



Lesson 4

You and Your Community's Past, Present and Future

Overview

Vel Phillips's community influenced who she became. During this lesson, students take a closer look at the meaning of home and people's differing perceptions of their community. Students will reflect on their impact on their community when they set a goal that addresses a community issue.

Lesson Standards

Wisconsin's Model Academic Standards for Social Studies

Standard C: Political Science and Citizenship

C.12.10 Evaluate the ways in which public opinion can be used to influence and shape public policy

Common Core State Standards for English Language Arts

RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

WHST.9-10.2.a Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

Lesson Targets

Students will reflect on what home means to them.

Students will capture, title, and share eight pictures that represent their home, as well as one image representing a place they believe Vel felt was her home.

Students will choose five images, one from five different peers, and record a new understanding or perception of their community they gained from the image.

Students will create an attainable goal for how they can address a community issue they identified.

Materials

- *Vel Phillips: Dream Big Dreams*, segments: *1924 Early Years* through *1948 Law School* (00:00-08:27) and *1971 Children's Court Judge* through *1978 Secretary of State* (41:15-56:46)
- *Home* worksheet (provided, one needed for each student)
- camera

Lesson Procedure

First ask students, "Where is your home?" Some students may identify the place they live, school, or another location they spend much of their time. Next ask students, *"What are some characteristics of a home?"* Responses may include, "A place where I feel safe," or "Home is where people I love live."

Teaching Guide



You and Your Community's Past, Present, and Future - Lesson 4 cont.

Have students complete *Part 1* of the *Home* worksheet.

Tell students they are going to watch a documentary about Vel Phillips, and they are to take note of different places Vel might call home using the characteristics they described. Show students *Vel Phillips: Dream Big Dreams* segments: *1924 Early Years* through *1948 Law School* and *1971 Children's Court Judge* through *1978 Secretary of State*.

Next, instruct students to complete *Home: Part 2* worksheet. In small groups, have students share their *Part 2* responses.

Students will next use a camera to take a picture of something that symbolizes each of their responses to *Part 1* and *Part 2*. The picture can be of the place they are describing or a representative of the place. In total, students should have eight pictures.

Students must write a title for each picture, recording them in *Part 3* of *Home*. All pictures should be printed and displayed with their titles. To do this, students can adhere the pictures to a poster board, create a photo album, etc. Optional: Rather than printing the pictures, a digital tool, such as Instagram, can be used to upload and share the images.

Once complete, students will then look at their peers' pictures and titles, choosing five that lead to a new understanding or perception of their community. For each selected image, students must record their peer's name, the image title, and their new understanding or perception in *Home: Part 4*.

Finally, students will complete the final reflection of home and their community in *Home Part 5*. In this section, students will also write a goal and proposal for how they can address the community issue they identified in *Part 1*.

.....
name

Home

Part 1: Complete the following.

Favorite place to relax or spend time:

Describe why you enjoy this place.

.....

.....

.....

.....

.....

Person that supports you:

Explain how this person supports you.

.....

.....

.....

.....

.....

Street or road that is meaningful to you:

Describe why this road or street is meaningful.

.....

.....

.....

.....

.....



Favorite room in the school building:

Tell why this room is special.

.....

.....

.....

.....

Favorite activity:

Explain why you enjoy doing this activity.

.....

.....

.....

.....

Major issue in your neighborhood:

Tell why you selected this issue.

.....

.....

.....

.....

.....

A place you call home:

Describe why this place feels like home to you.

.....

.....

.....

.....

.....

Part 2: Complete the following.

Thinking about the characteristics that make a place a home, what is one place you think Vel called home?

.....

Describe why you think this place felt like home to Vel.

.....

.....

.....

.....

Part 3: Using a camera, take a picture of something symbolizing your responses in Part 1. You should have eight pictures in total when complete. Be creative. For each picture, create a title using no more than four words. Record your titles below.

.....
title 1

.....
title 5

.....
title 2

.....
title 6

.....
title 3

.....
title 7

.....
title 4

.....
title 8

Part 4: You and your peers will share your images with each other. While looking at your peers' pictures, choose five images that lead to a new understanding or perception of your community for you.

For example, an image that leads to a new perception of your community could make you think, "I did not know my community had...." Or "I didn't realize our community...."

Record your peer's name, the image title, and your new understanding or perception.



peer name

image title

new understanding or perception:

.....

.....

.....

.....

peer name

image title

new understanding or perception:

.....

.....

.....

.....

peer name

image title

new understanding or perception:

.....

.....

.....

.....

peer name

image title

new understanding or perception:

.....

.....

.....

.....

peer name

image title

new understanding or perception:

.....

.....

.....

.....

Part 5: Complete the following.

What did you notice during this activity?

.....

.....

.....

.....

Did any of your peers' images surprise you? Explain.

.....

.....

.....

.....

Describe your peers' perception of home compared to your own.

.....

.....

.....

.....

Were you and any of your peers living in the same part of the community? If so, did you have similar or different perceptions? Explain.

.....

.....

.....

.....

.....

Why is it important to reflect on individual's perceptions of their home or community when an organization is implementing changes to a community? Explain.

.....

.....

.....

.....

.....

How did Vel Phillips decide to respond to differing perceptions within her community?

.....

.....

.....

.....

.....

List other community issues your peers identified.

.....

.....

.....

.....

Which of the community issues identified by your peers surprised you? Explain.

.....

.....

.....

.....

Name one issue in your community, and write a goal about something you can do to address the issue.

.....

.....

.....

.....

.....

.....

Create a proposal for an activity you can lead that addresses the community issue and helps you achieve your goal.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....