

SOCIAL STUIDES GRANT by SRP – ELEMENTARY SCHOOL SAMPLE GRANT

Project Details

Project Title Connecting Students with the World

Cash Requested \$2,500.00

Project Description The implementation of a social studies resource lab will provide kindergarten through sixth grade students the opportunity to explore social studies concepts through cooperative learning activities. Teachers will be able to use these additional social studies resources to go above and beyond what is available in their classrooms to engage and maximize their student’s interest and learning in social studies. The additional social studies resources will help Playa del Rey teachers provide social studies enrichment activities for their students that will reinforce key concepts, promote mastery learning of standards and increase student interest and understanding of social studies. The social studies resource lab for K-6 grades will provide an engaging approach to social studies education because it allows students the opportunity to learn social studies through literature, hands-on manipulative and interactive resources instead of traditional lecture and worksheets.

Project Narrative

Statement of Need A Title 1 school that has a high percentage of low income families. Remarkably, it carries an A+ School of Excellence rating for the hard work and successes happening within the school. The development of a social studies resource lab will be instrumental in providing students additional practice and reinforcement in social studies concepts, while building language skills and strengthening reading comprehension. The resources will provide teachers and engaging way to explore social studies at community, national and global levels. K-6 teachers will follow the Arizona state standards to help guide their social studies lessons in their classrooms. Unfortunately, it is up to the teacher to “create” a fun and engaging way to teach the social studies standards and concepts. With the help of SRP’s social studies grant, these additional social studies resources will provide teachers the needed materials to help boost social studies knowledge. These resources encourage hands-on exploration with the use of realistic props such as a replica of the Liberty Bell, an authentically detailed totem pole, interactive maps and charts, and high-interest reading passages. With the help of engaging text K-6 students can learn about defining moments in American history. Magnetic map puzzles would let kids explore the United States with hands on! These needed social studies resources would help students learn about geography and important state features, while boosting their geography knowledge.

Throughout the year, our teachers focus on deepening the understanding of key social studies concepts. However, it is hard to keep our “digital natives” focused and interested in a world of technology and visual stimulation. The result of this stimulation causes many students to get bored with lecture and worksheets. In the classroom, teachers are constantly creating foldable activities and projects to hold the interest of their students. Hands-on social studies activities, games, and new technologies would provide engaging extensions to the textbook and reinforce key concepts while helping to strengthen student knowledge and understanding.

SRP's grant dollars will help students fulfill their need to strengthen social studies education by providing the interactive hands-on manipulative and resources for the resource lab.

Project Activities and Timeline The main component for this proposed project is to establish a social studies resource lab filled with hands-on manipulative that teachers can checkout and use to reinforce concepts taught in the classroom. The resources will be non-consumable; making them 100% reusable to our teachers and students. The various social studies resources will be enough for classrooms to use together in a whole group setting, small cooperative learning groups and even independent study.

Student Impact This social studies resource lab has the potential to positively impact 530 students, during the first year. That consists of 20 classrooms totaling 530 students that have the learning opportunity to be positively impacted with these resources. By ordering reusable resources, the positive impact for the future is endless. This social studies grant will establish a foundation that can be built upon year after year. The proposed project is renewable and will expand in subsequent years to add more hands-on social studies manipulative resources resulting in a high impact per dollar funded per student and future students.

In addition to the thousands of students, the proposal will serve over time, family members, siblings, the community, and teachers will also be positively impacted. Students will be able to go home and proudly share what new social studies concepts they have been using in class to strengthen their learning and understanding. Students will be able to share with their parents the concepts they have learned. The resource lab will impact teachers by giving them the needed social studies supplies to provide enrichment activities to their students in order to reinforce state and common core standards.

Grade Levels Benefitting K, 1st, 2nd, 3rd, 4th, 5th, 6th

Evaluation Process The objective of the social studies resource lab is to provide hands-on manipulative to enhance the classroom social studies program. I plan to evaluate the success of the social studies resource lab by talking with teachers and students that had the opportunity to interact with the hands-on resources. Student attitudes will serve an important part of the evaluation process. Did the social studies resources engage student learning and help enrich key concepts? Did the hands-on resources compliment the classroom curriculum? Teacher observations throughout the year and student surveys or rubrics expressing their knowledge, skill, and attitude toward social studies will also help evaluate the success of the project.

