
8th Grade Social Studies

Keywords: Peace, stewardship, well-being, immigration, relationships, identity, restoration

Teaching Standards: See [Appendix 1](#) for teaching standards addressed in this unit.

Synopsis: How do I promote peace? It is a big question, but one that bears exploration. In this curriculum unit, students will walk through a series of questions to enable them to propose answers on how they can promote peace for themselves, where they live, and within the context of immigration in America. The series of supporting questions will include: What is peace? How do I promote peace within myself? How do I promote peace where I live? How do I promote peace amongst others? Only after the supporting questions are answered can students turn back to the larger question, how do I promote peace? The goal is for students to be empowered to live lives of peace while promoting it in the world around them. Students should walk away from the unit with the tools to cultivate life and well-being on a personal and local level and then extend those tools to societal challenges we face today, specifically within the topic of immigration in America. Prior to the teaching of this unit, students will have explored the history of immigration in America. Many students will also bring unique perspectives and knowledge from personal immigration experiences. As the number of people born outside of the United States grows in Mecklenburg County and Charlotte Mecklenburg Schools, seeking to promote peace within the topic of immigration is an increasingly relevant topic and one that should be explored.

I plan to teach this unit to 162 students enrolled in 8th Grade American History during the 2021-2022 school year.

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Introduction

Rationale

None of us are untouched by the concept of peace. Despite our inability to always name peace, we can all relate to being wrapped up in its fullness or broken by its absence. I would gather that most of us are *for* peace in our own lives, the lives of our communities, and the fabric of our nations. However, finding moments of peace in our lives becomes difficult in our fast-paced, digitally-connected world. Henri Nouwen resonates with the above sentiments by stating, “We simply go along with the many musts and oughts that have been handed on to us...” (Nouwen 1981, pg. 12). Yet to work towards peace, we shall push aside the "musts" and "oughts" and seek solitude that heals our hurried minds and returns us to our God-given identity as productive stewards that promote peace in our given contexts. The place of solitude brings us peace that we cannot manufacture with our human efforts and allows us to share this gift with others. Those who do not have peace within themselves cannot be a promoter of peace. We can not share what they do not have.

As we work towards peace within ourselves, on a micro-level, how then do we apply it on a macro level? In my CTI Curriculum Unit, that is what I plan to explore alongside my students. As 8th graders, the students in my classroom have not experienced a full, normal school year since the 5th grade. Challenges of the pandemic and rising social and political tensions that have colored our country as of late have revealed a need for genuine, authentic peace. Authentic peace is not just an absence of violence but a type of peace that promotes life and well-being in ourselves, our communities, and our nation. The goal of my curriculum unit is for students to be empowered to live lives of peace while promoting peace in the world around them.

School/Student Demographics

The school where my CTI Curriculum Unit will take place is Martin Luther King, Jr. Middle School. The unit will be included in the 2021-2022 8th grade American History year-long course that is required for all 8th-grade students. The 8th grade American History curriculum includes the teaching of historical and contemporary patterns of immigration in the United States. The total number of students I am responsible for in the 2021-2022 school year is one hundred and sixty-two. Students participate in Social Studies for the duration of the school year in ninety-minute classes every other school day. The breakdown of student demographics based on 2020-2021 data is as follows:

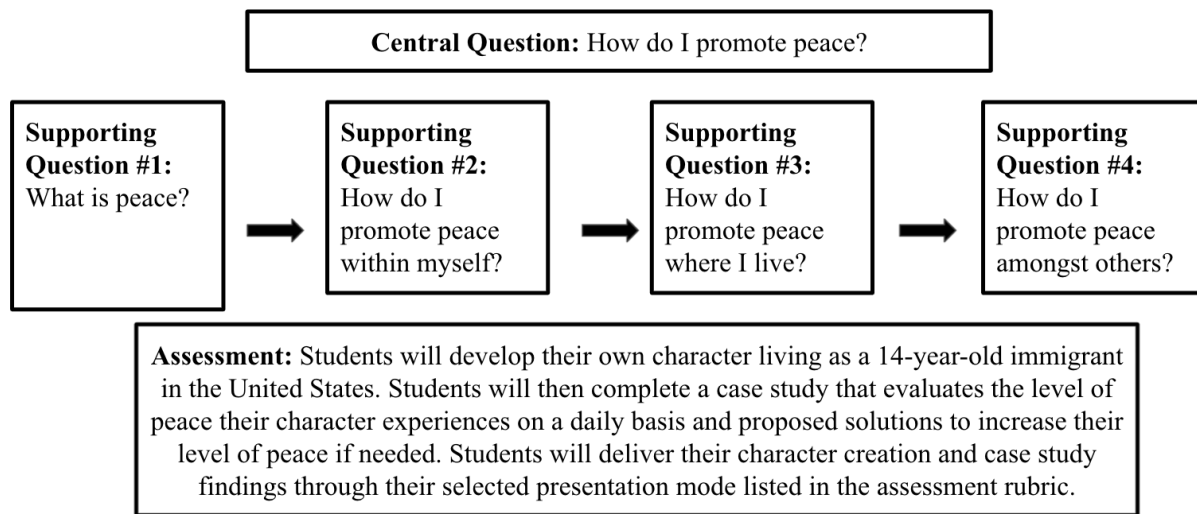
Total Enrollment: 971 Students
Hispanic: 598, 61.6%
African American: 319, 32.9%
Asian: 19, 2.0%
White: 16, 1.6%
Two or More: 9, 0.9%
American Indian: 7, 0.7%
Pacific Islander: 3, 0.3%

