

Objectives

- Understand the conflicts that have occurred in the Middle East and the role of the United States in those conflicts.
- Explain how STEM careers are important to the United States economy.
- Identify the countries of origin of immigrants to the United States.
- Understand the responsibility of western countries in supporting human rights campaigns around the world.

Quest Project-Based Learning: Elect Me!				
	Description	Duration	Materials	Participants
STEP 1 Set the Stage	Read the blackline master as an introduction to the project.	15 minutes	Blackline Master: Quest Kick Off	Whole Class
STEP 2 Launch the Activities	Prepare to write a storyboard for a television advertisement that will run during a presidential campaign.	5 minutes	Leveled Readers: The New America, America Today, and Looking Forward	Whole Class
Activity 1 ELL The United States and the Middle East	Identify the countries in the Middle East that have been involved in recent conflicts.	30 minutes	Blackline Master: The United States and the Middle East, Student Activity Mat 5B: The World Outline	Individual
Activity 2 The United States Economy and STEM	Understand why jobs in STEM fields are so important to the United States economy.	25 minutes	Classroom or Library Media Center resources	Whole Class
Activity 3 Perspectives on Immigration	Read about why immigration reform is needed.	20 minutes	Blackline Master: Perspectives on Immigration	Individual
Activity 4 Human Rights	Discuss human rights issues around the world in the twenty-first century.	20 minutes	Blackline Master: Primary Source: Human Rights, Compare and Contrast graphic organizer	Individual
Activity 5 The Environment	Research the uses of different forms of alternative energy.	20 minutes	Blackline Master: The Environment, Internet access	Individual
STEP 3 Complete the Quest Write Your Storyboards	Write a set of storyboards for a television advertisement for a presidential campaign.	45 minutes	Classroom or Library Media Center resources, markers, poster board, glue, scissors	Small Groups

Deliver a Presentation	Present storyboards to an audience.	45 minutes	Completed storyboards	Whole Class
Answer the Compelling Question	Discuss the compelling question.	15 minutes		Whole Class

Quick Activities				
	Description	Duration	Materials	Participants
America Today and Tomorrow	Discuss the key concepts included in the Leveled Readers.	30 minutes	Leveled Readers: The New America, America Today, and Looking Forward	Individual Whole Class
Human Rights: Access to Clean Water ELL	Read quotes about the Flint, Michigan, water crisis and discuss a government's responsibility in such situations.	20 minutes	Blackline Master: Human Rights: Access to Clean Water	Whole Class
Design a Memorial	Design a memorial to honor the victims of September 11, 2001.	15 minutes	Blackline Master: Design a Memorial, Video: New York City: A Memorial to 9/11, art supplies	Partners
Pie Chart of Immigration	Complete a pie chart depicting immigration statistics.	25 minutes	Blackline Master: Pie Chart of Immigration, Student Activity Mat 1B United States Outline, classroom or Library Media Center resources	Individual
Inventions!	Research how scientific and technological inventions of the past 20 years have affected daily life and the U.S. economy.	15 minutes	Blackline Master: Inventions!, classroom or Library Media Center resources, print encyclopedia	Partners
Readers Theater: Debate Night	Perform a brief skit depicting a presidential debate.	20 minutes	Script, props (optional)	Small Groups

Project-Based Learning: Elect Me!



What issues are important to Americans today?

Welcome to Quest 17, Elect Me! In this inquiry, your students will write a storyboard for a television advertisement for a presidential candidate. Through their study of current issues, such as immigration and terrorism, students will be preparing to discuss the compelling question at the end of this inquiry.

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STEP 1 Set the Stage 15 minutes

Begin the Inquiry by distributing the blackline master **Quest Kick Off**. It will bring the world of the Inquiry to life, introducing a story to interest students and a mission to motivate them.

Story

Students are a creative team at an advertising firm. They will create a storyboard for a television ad for a 2024 presidential candidate.

Mission

Students have been asked by a presidential campaign manager to create a storyboard for a television ad. The ad should convince people to vote for the candidate by identifying the actions he or she will take on major issues.

STEP 2 Launch the Activities

The following five activities will help students prepare to write their storyboards by researching the subject matter and using critical-thinking skills to integrate the content. Note that all five can be done independently of the larger Inquiry.

You may assign the appropriate Leveled Reader for this chapter.