Budget Information

Expenses

Total Project Budget \$2,500.00

Budget Narrative Resource & Quantity Unit Price

- 3 - Chromebooks Gr. 5-6 (research) (3 X \$300.00) \$900.00
- Social Studies Resource Boxes Gr. 1-3 \$380.00
- Social Studies Literature Libraries Gr. 1-3 \$160.00

(Holidays & Festivals, Landforms & Mapping, Unites States, People Long Ago, Native Americans)

- Social Studies Resource Boxes Gr. 4-5 \$380.00
- Social Studies Literature Libraries Gr. 4-5 \$215.00

(Explorers, American Revolution, Westward Movement, United States Government, U.S. States & Regions)

- U.S. Magnetic Map 4 X \$20.00 \$80.00
- Geography Skills Match-Ups Gr. K-3 \$40.00

(U.S. Symbols & Landmarks, Landforms, U.S. States & Capitals)

- Grab & Play Social Studies Games \$95.00

(Native Americans Game, Explorers Game, United States Game, The World Game, Landforms & Mapping Game)

- Hands-On Teaching Globe Gr. K-6 5 X \$30.00 \$150.00
- Social Studies Instant Learning Centers Gr. 2-3 \$100.00

(Economy, U.S. Symbols, Then & Now, Landforms & Mapping, Cultures Around the World, Continents & Oceans)

Cash Requested from SRP \$2,500.00

SOCIAL STUDIES GRANT by SRP – JUNIOR HIGH SCHOOL SAMPLE GRANT

Project Details

Project Title Literature Makes History Accessible

Cash Requested \$1,900.00

Project Description Students will critically analyze historical fiction through the lens of four middle school protagonists who are all experiencing the same world-altering event of 9-11. The students will examine literature and primary/secondary source documents to explore the essential idea of interconnectedness between people and nations. After studying the texts, the students will look at various anthems from around the world and find common threads. The students will show objective mastery through the writing of a unique anthem which represents these same themes. All 8th grade ELA students at Kino Junior High will complete this literature/history unit and complete the mastery project by the end of the first quarter. These classrooms currently have limited materials and resources; while sources for 9-11 are available, we currently have no literature to connect with this social studies topic, and this particular novel will create a natural bridge between the students and the content.

Project Narrative

Statement of Need The students in our classrooms represent multiple nationalities, languages, religions, and other cultural backgrounds. It can be difficult for our students to find themselves in the literature or social studies topics that are studied in 8th grade. Because our students largely come from disadvantaged backgrounds, they have little experience with reading and are not intrinsically motivated to learn from texts and don't believe they have a voice in this very large world. This text will allow the students to experience a historical event through the eyes of characters like Sergio, with an absentee father, Will, who lost his father in a tragic accident and whose family doesn't know how to move forward, Naheed, who struggles to fit in at a new school and make her Muslim identity make sense to others, and Aimee, who finds herself in a new school in a new city that feels a world away. Reading this novel together will allow our students to delve into those character identities, make connections, and explore the events of 9-11 in a meaningful way. Having class sets of this novel will allow us to read as a class, making the content more approachable to students because we can take those breaks to discuss questions and ideas, perform the literary and historical analysis, and connect with various primary and secondary source documents.

Project Activities and Timeline This book will be aligned with the anniversary of 9-11 to create additional relevancy. The students will read the novels in a whole group setting. Primary source documents will be studied throughout the novel, including various speeches by George W. Bush immediately following the attacks, the House of Representatives Debate of the House Joint Resolution authorizing the use of U.S. armed forces, George W. Bush's Executive Order (dated 9-14-01), and the USA Patriot Act. Secondary sources, including documentaries, interviews, and excerpts from news outlets will be included. The students will independently research anthems from nations around the world. All sources will be analyzed for literary and historical purposes. The students will record their analyses of the anthems on the attached document, and will draw from it themes which they want to

include in the creation of their own anthem. The students will use a planning guide and rubric for their final product. All activities will align to both ELA and Social Studies standards.

Student Impact This project will provide enough books so that each student in the grade level can fully engage in the ELA and Social Studies standards and be able to master the objectives in such a way that shows meaningful learning of the content and meaningful personal connections. The students, upon completion of this unit, will have a new understanding of how the world was impacted by the events of 9-11, and how they can see themselves represented in literature and hence the world around them. The students will learn analysis and writing skills that will transfer to other content areas and topics, and will empower them to share themselves through their writing. This project will immediately serve 500 students, and is sustainable for many years. The materials used allow for the curriculum to be modified and adjusted as often as necessary to meet the needs for each individual student and to connect to current events as they occur. This will be used in all classrooms, from inclusion, to general education, to gifted education. Each activity and lesson will be created at multiple tiers to meet all learning levels. Ideally, this project will teach students how they can seek to understand the world, but more importantly how they can use the types of literary devices and historical context they see in these readings to share their own valuable narratives with that world.

Grade Levels Benefitting 8th

Evaluation Process A complete planning guide and rubric will be designed with ELA and Social Studies standards to ensure mastery of all objectives are met. Students will show mastery of the objectives through content understanding, literary analysis, historical analysis, understanding of all literature, primary, and secondary source documents, and context in their own writing. The students will be able to write a unique anthem which conveys themes found in the 9-11 unit and national anthems studied. A sample task analysis sheet is attached, which would be presented to the students as one component of their overall unit lessons.

