

Curriculum Packet For High School Teachers



In this packet, you'll find some lesson ideas for your classroom, to help build student awareness about the attacks on the public sector and to generate their participation in March events.

A more thorough Curriculum Packet will be available on www.againstcuts.org soon!

If you're interested in contributing to the curriculum packet, please contact morrisonk@galileoweb.org.

Teach-in Ideas

Unit Objectives:

Student will draw a picture, write, or "act it out" to demonstrate understanding of the effects of less funding for our school site.

Student will communicate their personal feelings about the cuts through protest chants, signs, and/or letters to government officials.

Big ideas

Civil rights - Public education - Our Responsibility/Right (can discuss Freedom of speech at this time) to convey our message

DAY 1 - Intro and Discussion to Activate/Build Background

What do we need money for at DFES? Why?

What would our school look/be like with/out _____(programs/people)_____?

Some facts of the crisis - state has x amount of money - they allot 80% for schools.

This year, the state has cut 4 billion from education (K-College). (Find more on your "Talking Points")



At our school, the missing money will have this effect:

Teachers at our school could be gone - will go to another school or won't have a job at all next year.

Class sizes will change - there will be more kids in each room (K-3 25-30).

What will this mean to our kids?

Furlough days - no teachers, no seeing your friends, not a holiday for a good reason; all this means no learning

Programs/teachers/support gone - art, PE, dance, music, LSP/counselors

Activity:

Respond: Drawing/Writing/Acting: Students show how our school would be with and without budget cuts see example photo drawing

DAY 2-? - People who make a difference/ Social Justice Movements

How movements start for making social change? How can one person and many people can make a difference?

Read alouds (LT has 1 copy of second grade Time for Kids social studies and "What Can One Little Person Do" song, other read alouds can be checked out from DFES library- see Carol for special stack)

Discuss leaders (MLK, Rosa Parks, Cesar Chavez, Ghandi, Mother Teresa, etc.)

After each read aloud/song, fill in Graphic Organizer example below (using portraits and photos, words):

Name of "Hero for Change"	What they were fighting for	How they fought (upper grades?)	What they attained (upper grades?)
MLK and Rosa Parks	Equal Rights / end of Jim Crow Laws	Peace marches, sit-ins, speeches, songs	Civil Rights Act, Obama
Gandhi	Independence for India from England	hunger strikes, etc	

Cesar Chavez	Fair Labor Practices (agriculture) / Justice and Equality for Immigrants	hunger strikes, peaceful marches, etc	
Mother Teresa			

MLK (and others) didn't think things were fair. He protested to let the government know that he did not agree with many laws. Others agreed with him and joined him in his peaceful fight. Equal rights for all didn't happen overnight. He had to fight for fair rights for a long time. 100 years after A. Lincoln, MLK marched and the Civil Rights Act was passed. Only 40 years later, United States has our first black president.

Hopeful conclusion:

Freedom of Speech is a right. Public education is a right. You can't let life pass you by, you have a right to equality and freedom.

If you want change, you have to stand up for it; no one will do it for you. You can't assume that someone is going to take care of it for you.

DAY 3 - Take Action!

What will we do? What are some ways we can let the state know what we want? How will we get it?

March and protest in the streets like MLK/Chavez on March 4th

Make posters/signs to carry

Can you read it from a distance? In one second, can you "get" the message? Use symbols to convey ideas quickly - Put a commonly used symbol to new use

Use contrasting colors or b & w so the sign "pops"

A picture's worth a thousand words (look at successful campaigns)

Take pictures of student signs and put them on the web or send to news

Research education news headlines, discuss, cut and paste
Think of direct statements and questions directed to elected officials
A good question makes a powerful sign
Quote good poetry- use it to make a point
Peruse the web for other protest signs- how do they relate? Some examples
(photos of people holding signs w/ various texts):
http://www.bbc.co.uk/worldservice/specials/160_slogans_lse/page16.shtml

Make chants

Be rhythmic - best is four beats per line or two beats per line, esp. when marching:

"No ifs, no buts, no education cuts"

"You say cut backs" "We say fight back"

Use fill in words for rhythmic scanning or build-up

"Hey hey, what do you say... Education is not for sale"

Use call and response: "What do we want?" " _____!" "When do we want it?" "NOW!"

Try to use short words if many are chanting together (except "education")

Last word in line often carries most importance

Use a familiar tune or musical phrase (e.g. the tune to "we will, we will rock you...")

Use the tune of a protest song that's been around awhile (e.g. "We Shall Overcome")

Use end rhymes (last word of line rhymes w/ line before)

Use AA BB rhyme form (last word of line rhymes, in couplets)

Collaborative Writing and Chanting

Choose two students' chants that say different things and alternate chanting them

Choose two or three students' chants that say similar things and make them into one effective chant

Choose one student's statement and add other student's ideas as rhythmic tags that amplify the statement. Keep the beat though!