Activity 1 The United States and the Middle East minutes

Materials: Blackline Master: Primary Source: The United States and the Middle East, Student Activity Mat 5B: The World Outline

Explain to students that after the Cold War ended, the role of peacemaker became a large part of American foreign policy. Foreign policy is a government's various strategies for dealing with other countries.

In 1990, Iraq invaded the small country of Kuwait in an attempt to take over the country's oil fields. American President George H. W. Bush worked with other countries to form a coalition in response to Iraq's actions. The coalition countries invaded Iraq and won the war in only six weeks.

After the attacks of September 11, 2001, however, the United States became involved in conflicts to protect itself. The United States invaded Afghanistan, where al Qaeda was based. Al Qaeda is the terrorist group that had planned the September 11 attacks. The United States then invaded Iraq based on what turned out to be inaccurate reports that Iraq had weapons of mass destruction. These invasions of Afghanistan and Iraq were part of President George W. Bush's War on Terror.

In 2011, several Middle Eastern countries began protesting the human rights abuses by their governments. In Syria, these protests escalated and led to a civil war. The United States once again tried to help another nation in political turmoil by aiding the Syrians in their fight against an oppressive government.

While the Syrian civil war was being fought, a terrorist group known as the Islamic State in Iraq and Syria (ISIS) took root. The goal of the group is to destroy territories in battle and then put its own government in place. It has planned, executed, and taken credit for many brutal terrorist attacks.

Remind students that the Middle East is not the only area of the world where conflict exists. North Korea has become a growing threat in recent years as its ability to create nuclear weapons has improved, and, as a result, it has been more aggressive in its actions toward the United States and other countries.

Distribute the **Student Activity Mat 5B: The World Outline** and the blackline master **Primary Source: The United States and the Middle East**. Work with students to identify the countries in the Middle East on the map with which the United States has been in conflict. Then have them read the primary source and answer the questions. Have volunteers share their answers, and as a group, discuss what role the United States should play in the region.

ELL Support for English Language Learners

Speaking Explain to students that when they make an argument, they should state a claim and then provide support for that claim. Tell students that they will make an argument about what they think the role of the United States should be in a conflict that does not directly affect the United States.

Entering: Ask: *Do you think the United States should help other countries when it can? Why?* Say: *Now think about the opposite opinion. Can you think of a reason why someone would feel this way?*

Emerging: Have students talk to a partner about conflicts in other countries. Tell them to use the following sentence starters: “I think that the United States should . . .” “If the United States . . . , then . . .”

Developing: Say: *Some believe that helping other countries in conflict only takes resources away from the United States.* Ask students to state whether or not they agree with this statement. Then have them give a reason that supports their opinion.

Expanding: Divide students into groups. Give them a scenario about a conflict between two other countries. For example, a large country is pressuring a small, neighboring country into exporting goods to them at a reduced price. Ask students to state an opinion about whether the United States should get involved in this conflict, and have them offer reasons to support their opinion.

Bridging: Have pairs of students discuss whether the United States should become involved in foreign conflicts. Ask students to take opposite opinions and support them with reasons. Then have students switch roles and support the opposite opinion.

Activity 2 The United States Economy and STEM 25 minutes

Materials: Classroom or Library Media Center resources

Explain to students that a thriving economy is one that stays competitive. The economy is an important part of domestic policy, or decisions that are related to what happens within a country. The state of the economy is extremely important to Americans. The stance of presidential candidates on how they will deal with the economy, especially in times of economic instability, greatly influences for whom Americans will vote in an election.

Tell students that demand for skilled workers is growing in the Science, Technology, Engineering, and Mathematics (STEM) fields in the United States. Popular jobs in these areas include software developers, computer support specialists, computer programmers, and mechanical engineers. Employment in STEM jobs grew by 10.5 percent between May 2009 and May 2015. Non-STEM jobs grew by 5.2 percent during the same time period.

Guide students in researching how and why STEM jobs are becoming an important part of the American economy. Have students use these resources:

http://engineeringforkids.com/article/02-02-2016_importanceofstem

<https://www.ced.org/blog/entry/the-economic-impact-of-early-exposure-to-stem-education>

As a group, complete the following activities:

- Identify one job that falls into each of the STEM categories.
- Discuss why STEM jobs are important to the United States economy.
- List some of the ways that an increase in STEM jobs will improve the everyday lives of Americans.
- Discuss the ways that the U.S. government can encourage more people to join the STEM fields.