Anthem Analysis

Essential Questions:

What does analysis and comparison of the anthems reveal about what each nation holds as dear to them?

What common threads are found in the anthems?

In what ways do I personally identify with each of these anthems?

Directions:

Research anthems around the world. Select three (your choice) to analyze. You will perform your detailed literature and historical analysis on a separate document, in which you will copy the lyrics and show your analysis through annotations and interaction with the text. This section is where you are to record the summary of your learning experience. Use the essential questions to guide your critical thinking and analysis of the anthems. After you complete this, you will move on to the writing guide for the creation of your own anthem.

Anthem #1
Country of Origin:
Title:

Anthem #2
Country of Origin:
Title:

Anthem #3
Country of Origin:
Title:

What themes do I see in each of the anthems? For each theme, cite evidence to show how you know.

How do these anthems contrast?

How do these anthems compare?

What personal connections have I found in these anthems? Think locally and globally.

What will I draw from these anthems as important to include in my own anthem?

Budget Information

Expenses

Total Project Budget \$1,900.00

Budget Narrative This budget will allow for 175 hard copies (enough for each student at grade level to have a copy in front of them) of the novel "nine, ten: A September 11 Story." The full amount of this budget will be used to purchase books.

Cash Requested from SRP \$1,900.00

Itemized SRP Cash Expenditures:

175 copies of "nine, ten: A September 11 Story" \$1,900.00

SOCIAL STUIDES GRANT by SRP – HIGH SCHOOL SAMPLE GRANT

Project Details

Project Title "Refugees, Genocide, & "Never Again"

Cash Requested \$2,500.00

Project Description The primary aim of this project is to bring a moderated Film/Book Series to my school throughout 2017-2018 to:

- increase student awareness on Human Rights issues in the area of refugees and historical and contemporary genocides.
- examine the preponderance of post-Holocaust evidence that refutes the romanticized notion of "Never Again."
- engage students in authentic interactions with individuals who are genocide survivors (or children of survivors) or former refugees AND with individuals who work with agencies devoted to genocide education or refugee advocacy and assistance OR journalists, authors, film-makers, academics who have research and expertise in genocide or refugee fields.

A series of "book talks" AND film screenings with post-film Q&A sessions would feature presentations on the history, geopolitics, and human rights perspectives of genocide (both historical and contemporary) and refugees. This would occur in classrooms during the school day and/or evening events open to the entire community.

Project Narrative

Statement of Need As a teacher of World History, it is my firm belief that the majority of my students (as well as many Americans) are unaware of the true nature of the depth and complexity of the issue of genocide or plight of refugees, including many who are resettled within the Phoenix metro community. Part of the reason for this is lack of education about the issues AND lack of genuine contact with people from cultures other than their own. My hope is to try to remedy both of these shortfalls through a book/film series with one of the most important components being genuine contact with people who are willing to share their stories of resilience. Red Mountain HS has a less culturally diverse student body compared to other high school campuses in Mesa thus the need exists to provide my students with multicultural perspectives.

SRP grant dollars will provide the means to purchase documentary films, class sets of books, and provide honorariums to speakers who can educate and engage students on genocide (historical and contemporary) as well as raise their awareness of and empathy towards refugees, especially those groups who are in resettlement programs in the Phoenix Metro area.

A secondary aim of this grant project is to provide partial funding of a \$250 participant fee for me to attend a Summer Institute on genocide education in Bosnia called "Srebrenica University." I would provide my own funding for airfare to Sarajevo and food expenses during the program. The 10-day program focuses on the Srebrenica Genocide of 7,000+ Bosnian Muslims during the Civil War in 1995. I

would learn from a panel of experts and survivors and participate in the memorial peace march. My intention for attending the institute is to gain background and expertise in the topic as well as to make contacts with individuals who would be willing to engage with my students online (discussion boards, Google Hangouts, Skype) during the 2017-18 school year. For detailed information on this program, please check: <http://www.srebrenica.international/>

Project Activities and Timeline The timeline for the project would be throughout the 2017-18 school year. My aim is to feature ONE book talk or film screening per quarter on a "To be Arranged" basis depending upon the availability of the speakers/authors and working around the overall school calendar of events. Once I know I have received the grant, I would sit down with the Red Mountain HS Assistant Principal of Student Activities to coordinate dates/times and campus facilities for the book talks and film screenings. The goal is to have all classroom and campus events done prior to April 2018 so that students can create and display their Human Rights exhibit showcasing their reflections on the books and films series during the month of April during Genocide Awareness Month. I am hoping to collaborate with Scottsdale Community College as the venue to display the student work during their annual Genocide Awareness Week (mid-April) OR perhaps display student work in conjunction with SRP's Gallery in the Tempe Office location.