Divide class into sections that do call or response, statement or tag
Write letters to elected officials (can be done on day of March 4th)
(addresses attached)

What will you do to ensure March 4th is a success?

Other Ideas

No Homework that night/week if you attend the march and rally.

Extra credit - come up with a chant to say at the rally (see Ms. Sumner's email)

Integrate with another Cause and Effect lesson: Because the district/state takes money away, we will have no/less _____.

On January 11, 1944, in the midst of World War II, President Roosevelt spoke forcefully and eloquently about the greater meaning and higher purpose of American security in a post-war America. The principles and ideas conveyed by FDR's words matter as much now as they did over sixty years ago, and the Franklin D. Roosevelt American Heritage Center is proud to reprint a selection of FDR's vision for the security and economic liberty of the American people in war and peace.

“The Economic Bill of Rights”

Excerpt from President Roosevelt's January 11, 1944 message to the Congress of the United States on the State of the Union

It is our duty now to begin to lay the plans and determine the strategy for the winning of a lasting peace and the establishment of an American standard of living higher than ever before known. We cannot be content, no matter how high that general standard of living may be, if some fraction of our people—whether it be one-third or one-fifth or one-tenth—is ill-fed, ill-clothed, ill-housed, and insecure.

This Republic had its beginning, and grew to its present strength, under the protection of certain inalienable political rights—among them the right of free speech, free press, free worship, trial by jury, freedom from unreasonable searches and seizures. They were our rights to life and liberty.

As our nation has grown in size and stature, however—as our industrial economy expanded—these political rights proved inadequate to assure us equality in the pursuit of happiness.

We have come to a clear realization of the fact that true individual freedom cannot exist without economic security and independence. “Necessitous men are not free men.” People who are hungry and out of a job are the stuff of which dictatorships are made.

In our day these economic truths have become accepted as self-evident. We have accepted, so to speak, a second Bill of Rights under which a new basis

of security and prosperity can be established for all—regardless of station, race, or creed.

Among these are:

- The right to a useful and remunerative job in the industries or shops or farms or mines of the nation;
- The right to earn enough to provide adequate food and clothing and recreation;
- The right of every farmer to raise and sell his products at a return which will give him and his family a decent living;
- The right of every businessman, large and small, to trade in an atmosphere of freedom from unfair competition and domination by monopolies at home or abroad;
- The right of every family to a decent home;
- The right to adequate medical care and the opportunity to achieve and enjoy good health;
- The right to adequate protection from the economic fears of old age, sickness, accident, and unemployment;
- The right to a good education.
- All of these rights spell security. And after this war is won we must be prepared to move forward, in the implementation of these rights, to new goals of human happiness and well-being.
- America's own rightful place in the world depends in large part upon how fully these and similar rights have been carried into practice for our citizens.

Source:

The Public Papers & Addresses of Franklin D. Roosevelt (Samuel Rosenman, ed.), Vol XIII (NY: Harper, 1950), 40-42, Retrieved from:

http://www.fdrheritage.org/bill_of_rights.htm

Budget Cuts

High School 9-12

1. **Anticipatory Set:** Write the following information on the board—

- OVER \$18 Billion Dollars Cut from Education in the last 3 years.
- California ranks at the bottom of all 50 states in the ratios of teachers, counselors, librarians, and nurses to students.
- California is the 9th largest economy in the world.

On the board or on an overhead, write down the following questions. Students should respond to them on sheets of paper (to be turned in) or in a journal (if this is a classroom tool):

1. What should EVERY CHILD have for the simple reason they are born into the world as a human being?

2. Why do families fail to provide these needs?

3. Do you think governments meet the needs of our youth? Why or why not?

4. Do schools meet students' needs? Defend your reasoning.

2. **Transition:** What does the financial loss on the board lead to? What are the consequences? What are your ideas about questions 1-4? Q and A about these facts.

3. **Class Activity: 1.** Divide students into groups of 3-5.

2. Hand out “The Rights of the Young” Activity

3. Review each section with students

4. Check for understanding

5. Give students 30-40 minutes to discuss each section and to write down their insights.

6. Share and Respond: Come together as a class to discuss group work

4. This activity can lead to a variety of class activities, project based assignments that extends their observations and suggestions beyond the classroom:

-letters to SF government, school administration, or Sacramento

-Visual and video projects

-March 5th demonstration (activist activities) in Sacramento

-March 1st actions at school/in city

Group Activity

The Rights of the Young

Directions:

With the ideas we've been discussing today in mind, respond to the following sections as honestly as possible. Your insights should appear in bulletin format, and each section should have FIVE OR MORE suggestions.