Activity 3 Perspectives on Immigration 20 minutes

Materials: Blackline Master: Perspectives on Immigration

Explain to students that the United States has always been a place where immigrants from other countries could come to build a new life. However, the system of immigration is complicated. Many people agree that it requires reform. There is widespread disagreement, however, on how the reform should be executed. The main concerns pertaining to immigration center around economic, national security, and humanitarian issues.

Distribute the blackline master **Perspectives on Immigration**. Have students read about differing opinions on immigration and then answer the questions.

Explain that immigrants and their children make up about 27 percent of the country's population. As in the past, immigrants come to the United States to flee violence, oppressive governments, or depressed economies in their home countries. Among these immigrants, an estimated 11 million are not documented citizens. Any immigration reform will affect them and their families.

Polls have shown that the majority of Americans are in favor of immigration and believe that it is good for the economy, as long as immigrants follow a designated path to citizenship.

In 2013, President Barak Obama came close to instituting immigration reform. The Senate passed a reform bill that outlined a path to citizenship for the undocumented immigrants already in the country. Some of these immigrants had come into the United States illegally. Some had visas, or permits, to be here to work and had allowed the visas to expire. The bill also had provisions for tightened border security. The bill did not receive a vote when it arrived in the House of Representatives, and the bill died.

President Donald Trump also wants to reform immigration. He has talked about building a wall on the southern border of the United States to discourage illegal immigration. Opponents do not think that this approach will solve the problems in the immigration system.

Explain that a practical approach to immigration reform will improve security while keeping other American interests, such as the economy, in mind. But the issue of immigration reform remains controversial for many Americans.

Have students answer the questions at the bottom of the worksheet. Then have volunteers share and explain their reasoning for their answers.

Activity 4 Human Rights 20 minutes

Materials: Blackline Master: Primary Source: Human Rights

Explain to students that human rights are rights that all humans are entitled to, regardless of ethnicity, gender, race, or religion. These are the unalienable rights that are outlined in the Declaration of Independence: “life, liberty and the pursuit of happiness.”

In some countries, these rights are not recognized for all people. Dictatorships and other tyrannical governments do not allow their people to be free. The pursuit of happiness that comes from education and voting are also denied in some parts of the world, especially for women.

Explain to students that Malala Yousafzai is a young woman who, at a young age, risked her life to demand education for girls in her country of Pakistan. David Cameron was the prime minister of the United Kingdom from May 2010 to July 2016. Bill Gates is the founder of Microsoft and a philanthropist.

Distribute the blackline master **Primary Source: Human Rights**, which features quotes about human rights by world and national leaders.

As a group, discuss the questions. Distribute a compare-and-contrast graphic organizer so that students can organize their thoughts as they answer question 1.

Activity 5 The Environment 20 minutes

Materials: Blackline Master: The Environment

Remind students about the difference between renewable and nonrenewable sources of energy. Explain that reducing the United States’ dependence on fossil fuels will improve national security because it will lessen our dependence on Middle Eastern countries.

In addition to having a limited supply, the use of nonrenewable energy resources, such as coal, oil, and natural gas, creates carbon emissions. Increased carbon emissions are bad for the environment.

Distribute the blackline master **The Environment**. Have students use the following Web sites to research alternative sources of energy and answer the questions on the worksheet:

www.epa.gov

www.nps.gov

www.usgs.gov

Then lead a discussion on why increasing the use of renewable energy resources might be beneficial for the United States.

STEP 3 Complete the *Quest*

Part 1 Write Your Storyboards 45 minutes

Materials: Classroom or Library Media Center resources, markers, poster board, glue, scissors

After completing the activities above, students will begin their project. Remind students that they are writing a set of storyboards for a television ad that will convince people to vote for a specific presidential candidate.

Explain that storyboards are a set of illustrations placed in sequence to help visualize how an ad or film will be shot. They help organize the structure of the ad and ensure that all the information that an advertiser wishes to communicate is covered.

Encourage students to be creative and think of ways to grab the attention of the audience. Consider inviting an audience of parents, administrators, or another class to see the presentations.

Have students reflect on the information that they gathered. Ask: *What is your candidate's position on the conflicts in the Middle East? How would he or she improve human rights around the world? What is his or her plan to reform immigration? How would he or she encourage young people to pursue jobs in STEM fields?*

Tell students to create an outline for their storyboard so that they are sure to cover all of the relevant topics and that their advertisement is coherent and easy to follow. Remind them that their goal is to gain voter support for their candidate.