Female: 465, 47.9%
Male: 506, 52.1%
SWD: 98, 10.1%
AIG: 15, 1.5%
McKinney-Vento: 37, 3.8%
English Learners: 354, 36.5%

The 8th graders of Martin Luther King, Jr. Middle School bring varying perspectives and cultures to the curriculum unit, enhancing our collaborative research efforts. Many students in my classroom are either first or second-generation immigrants. This perspective will provide rich conversations as we discuss the meaning of peace and highlight cultural aspects that impact the definition of peace. Starting the curriculum unit by exploring peace on an individual level will enable students to share their views of peace and, for those willing, their own experiences and expectations. Studying peace first on an individual level will also build relevance for the unit and serve as an opportunity to diversify students' perspectives on peace.

Unit Goals

As previously stated, the goal of this curriculum unit is for students to be empowered to live lives of peace while promoting peace in the world around them. Students should walk away from the unit with tools to cultivate life and well-being on a personal and local level and then extend those tools to societal challenges we face today, with a special focus on immigration in America. Students will walk away with ideas and tools needed to extend a welcoming hand to those who are new to the country. The unit will be structured around a central question and four supporting questions to work towards our goals. Each supporting question will move students one step closer to answering the larger central question for the unit.



By first analyzing peace and its existence within themselves and their local contexts, students will be better equipped to propose peace-building initiatives within the topic of immigration in America. It is important to note that only after each supporting question is explored can solutions to the central question begin to come forth. It is crucial to resist problem-solving until each question is thoroughly analyzed to avoid answers that lack compassion, sustainability, and wisdom. After exploring the supporting questions, the goal is that students pose productive, compassionate solutions to promoting peace amongst newcomers in America. This unit will be taught in April & May of 2022. By the start of this unit, students will have studied American history from the 1600s to - late 1900s.

Content Research

Before diving into the specifics of the content research, it is essential to acknowledge the principles that have guided my research. First, when it comes to my understanding of cognition, I align closely with the framework created by Benjamin Bloom, known commonly as Bloom's Taxonomy. Bloom's Taxonomy breaks learning into six categories, each with its own subcategories: knowledge, comprehension, application, analysis, synthesis, and evaluation. Each border category is a prerequisite for the next (Armstrong, 2010). For students to analyze, synthesize, and evaluate peace and its effective promotion, they must first understand, comprehend, and apply its principles. The supporting questions for this unit have been designed to support higher-level thinking using Bloom's Taxonomy.

Second, I want to acknowledge my firm reliance on inquiry as a means to learning. My use of inquiry in curriculum design stems from The College, Career, and Civic Life (C3) Framework for Social Studies State Standards created by The National Council for Social Studies. C3's standards recognize the need for students to tap into their "intellectual power to recognize societal problems; ask good questions and develop robust investigations into them" (National Council for Social Studies, 2010). Equipping students to be active participants in society, C3 provides a framework for asking essential questions, conducting adequate research, and taking informed action. As outlined by The National Council for Social Studies, the inquiry model used in this unit will enable students to better solve issues where peace gaps exist in their contexts and the contexts of others.

Third, the use of inquiry to support student cognition would not be complete without adhering to rhythms of reflection and action. When tackling big questions such as "how do I promote peace?" It is crucial not to rush the process. Giving students space to reflect before and after actions are proposed or taken will help keep us on a sustainable path. The peace discovery process will be a cycle of reflection, action, reflection, action (Gallagher, 2014). As discoveries that lead to actions arise, we must use reflection as a means for examination. It was Socrates

himself who warned of the dangers of an unexamined life (Ambury, 1995). The goal is for students to develop productive and realistic solutions, not lofty ideals that only work in theory. In seeking quality solutions, I am reminded of C.S Lewis' cautionary words, "If you look for truth, you may find comfort in the end: if you look for comfort you will not get either comfort or truth — only soft soap and wishful thinking to begin with and, in the end, despair." (Lewis, 1952, pg. 32). If we are to truthfully and with integrity answer the question, "How do I promote peace?" and propose peace-building initiatives, reflection and examination must be our number one ally.

I should also disclose that as a Christian, I am approaching the idea of peace and, therefore, identity from a Christian worldview. Because of my worldview, I assert that our identity as human beings is rooted in the image of God, worthy of dignity and respect, which can not be diminished or altered by any human action. My worldview also supports the notion that every individual has unique gifts and talents, and we should steward what we have been given in a productive manner that allows us to care for our world and those around us. I believe that God is at work in all communities seeking to restore peace to His people. Teachers must be aware of their worldview as it influences our behavior and, therefore, our pedagogy while also acknowledging that our students will come into the classroom with worldviews of their own.