I. Current Family Lifestyles _____ Causes _____

***-Below, create a list of FIVE OR MORE
common family struggles in American society.
List causes of these struggles to the right.***

**II. Current Problems/Conflicts in
San Francisco Neighborhoods (i.e. streets,
Muni/Bart, law enforcement,**

parks) Causes

-Below, list FIVE OR MORE problems you see in our community. List causes to the right.

III. Current conflicts/problems in San

Francisco public schools Causes

-Below, create a list of FIVE OR MORE current problems/injustices occurring within the school system. List causes to the right.

IV. ***DESIGN YOUR OWN SCHOOL!*** –if someone asked you to redesign and improve schools, what would you change? What would you add to the curriculum? Be creative and **KEEP STUDENT NEEDS IN MIND!!!** Consider:

- *subjects/required classes*
- *electives*
- *tutoring*
- *college preparation, job preparation*
- *time and scheduling*
- *social interactions, diversity, community strength*
- *student health (mental, physical, emotional)*
- *student habits, youth empowerment*

V. **“It takes a village to raise a child.”**

Have you ever heard this saying? People who say this believe that “parents” aren’t the only guardians in a child’s life; many other OUTSIDE influences raise a child as well. Do you agree? With this philosophy in mind, consider what your city, state, and federal governments could do to “raise” you well, as well as your school/school district. Provide 5 or more suggestions for each instituton.

**City, State, Federal
Government**

School/S.F.U.S.D

(laws, funds, policies, programs)

(school policies, programs, resources, funding, learning strategies, activities, assemblies, etc.)

Budget Cut Activity

Grade 9 – 12

Pass out and Go Over: *Maslow's Six Basic Needs Triangle (see attached Triangle document) Draw on Board, also.*

Having these needs met = Happiness and Success

As we look at the diagram above, consider the following points:

(Write on board, or pass out as a hand-out—discuss)

- 2. Most people only partially satisfy these needs.**
- 3. If a person is struggling to satisfy the most basic needs (food, shelter, safety), they will not be able to satisfy the needs higher on the pyramid.**
- 4. Most people in the world are struggling to satisfy the most basic needs.**
- 5. Self-esteem is how you see yourself BASED ON how others treat you. In contrast, self-confidence is how you see yourself, regardless of how others see you. Such a distinction is why self-confidence is the highest on the pyramid of needs; one needs to have a strong sense of self, which requires an abundance of fulfilled needs lower on the pyramid.**
- 6. Self confidence is the inner strength and belief that you can accomplish anything because you have a history of accomplishing anything. Very few people make it to this point because so many of their other needs haven't been met.**
- 7. Love has TWO parts: people need to receive love, but they also need someone to love.**
- 8. Despite the fact knowledge is not at the top of the pyramid, it is the most crucial need because it increases your chances of satisfying all**

the other needs on the pyramid.

Class Activity

In groups of 2-5, identify what need(s) these people might be trying to satisfy:

- **A 14-year-old wants to have a baby.**
- **Someone joins a gang.**
- **Someone spends three afternoons a week at tutoring.**
- **Someone spends all their time shopping for clothes.**
- **Someone joins a study group.**
- **Someone uses drugs.**
- **Someone volunteers to help the poor.**
- **Someone organizes a protest against the budget cuts.**
- **Someone researches the education level of prison inmates.**

NOW, CONSIDERING Maslow's SIX BASIC NEEDS, HERE ARE SOME IMPORTANT EDUCATIONAL and SOCIAL FACTS:

VI. Over \$18 Billion was cut from education over the last 3 years.

VII. Since 2008, over 50% of the K-12 budget has been cut.

VIII. Community colleges rejected an estimated 675,000 students this year, due to their budget cuts.

IX. CSUs faced \$650 million in cuts this year alone.

X. If budget cuts to UC's continue, California will have 1 million fewer college graduates than it needs in 2025.

XI. By 2025, only 35% of working adults will have a college degree.

XII. About 50,000 youth sleep on the street for 6 months or more per year.

- XIII. The number of Americans below the poverty line in 2009 was the highest in 15 years.**
- XIV. There is an average of six vacant units for every homeless person in the U.S.**
- XV. The U.S. has the highest percentage of its citizens behind bars, compared to other nations of the world.**

Questions:

- 5. Based on our activity today about Maslow's 6 Basic Needs, explore the importance of education in a person's life. What kinds of basic needs can be met at school? Explain, providing examples.***
- 6. What needs have been difficult for you to obtain in your life? Explain why.***
- 7. Do you agree that having Maslow's needs met will make a person happy and successful? Why or why not? Defend your ideas.***
- 8. In light of the budget cuts to education, how are schools failing to meet these needs? Provide examples.***
- 9. If a human beings goal is happiness and success, do you think governments and school districts do their part to perpetuate such a goal? Explain.***
- 10. What can ordinary people do to make schools, jobs, and over-all social health more possible? Defend your reasoning, and be ready to discuss your ideas.***

THIRTY THOUSAND PENCILS: A TAX STORY.