The curriculum aligned goals are to align with the HS World History standard, Concept 6, PO 6. Examine genocide as a manifestation of extreme nationalism in the 20th century (e.g., Armenia, Holocaust, Cambodia, Bosnia, Rwanda, Kosovo and Sudan). AND the HS Geography standards Concept 4, PO 2. Analyze push/pull factors that contribute to human migration. AND PO 3. Analyze the effects of migration on places of origin and destination, including border areas.

Components & Activities include the following:

- * Book Talk with author Marty Brounstein on "Two Among the Righteous Few," a story of Holocaust Rescuers. At the conclusion of Marty's presentation, his wife is revealed to be the baby, a character in his book, whose life was saved by the Dutch Catholic couple.
- * Film screening of "Rain in a Dry Land" a documentary of Somali refugees fleeing civil war and their challenges with resettlement in the US. Post-film speakers will be Program Director from Somali Association of Arizona. Authentic Somali food samples will be served during the film reception.
- * Film screening of "God Grew Tired of Us" a documentary on the Lost Boys of Sudan who fled civil war and genocide. The "lost boys" were selected from refugee camps in Kenya and brought to the US for resettlement. Post-film speakers will be representatives from the Lost Boys Chapter in Phoenix.
- * Book Study done in collaboration with the ELL (English Language Learner) teacher and the ELL Inclusion World History class on the book "Zlata's Diary" a narrative written by Zlata Filipovic, "the Anne Frank of Sarajevo," who wrote about life during the civil war in Bosnia and her family's rescue and resettlement by UN troops. Anticipate online book talks with Bosnian civil war survivors I meet this summer at the "Srebrenica University" genocide education institute.
- * Book Talk with author Halima Abdirazak on "My Father's Legacy: A Somali Woman's Journey from Somalia to US" her autobiography of escape from civil war, life in refugee camps, and adjustment to life in the US.

The selected book titles have been vetted for alignment with Arizona's College and Career Ready Standards for English language arts (ELA) and literacy in history/social studies. As the content area expert in history/social studies, I will facilitate lessons & activities to teach the historical era, geography, and social justice issues that comprise the setting and cultural context for each book or film to give students appropriate background in preparation for speaker events. For the ELL Inclusion class collaboration, my ELL colleague will utilize the selected book, "Zlata's Diary," as the literature content to help her students develop their proficiency levels in reading, writing, grammar as well as to enhance their speaking and listening skills.

Student Impact Estimate the potential number of students positively impacted by participation in this project would be 150 (Five sections at 30 students per section.) plus an additional 200 students from colleagues' World History and AP Human Geography classes who attend the community film screenings and book talks that are held in the evenings. The evening film screenings and book talks will be advertised to our feeder junior high schools (grades 7-8) through their Social Studies teachers inviting their students and families to attend as well.

Grade Levels Benefitting 9th, 10th, 11th, 12th

Evaluation Process Students will be evaluated based upon a culminating project in which they will create an exhibit "Human Rights: Refugees, Genocide, and "Never Again" that showcases their reflections on the book and film events. The exhibit will feature book/film reviews, author profiles, genocide survivor and refugee interviews or correspondence, and infographics on stages of genocide and refugee statistics in Arizona and the US. The exhibit displays can be in digital or tangible format. Students will help the teacher to come up with the exhibit criteria, rubric and choices for medium used.

Budget Information

Expenses

Total Project Budget \$2,500.00

Budget Narrative Total Budget Project consists of payment for:

- * class sets of books
- * documentary films
- * honorariums for speakers for book talks, post-film Q&A, and one day speaker-in-residence
- * food for film screening receptions
- * registration fee for Summer Institute on genocide education at "Srebrenica University"
- * cost for Substitute Teacher Coverage for Genocide Awareness Exhibit Day

May seek additional funding to pay for buses and teacher substitute coverage for a Field Trip to take selected students to participate in Scottsdale Community College's Annual Genocide Awareness Week in April 2018. I would submit a grant proposal to Target Field Trip Grants for Schools.

Cash Requested from SRP \$2,500.00

Itemized SRP Cash Expenditures:

Food for Film Screening Receptions	\$200.00
Documentary Film "Rain in a Dry Land"	\$260.00
Documentary Film "God Grew Tired of Us"	\$10.00
Speaker Honorarium Book Talk	\$100.00
Registration Fee	\$270.00
Substitute Teacher Stipend	\$100.00
Honorarium for Speaker-in-Residence	\$500.00
Class Set "Two Among the Righteous Few"	\$330.00
Class Set of Books: Zlata's Diary	\$260.00
Class Set of Books: My Father's Legacy	\$330.00
Speaker Honorarium Post-Film Q&A	\$100.00
Speaker Honorarium Post-Film Q&A	\$100.00
Speaker Honorarium Book Talk	\$100.00