With the disclosure of principles that have guided my research, we can now dive into the content that will provide a knowledge base for each supporting question. Supporting question number one asks, "What is peace?" Solving societal challenges through the lens of promoting peace is a complex task. It is a task that requires humility, patience, collaboration, and a commitment to good research. When using the word peace, I align with Bryant L. Myers's definition that he discusses at length in his book *Walking with the Poor: Principles and Practices of Transformational Development*. Myers looks at peace through the lens of poverty. He defines poverty as "the absence of shalom in all its meanings" (Myers, 2011, pg. 143). Within his definition, poverty is not exclusive to monetary value. Myers describes the absence of shalom as a set of broken relationships that do not promote life and well-being. At the center of the web is the relationship with oneself. It is a foundational aim of peace, then, "to restore our true identity...created in the image of God...as productive stewards faithfully caring for the world and all the people in it." (Myers, pg. 4, 2011).

The relationship with oneself is foundational as we recover our identity. Myers also includes the relationship between one's community, those considered the "other," our environment, and with God (Myers, pg. 144, 2011). It is important to note, as well, that the stated relational spheres are not isolated from the social systems in which cities, states, and countries operate. For the purposes of this curriculum unit, I will focus on the relationship with oneself, one's community, and "others," though themes of environmental stewardship and God-given identity are certainly weaved throughout the content. Bringing it all together, my understanding of peace is first recovering our dignity, worth, and inherent rights as humans.

Then, from a restored identity, recognize our responsibility in this world as being productive stewards with the gifts and resources available to us. Coming from a restored sense of identity and responsibility, we can analyze our web of relationships and evaluate their ability to promote life and well-being (Myers, 2011).

Moving on to supporting question number two, students will explore the question, "How do I promote peace within myself?" Before we can become agents of change, we must go inward and work towards peace within ourselves. Per Meyers' definition of peace, our first task is to come to a restored sense of identity as productive stewards, ripe with value, created in the image of God (Myers, 2011). Do we know our inherent, God-given value? Do we know our rights as human beings? Do we recognize the talents and gifts we have been given? Are we practicing good stewardship of the things we have? If our answer to these questions is no, then this is where we must start. It is essential to note, however, that finding inner peace and seeing ourselves as productive stewards is continuous. We will never reach its finality. We are, after all, humans, and imperfect ones at that. The good news is that's okay! Our work towards having a restored sense of self and becoming productive stewards is not about perfection but a commitment to progress.

Acknowledging that no one person has more value than the other and stating that our value is inherent and not given to us by a government or any other person is a significant truth that we all must grasp. When looking at our value as individuals, we must understand that it is not only inherent but for American citizens, it is codified into law. The preamble of The Declaration of Independence states, "We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness." (Jefferson, 1776). Similarly, the Universal Declaration of Human Rights established by the United Nations in 1948 states, "Whereas recognition of the inherent dignity and the equal and inalienable rights of all members of the human family is the foundation of freedom, justice, and peace in the world." (UN General Assembly, 1948).

In the busyness and chaos of life, it can be challenging to slow down long enough to let the truth of our inherent value become a reality in our minds and our identity. This is why seeking solitude and reflection plays a crucial role in becoming productive stewards. To get away from the chaos and simply *be* is a gift we often do not realize we are missing. It is in this solitude that we learn to step into our value. As Henry Nouwen reminds us, "Solitude is the furnace in which this transformation takes place..." (Nouwen 1981, pg. 10). Not only are we reoriented with our true identity in a place of solitude, but our ability to steward the unique talents and resources we have been given as individuals increases as well. It is out of solitude that compassion grows (Nouwen 1981, pg. 24).

Supporting question number three asks, "How do I promote peace where I live?" Growing in a restored sense of self and becoming a productive steward, we can begin to look outwards at the relationships that exist on a micro and macro level in our lives. We can examine if these relationships promote life and well-being and work to bring about reform if needed. Accordingly, Myers notes that once we are seeing from a restored sense of identity one can, "understand and interpret their context, to figure out who and what is contributing to their current situation, and then decide what they want to do about it." (Meyers, pg. 179, 2011) It is also important to note that the relationships in question exist within the social systems and governing structures at play in our society. Though our lives exist within differing milieus, I will focus on three distinct spheres related to promoting peace where we live. The three spheres to be examined are our relation to resources, work, and growth (Wright 1983, pg. 69-70). Our resources, work, and growth will be evaluated by first acknowledging our responsibility as productive stewards within each sphere. Acknowledging our responsibility as productive stewards we can then evaluate what, if any, factors are hindering our ability to steward each sphere well.

Looking first at the sphere of resources, we must start by defining the term. When talking about the word resources, I am referring to the tools an individual has at their disposal to promote their well-being and the well-being of those around them. Food, shelter, capital, land, information, and a network of relationships are all examples of resources. We must ask ourselves the question, what resources do I have available to me, and am I using them in a wise and productive way? Am I hoarding resources in a way that inhibits someone else from accessing them? Some may not even have access to adequate resources, such as an individual living in a food desert. How do they or others advocate for better access? All of the aforementioned questions can be used as guiding tools to help evaluate how we are stewarding our resources as well as growing awareness and posing solutions for areas in which our access to resources is not working to promote life and well-being.