The governor was furious.

“What did you say?”

“I said that the State has run out of pencils, sir,” his assistant repeated.

“RUN OUT OF PENCILS? But that’s impossible!” the governor sputtered.
“We never ran out of pencils before.”

“I’ve called every State office, sir. There’s not one pencil left.”

“Well, do something! We’ll have to get pencils from the people! We can’t run the state without pencils! We need thirty thousand pencils right away! Pass a law!”

So the State lawmakers passed a law. Each of the three cities in the State – Hidden City, College Town, and McMoney - had to give ten thousand pencils to the State.

“Let’s start with Hidden City,” the governor said.

“But sir, those people have hardly any pencils at all.” It was true. There were no extra pencils in Hidden City.

“I know, I know, but everyone has to give their share. The State needs pencils.”

The next day, State pencil collectors went through every building and house in Hidden City and took all the pencils they could find. They took pencils from the homes and the offices and the schools, until finally they had ten thousand pencils. But when they were finished, Hidden City Elementary School had only one used pencil for every class!

“This is crazy,” the kids said. “How can we do our work? Now we can’t even write anything down to tell people what we think!”

“You have to share the one pencil, and you have to memorize everything,” the teachers answered.

“But that’s not learning!” the kids said. It was no use. The kids in Hidden City had to do their schoolwork without pencils!

In the second city, College Town, it was almost the same.

“Ten thousand pencils!” the collectors said. They went from house to house, to schools and offices, collecting pencils. College Town had more pencils than Hidden City. Even after they had collected the ten thousand pencils from College Town, most places still had a few pencils left. The kids at College Town Elementary still had two pencils each to use in school, so they could do most of their work, but they had to be very careful to conserve their pencils and use them right down to the stub. They could write to tell people what they thought, but they could only write a little or else they’d use up their two pencils right away.

“Two pencils for the whole year? But what if we have more to write?” the kids wanted to know.

“Too bad,” the teachers told them, “we have to save pencils.”

Next, the collectors went across the river over to McMoney.

“Ten thousand pencils!” they announced.

“I’ll bet they have lots of pencils in McMoney,” one collector whispered to another.

It was true. There weren’t many people in McMoney, but there were *millions* of pencils. Every house in McMoney had boxes and boxes of extra pencils in the garage. Every building in McMoney had a Storage Room *filled* with pencils. It didn’t take long to collect the ten thousand pencils there!

At McMoney Elementary School, the Supply Room had pencils up to the ceiling, so the kids there could do their work and write as much as they wanted to tell people what they thought. There were even rumors that some kids in McMoney played a game called Pencils Karate, and broke pencils on purpose!

“Well, we got our thirty thousand pencils!” the collectors told the governor.

“Great!”

But it wasn’t long until the government needed pencils again.

“OK,” one lawmaker said, “Ten thousand pencils from each city!”

One of the other lawmakers stood up and said, “Wait a minute. I know we need pencils to run the state, but is it really fair to take ten thousand pencils from each city? Hidden City has hardly any pencils at all! College Town has some, but in McMonev they have millions of pencils! How about this?” And she proposed a new law:

“Instead of 10,000 pencils, we collect 5,000 pencils from Hidden City. At least then, the kids will have some pencils to do their work with.

Instead of 10,000 pencils, we collect 8,000 pencils from College Town. That will give them a few more pencils to use in school.

And, instead of 10,000 pencils, we collect 17,000 pencils from McMonev. They will still have millions of pencils left.”

“That makes thirty thousand.”

The Mayor of McMonev, who was a friend of the governor, got very angry.

“That’s not fair!” he said. “McMonev is already paying our fair share.”

The lawmaker answered, “But you have millions of pencils and Hidden City has hardly any! If we leave the law the same, the kids at Hidden City Elementary won’t have any pencils at all to write with!”

“That’s not our problem! That’s too bad for them! Just because we have a lot of pencils doesn’t mean we should be punished!”

WHAT DO YOU THINK? SHOULD THE LAW BE CHANGED? TALK TO YOUR TEACHER AND OTHER KIDS ABOUT IT. MAKE A PENCIL TAX PLAN FOR COLLECTING PENCILS FROM THE THREE CITIES. WHAT DO YOU THINK IS FAIR? REMEMBER, YOU HAVE TO COLLECT THIRTY THOUSAND PENCILS.