Moving to the sphere of work, our work as individuals is closely tied with our ability to be productive stewards. Meaningful work allows individuals to contribute to something greater than themselves. Work enables us to be productive members of society and produce goods or services that are integral to our community. "Every human being has a responsibility to work and to enable or allow others to work..." (Myers, 2011, pg. 63). One's relationship with their work depends on the role one plays. Do we hold management responsibilities, and if so, are we stewarding our employees well? Are we allowing fair opportunities for potential, qualified employees to gain access to work? Even if we do not directly manage people, we all manage responsibilities that are given to us within our sphere of work. It is also important to note the rights of employees in the workplace. As we examine our relationship with work, let us remember that our rights to a safe working environment are protected under United States law. Work is not a privilege but a right that should be stewarded well by both the employer and

employee. It should be noted that for students who do not have jobs, the notion of work can be replaced with education.

Looking now to the sphere of growth, we must understand that our growth as individuals brings identity and stewardship to the forefront. To grow, we must realize the capabilities and potential within ourselves and use what we have been given for good. Lawrence Harrison, a scholar in the field of development, noted that “The society that is most successful at helping its people — all its people — realize their creative potential is the society that will progress the fastest.” (Harrison, 1985, pg. 2). Our growth is twofold. One, do I realize that I do in fact have the ability to grow and develop as a human being? Do I recognize the potential inside of me and have a desire to bring it to fruition? Two, what talents have I been given, and how am I utilizing them to promote peace around me? When we use the talents we have been given in a productive and sustainable manner, growth will be an automatic by-product. It should be noted, however, that growth does not always mean becoming larger. Growth involves a pruning process. As we grow, sometimes certain things have to be trimmed away to continue. Growth is very much a cyclical process, and being aware of what stage you are in will make your ability to grow that much stronger. While we should strive for healthy growth and empowerment, we must be cautious of how we view growth. When left unchecked, growth can become a source of greed, exploitation, and injustice (Wright 1983, pg. 81). Is growth coming out of an excessive desire to be the biggest and the best? Or do we grow as a result of our good stewardship and desire to make meaningful contributions?

Finally, supporting question number four asks, "How do I promote peace amongst others?" To answer supporting question number four, we have to define the word "other." The term other simply refers to those "who are different from us due to our different cultural contexts" (Livermore, 2009, pg. 258). From a humble posture, we must bring our perspectives of "others" into check. In his book, *Talking to Strangers*, Malcolm Gladwell reminds us that we must exercise caution and humility when interacting with people of whom our knowledge is limited (Gladwell, 2020). According to a study conducted by the New American Economy think tank, as of 2017, almost one out of every six residents in Mecklenburg County were born outside of the United States (New Americans in Mecklenburg County, 2019). We do not have to go far to encounter someone of a different background, making it all the more imperative to learn how to relate well to others.

When we begin to look at our perspective of others, we see how culture can influence the way we interpret the world and understand one another. Intercultural competence can be what shuts or opens the door to relating to someone we consider different from ourselves. Craig Storti, a well-known professional in intercultural communication, finds that culture is composed of two dimensions, the invisible and the visible. The invisible dimension includes one's assumptions, values, and beliefs. The visible dimension is one's behavior. The relation of dimensions can be

seen with the invisible as the cause and the visible as the effect (Storti, 1998). Before making assumptions about one's behavior, we must acknowledge our potential lack of understanding of their "invisible dimension." We also must bring our own "invisible dimension" under scrutiny and consider how it impacts our view of others.

Building up to the understanding of "others," we must now turn to the specific context in which we are posing solutions, immigration in America. Students in an 8th grade Social Studies classroom will already be familiar with the topic of immigration. Historical and contemporary immigration patterns are already included in the standard curriculum and will be revisited during this unit. Looking at immigration through the lens of peace-building will be an added component that students will engage with during this curriculum unit. To propose peace-building initiatives within the topic of immigration, we must first learn the stories of those who have come to America. Getting to experience anyone's story should always be considered a privilege. The person sharing their story is not a piece of data or an object of research. They are living, breathing, human beings whose stories should be respected, honored, and humanized. I was reminded of this when interviewing career Foreign Service Officer Alex Avé Lallemand. Having experience in both immigration and development, he reminds us that "When anyone is coming from the outside to talk about peacebuilding...they are stepping into a river in the middle of its course. Just like history doesn't end tomorrow, it didn't begin yesterday" (Avé Lallemand). As we seek to understand the experiences of immigrants and newcomers in the United States, we must approach the conversation to listen and learn. We must acknowledge that we are being invited into their story and are not the owners.

Growing up, I had a friend who immigrated from Liberia. Though our backgrounds were quite different, we invited each other into our own stories. I recall her telling me stories of the miles and miles she and her sister walked in escaping conflict and violence in her town, bringing with them all that they could carry. I remember her telling me of the first time she visited a gas station in America and her amazement at the rows of candy aisles. Growing up, I also heard stories from my grandmother of her family's immigration experience. She would proudly tell of her parents, my great grandparents, coming to America with only twenty dollars to their name and persevering to make a home for her and her siblings. Her stories always echoed a fierce sense of loyalty amongst those closest to her, her family, and fellow Italian Americans.

The stories I was invited into not only broadened my worldview but helped me be a better friend and granddaughter. Someone I may have considered the "other" I could now relate to and better understand. Stories of migration and immigration will be tied into the curriculum unit to enable students to relate to other's experiences. As noted previously, many of my students are coming to this unit with personal immigration experiences. It is my hope that in hearing other migration and immigration stories, students will feel empowered and acknowledged in a productive way. As we seek to promote peace for those experiencing immigration in America, let

us not underestimate the power of listening and holding up the stories of others. Only when we understand who the "other" is can we begin to promote peace amongst them. Just as one worked to promote peace within themselves and their communities, the same goals and practices can be applied when promoting peace amongst others. However, to promote peace amongst others, one must first learn to encourage it within ourselves and our community. The goal remains, for ourselves and for others, as the restoration of personal identity, created in the image of God as "productive stewards faithfully caring for the world and all the people in it" (Myers, pg. 4, 2011).

Instructional Implementation

Teaching Strategies

With a range of content research, the task now lies in tying the research together to support the goal of the curriculum unit. The goal remains for students to be equipped with the tools to cultivate life and well-being on a personal level and then extend those tools to societal challenges we face today, specifically immigration in America. For structural and learning purposes, the unit will be centered around the question, "How do I promote peace?" with the following supporting questions:

- Supporting Question #1: What is peace?
- Supporting Question #2: How do I promote peace within myself?
- Supporting Question #3: How do I promote peace where I live?
- Supporting Question #4: How do I promote peace amongst others?

Anchoring the unit with a central question and supporting questions derives from the Teaching and Learning Inquiry Framework. The Teaching and Learning Inquiry Framework allows students to develop critical thinking skills, take ownership of their learning, and develop their voice by articulating their findings (Heinecke, Lee & Molebash, 2019). Valuing and listening to multiple perspectives will also be a crucial strategy utilized throughout the curriculum unit. "When one hegemonic version of the past is presented, especially when it blames an 'Other' for the outbreak and persistence of violent conflict, this raises fears and impedes understanding of complex realities." (Bickmore, Guerra-Sua & Kaderi 2017). To explore sustainable, realistic solutions, my students and I must seek to see and understand multiple narratives to get the most holistic picture possible.

Just as important as it is to gain the most holistic picture possible, I, as the educator, must also examine the perspective in which I approach the curriculum unit. Researchers Michalinos Zembylas, Loizos Loukaidis highlight the role of the teacher's influence by uncovering that "...teachers' emotions and perspectives cannot be divided from their everyday practices and their embodied experiences of difficult histories in their communities." (Loukaidis & Zembylas, 2020). In gathering content related to the present-day immigration challenges, I must constantly

be on guard against my own biases that could influence the materials I curate and the questions I pose. As an educator, my role and, therefore, my teaching strategy is one of a facilitator. My job is to guide students along a path of responding to questions, asking their own questions, gathering credible resources, and thinking critically about what they have discovered.

Classroom Lessons

Teacher notes for lesson #1: All activities, direct instruction audio, and materials needed for the lesson are embedded into an interactive Google Slide. The intention for the Google Slide is for each student to work through their own copy and have direct access to the content. The Google Slide is designed for self-paced, blended instruction but can be used in a whole class, live participation setting. Links to the Google Slides are located below as well as in the [Materials List](#).

Lesson #1
Supporting Question: What is peace?
Learning Objectives: Students will be able to discuss what peace means to them by completing individual writing prompts and engaging in small group and whole group discussions. Students will learn our central & supporting questions for the unit. Students will identify and analyze the definition of the word peace that will be used during this unit.
Materials: Individual copy of the Google Slide interactive lesson via LMS - CTI Unit Lesson 1
Assessment: Student writing prompts, informal assessment via group discussions, completion of Google Slides lesson
Class Time: 90 Minutes

Teacher notes for lesson #2: All activities, direct instruction audio, and materials needed for the lesson are embedded into an interactive Google Slide. The intention for the Google Slide is for each student to work through their own copy and have direct access to the content. The Google Slide is designed for self-paced, blended instruction but can be used in a whole class, live participation setting. Links to the Google Slides are located below as well as in the [Materials List](#).

Lesson #2

Supporting Question: How do I promote peace within myself?

Learning Objectives: Students will be able to identify and analyze their value as individuals.

Students will be able to explore and evaluate their talents/gifts.

Students will be able to interpret primary sources to identify the origins of rights codified into law.

Materials: Individual copy of the Google Slide interactive lesson via LMS - [CTI Unit Lesson 2](#)

Assessment: Student writing prompts, completion of Google Slides lesson

Class Time: 90 Minutes

Teacher notes for lesson #3: All activities, direct instruction audio, and materials needed for the lesson are embedded into an interactive Google Slide. The intention for the Google Slide is for each student to work through their own copy and have direct access to the content. The Google Slide is designed for self-paced, blended instruction but can be used in a whole class, live participation setting. Links to the Google Slides are located below as well as in the [Materials List](#).

Lesson #3

Supporting Question: How do I promote peace where I live?

Learning Objectives:

Students will explain how their relationship to resources, work, and growth can help or hinder peace amongst their communities.

Students will identify and evaluate their relationship with resources as it relates to their well-being and stewardship.

Students will identify and evaluate their relationship with work/education as it relates to their well-being and stewardship.

Students will identify and evaluate their relationship with growth as it relates to their well-being and stewardship.

Materials: Individual copy of the Google Slide interactive lesson via LMS

Assessment: Student writing prompts, completion of Google Slides lesson - [CTI Unit Lesson 3](#)

Class Time: 1-2 90 Minute Classes

Teacher notes for lesson #4: All activities, direct instruction audio, and materials needed for the lesson are embedded into an interactive Google Slide. The intention for the Google Slide is for each student to work through their own copy and have direct access to the content. The Google Slide is designed for self-paced, blended instruction but can be used in a whole class, live participation setting. Links to the Google Slides are located below as well as in the [Materials List](#).

Lesson #4

Supporting Question: How do I promote peace amongst others?

Learning Objectives:

Students will explain and illustrate the influence of culture.

Students will summarize the meaning and impact of in-groups and out-groups.

Students will identify and examine the perspectives they have towards those considered "other."

Students will compare the terms migrant, immigrant, and refugee.

Students will identify push and pull factors in regards to the movement of people.

Students will interpret immigration trends using graphs, interactive maps, and timelines.

Students will identify the steps of becoming a citizen in the United States.

Students will listen and reflect on stories of individuals who have moved into the United States.

Students will evaluate stories of individuals who have moved into the United States and their relationship with resources and work/education related to their well-being.

Materials: Individual copy of the Google Slide interactive lesson via LMS CTI Unit Lesson 4, Part 1 CTI Unit Lesson 4, Part 2
Assessment: Student writing prompts, completion of Google Slides lesson
Class Time: 2-3 90 Minute Classes (Lesson 4 is broken up into two parts)

Assessment

Informal: Informal assessments will include writing prompts, whole group and small group discussion, and the completion of the daily lesson that is electronically turned in via a Learning Management System (Canvas, Google Classroom, etc.).

Formal: As a culminating activity, students will develop their own character living as a 14-year-old immigrant in the United States. Students will then complete a case study that evaluates the level of peace their character experiences daily and propose solutions to increase their level of peace if needed. Students will deliver their character creation and case study findings through their selected presentation mode. Presentation modes include: creating a website, creating a short story, creating an interview, writing a song, creating an infographic, or creating a screencast video.

Appendix I: Teaching Standards

The curriculum unit will be taught in accordance with the North Carolina Essential Standards set by the State Board of Education for the Department of Public Instruction. The standards to be included in the unit are as follows:

- I.1.3 Analyze details, central ideas, and inferences from sources using discipline-specific strategies.
- I.1.5 Identify evidence that draws information from multiple perspectives.
- I.1.10 Identify challenges and opportunities created in addressing local, state, tribal, regional, national, and/or global issues.
- 8.B.1.1 Determine how the relationship between different regional, social, ethnic, and racial groups have contributed to the development of North Carolina and the nation.
- 8.B.1.2 Explain how cultural values, practices, and the interactions of various indigenous, religious, and racial groups have influenced the development of North Carolina and the nation.
- 8.C&G.1.5 Compare access to democratic rights and freedoms of various indigenous, religious, racial, gender, ability, and identity groups in North Carolina and the nation.
- 8.C&G.2 Evaluate the effectiveness of societal reforms.

- 8.C&G.2.1 Summarize the strategies and societal reforms used to address discrimination and oppression in North Carolina and the nation.
- 8.C&G.2.2 Assess the effectiveness of reforms in terms of the impact on individuals, policies, and institutions in North Carolina and the nation.
- 8.H.1.1 Explain the causes and effects of conflict in North Carolina and the nation.

Appendix II: Unit Central & Supporting Questions

The unit central question and supporting questions & accompanying graphic

- Central Question: How do I promote peace?
- Supporting Question #1: What is peace?
- Supporting Question #2: How do I promote peace within myself?
- Supporting Question #3: How do I promote peace where I live?
- Supporting Question #4: How do I promote peace amongst others?



Appendix III: Unit Assessment

Assessment Case Study

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Thank you for choosing my resource! If you have any questions, please contact me at 3s.watson@gmail.com

Fill in the chart below to tell me about the character you have created:

Character's First Name	
Character's Age	
Character's Hobbies/Interests	
Character's Family Members in America	
Character's Home Country	
Possible reasons why your character immigrated to America	

Click [here](#) to create an avatar of your character. Insert an image of your character below:

Promoting peace within ourselves:

If you were living as your character, how would you promote peace within yourself?	
If you were classmates or friends with your character, how would you help them promote peace within themselves?	

Promoting peace where we live:

What is your character's relationship with resources?	
Does their relationship with resources need to be improved? If so, what could be done to improve it?	
Is your solution realistic? Why or why not?	
What is your character's relationship with education?	
Does their relationship with education need to be improved? If so, what could be done to improve it?	
Is your solution realistic? Why or why not?	
What is your character's relationship with the ability to grow?	
Does their relationship with growth need to be improved? If so, what could be done to improve it?	
Is your solution realistic? Why or why not?	

Assessment Rubric

Name: _____ Class: _____ Presentation Type: _____

Instructions

Using your completed case study, present your findings in one of the following ways:
[Create a Website](#), [Create a Song](#), [Create a Video](#), [Create a Presentation](#), [Create a Book](#)

All components of the case study must be well documented in your presentation.

CATEGORY	4	3	2	1	0
Sources	Source information collected for all outside materials used. All documented in desired format.	Source information collected for all outside materials used. Most documented in desired format.	Source information was collected for all outside materials used, but not documented in the desired format.	Very little or no source information was collected and was not in the desired format.	No evidence of source material
Content	Covers topic in-depth with details and examples. Subject knowledge is excellent.	Includes essential knowledge about the topic. Subject knowledge appears to be good.	Includes essential information about the topic but there are 1-2 factual errors.	Content is minimal OR there are several factual errors.	Almost no content or there are multiple factual errors.
Originality	Product shows a large amount of original thought. Ideas are creative and inventive.	Product shows some original thought. Work shows new ideas and insights.	Uses other people's ideas (giving them credit), but there is little evidence of original thinking.	Uses other people's ideas, but does not give them credit.	Mostly plagiarized/copied from some source
Organization	Content is well organized using required format throughout	Uses headings or bulleted lists to organize, but the overall formatting appears flawed.	Content is logically organized for the most part.	There was some organizational structure, mostly just a list of facts.	Almost no structure, hard to find or follow the required information

Materials List

Classroom set of Chromebooks

SmartBoard/Projector

Headphones for students if working at their own pace


Lesson 1 Link:  CTI Unit Lesson 1

Lesson 2 Link:  CTI Unit Lesson 2

Lesson 3 Link:  CTI Unit Lesson 3

Lesson 4, Part 1 Link:  CTI Unit Lesson 4, Part 1

Lesson 4, Part 2 Link:  CTI Unit Lesson 4, Part 2

Assessment Link:  Case Study

Student Resources

2 Mins Short Gratitude Story for Kids: Help Others Value humanity and Time. (2020).

Awesome Brain Retrieved 11/19/2021 from

https://www.youtube.com/watch?time_continue=1&v=Y3cpV_dnN_I&feature=emb_log

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The video listed above depicts the power of using what we have to help others. Students will watch the video and then answer a series of reflective questions. The video is a short animated story with no words. The animation of the video will be particularly useful for ELL students.

Anderson, J. (2018). *Your Value* <https://www.youtube.com/watch?v=yBrRpb8aLwk&t=1s>

The above video goes into an in-depth discussion on how our value as individuals can not be taken away no matter what happens to us. Students will use the video to reflect and explore their own worth and value as well as their mindset towards their value.

Don't Put People in Boxes. (2017) New Hope Church. Retrieved 11/20/21 from https://www.youtube.com/watch?v=zRwt25M5nGw&feature=emb_logo

This video will be used to allow students to visualize the impact of in-groups and out-groups while applying their knowledge of the topic in a reflection response.

Filson, J. (2019). Negative and Positive Peace - When is ending the fight not enough? <https://www.youtube.com/watch?v=0H348UUur9g&t=38s>

John Filson provides an introduction to the concepts of negative peace and positive peace. Filson discusses the need for positive peace in our world and describes the roots of conflict that can work against positive peace. Students will use this resource to compare and contrast negative and positive peace and to begin discussions on how positive peace can contribute to human flourishing and well-being.

Free Personality Test. (2011). 16 Personalities Retrieved 10/30/21 from <https://www.16personalities.com/free-personality-test>

The 16 Personalities Test allows those who complete it to learn their Myers Briggs personality type. The 16 Personalities Test will allow students to explore the areas in which they are gifted and how their unique personalities can contribute to their success as individuals.

"I am American." *Great Immigrants: The Pride of America.* (2015). Carnegie Corporation of New York. Retrieved 11/20/21 from <https://www.youtube.com/watch?v=j5M7W0DYOEa&t=1s>

The story behind this video allows students to see immigration from a personal perspective and build empathy for the immigration experience. The video will be used for students to reflect on their perceptions of the immigrant experience.

McPherson, M. (2020). *The Third Option.* Howard Books.

Students will listen to a portion of the book in order to gain an understanding of in-groups and outgroups. Students will then answer a series of questions to help them reflect on the impact of in-groups and out-groups in their own lives.

Migrant Caravan Stories: Risking Everything For A Better Life | Tracing The Journey. (2019). Time. Retrieved 11/22/21 from <https://www.youtube.com/watch?v=X6ovEGXmQGA>

The stories represented in this clip from Time will allow students to see migration through the eye of someone who has experienced the journey for themselves. The video will help students to have a better understanding of the realities migrants face when journeying to America.

Migrant vs. Immigrant: What's the Difference? (2019).
<https://preemptivelove.org/blog/migrant-vs-immigrant/>

The blog post provides students with a basic understanding of key terms used when discussing the movement of people from one place to another. The terms students will define using this resource are migrant, immigrant, and refugee.

Moore, W., Pedlow, S., Krishnamurty, P., Wolter, K., & Chicago, I. L. (2000). National longitudinal survey of youth 1997 (NLSY97). *Technical sampling report: National Opinion Research Center.*

The National Longitudinal Survey of Youth provides students with data to support the notion that completing their education and accessing full-time employment plays a key role in preventing poverty. Students will analyze the data and reflect on its implications for meaningful education and access to work.

Morales, C. (2019). Children of Oregon's migrant workers: hungry to learn, unsure of their future. Retrieved 11/21/21, from <https://www.oregonlive.com/news/2019/08/children-of-oregons-migrant-workers-hungry-to-learn-unsure-of-their-future.html>

Students will use the story of Bacilio Miguel, represented in the above article, to examine the level of peace that exists within the lives of those who have moved to America. Bacilio's story is especially relevant since he was sixteen years old when the story was written.

New Americans in Mecklenburg County: The Demographic and Economic Contributions of Immigrants in the County. (2019). Gateways for Growth

The Gateways for Growth report provides students data on immigration within their particular county, Mecklenburg County. The data will give students the opportunity to see how relevant the topic of immigration is and broaden their perspectives on who their neighbors are.

Peace, I. f. E. a. (2018). *What is Positive Peace?*. Retrieved 10/24/2021 from <https://positivepeace.org/what-is-positive-peace>

In the above article, students are able to gain an understanding of negative peace versus positive peace. Students are also able to explore the meaning of peace through differing cultural lenses. Students will use this resource to build foundational knowledge for what meaningful peace is and what it is not.

Second Heaven: A young immigrant tells his story of coming to the US from Guatemala. (2019). The Oregonian. Retrieved 11/21/21 from <https://www.youtube.com/watch?v=pXZ914J6yDU&t=1s>

Students will view the story of Bacilio Miguel and his experience in America. Students will learn of Bacilio Miguel's story in their first lesson of the unit and return to his story during the last lesson to apply what they have learned to Bacilio Miguel's experience.

The Declaration of Independence, 1776. (1776). Office of the Historian, Foreign Service Institute. Retrieved 10/30/21 from <https://history.state.gov/milestones/1776-1783/declaration>

The Declaration of Independence provides students with documentation of rights for citizens codified into law. Students will analyze the document and determine the specific rights the document determines.

The North Carolina Constitution, 1776. (1776). North Carolina General Assembly. Retrieved 11/20/2021 from <https://ncleg.gov/Laws/Constitution/Article9>

The North Carolina Constitution will provide students with evidence supporting their right to equal education in the state of North Carolina. Students will read section IX, article 2, and analyze the meaning of the text.

Two Centuries of US Immigration Retrieved 11/21/21 from <http://metrocosm.com/us-immigration-history-map.html>

Students will use this website to view and analyze an interactive map that depicts the movement of people into America from 1820-2013.

UN General Assembly. (1948). *Universal declaration of human rights* (217 [III] A). Paris.

The Universal Declaration of Human Rights specifies the rights that every human being is entitled to. Students will use this document to analyze the rights specified in the Declaration of Human Rights.

US Immigration since 1850: A Statistical and Visual Timeline. The Gilder Lehrman Institute of American History Retrieved 11/22/21 from <https://www.gilderlehrman.org/history-resources/online-exhibitions/us-immigration-1850-statistical-and-visual-timeline>

Students will use the timeline to explore the history of immigration in America. Students will identify key events that took place and how those events impacted immigration patterns.

Zeigler, S. A. C. a. K. (2021).

Monthly Census Bureau Data Shows Big Increase in Foreign-Born.

<https://cis.org/Camarota/Monthly-Census-Bureau-Data-Shows-Big-Increase-ForeignBorn>

Students will use the graph to identify current immigration trends in America. The graph highlights key recent events and shows how data has fluctuated based upon those events.

Teacher Resources

Kathy Bickmore, A. S. K. a. Á. G.-S. (2017). Creating capacities for peacebuilding citizenship: history and social studies curricula in Bangladesh, Canada, Colombia, and México. *Journal of Peace Education*, 14(3), 282–309.

The article, *Creating capacities for peacebuilding citizenship: history and social studies curricula in Bangladesh, Canada, Colombia, and México*, is a helpful resource for any educator engaging in peace education. A key point of the article discusses the importance of teachers being aware of how difficult histories have impacted them and how that impact can influence the way content is presented to students.

Lohman, M. (2017). *Teaching Immigration with the Immigrant Stories Project*.

The Teaching Immigration with the Immigrant Stories Project resource gives teachers helpful advice when approaching the conversation of immigration. Page seven is especially helpful as it lists guidelines for educators to follow, so students who have experienced immigration or migration feel safe during instruction.

McPherson, M. (2020). *The Third Option*. Howard Books.

The Third Option is an excellent resource on racial reconciliation. The book specifically talks about the use of in-group and out-group biases and how they influence the way we interact with those of different backgrounds from ourselves.

Myers, B. L. (2011). *Walking with the Poor*. Orbis Books.

Walking with the Poor provides foundational knowledge for the entire unit curriculum. The definition of peace and the guidelines for restoring peace that is used in this unit derive from *Walking with the Poor*. According to Myers, poverty is the absence of shalom. The absence of shalom is created by a set of broken relationships that do not promote life and well-being. At the center of the web is the relationship with oneself.

New Americans in Mecklenburg County: The Demographic and Economic Contributions of Immigrants in the County. (2019). Gateways for Growth

The above report highlights specific immigration trends for Mecklenburg County. The report is highly useful for teachers within Mecklenburg County to gain an accurate picture of how immigrants contribute to the growth and promotion of our county.

Nouwen, H. J. M. (1981). *The Way of the Heart*. The Random House Publishing Group. Foundations from *The Way of the Heart* are present throughout the entire unit but more specifically within the first two lessons of the unit. Nouwen highlights the importance of slowing down and creating moments of solitude during our day in order to be reoriented with our true identity and value as individuals.

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