Part 2 Deliver a Presentation 45 minutes

Have groups take turns presenting their storyboards. Consider distributing the blackline master **Quest Kick Off** to the audience before the presentations so that they are familiar with the story and mission of this Quest.

The class should then have a collaborative discussion about the storyboards. Encourage students to state whether they found each storyboard convincing and why. Have students state which candidate they would vote for.

Part 3 Answer the Compelling Question 15 minutes

After students present their storyboards, encourage them to reflect on what they have learned. As a class, discuss the compelling question for this Quest: "What issues are important to Americans today?"

Students have learned about the important political and cultural events of the late twentieth and early twenty-first centuries. Encourage students to think about the positions of their candidate on the major issues and how these issues affect all Americans. They should use what they learned to answer the compelling question.

Quick Activities

America Today and Tomorrow

Individual/Whole Class  30 minutes

Materials: Leveled Readers

Have students read the appropriate leveled reader. Then lead them in a discussion about what they think are important topics for Americans today.

Ask: What are some of the problems facing America? How do these issues affect the everyday lives of Americans? Moving forward, do you think there will be a shift in what is important to Americans? Why or why not? Do you think it is important for the United States to play the role of leader on the world stage? Why or why not?

Human Rights: Access to Clean Water

Whole Class  20 minutes

Materials: Blackline Master: Human Rights: Access to Clean Water

Explain to students that clean water is something that most Americans take for granted. In some countries, however, people only have access to unprotected sources of water. This means that their water may have harmful bacteria and other substances in it. The bacteria in the water in some places can make people sick or even cause death.

There have been improvements worldwide, especially since the 1990s, as over 2 billion people have gained access to a water source that is protected against contamination. But for many, the problem still remains. One in ten people around the world still drinks from an unprotected source. Most of the at-risk areas are in Africa. Access to clean water is connected to many other aspects of a community. If people have access to clean water, they are more likely to attend school regularly, work every day, and have better overall health.

Distribute the blackline master **Human Rights: Access to Clean Water**. Tell students that they will read about a water crisis here in the United States that affected tens of thousands of people. After students answer the questions, continue the discussion by asking students how a lack of access to clean drinking water would affect their everyday lives. Have them think about what it would be like to have to travel up to an hour each way every day for clean drinking water. Write their thoughts on the board. Have students brainstorm solutions to the clean water problem that millions face around the world today.

ELL Support for English Language Learners

Writing Explain to students that they will work in small groups to create a dictionary of the unfamiliar words having to do with the water crisis in Flint, Michigan.

Entering: Ask students to compile a list of words from the blackline master that are unfamiliar. Guide them in looking up the definitions for these words. Have students draw a picture depicting the word and then write the word under the picture. Have students share their pictures with other members of the class.

Emerging: Help students paraphrase the content on the blackline master using simple language. Check students' understanding with yes-no questions. For example: Does "secure work" mean work that will be around for a long time? Is a shortfall too much of something? Then have students work together to write a definition for each word.

Developing: Have students create flashcards for some of the phrases on the blackline master. For each phrase, have them write the meaning and use the phrase in a sentence. Then have students quiz each other using the flashcards.

Expanding: On the board, begin a word web to describe key phrases. Invite students to add a circle to the web and initial their entry. Afterward, discuss the word webs with students and have them add the information to their personal dictionaries.

Bridging: Have students identify unfamiliar words on the blackline master and look them up in a dictionary. After writing definitions for the words, ask them to write a paragraph on any topic, using the words.

Design a Memorial

Partners  15 minutes

Materials: Blackline Master: Design a Memorial, Video: New York City: A Memorial to 9/11, art supplies

Explain to students that the events of September 11, 2001, changed the world forever. Nineteen terrorists, many of whom were from Saudi Arabia, worked together to hijack four planes. Two of the planes crashed into the Twin Towers of the World Trade Center in downtown Manhattan.

A third plane crashed into the Pentagon in Arlington, Virginia. The fourth airplane crashed in a Pennsylvania field. The passengers on this plane learned of the terrorists' plan and tried to take control of the plane. This prevented the plane from possibly crashing into another important building in Washington, D.C. Almost 3,000 people were killed that day.

The attackers belonged to a Muslim terrorist group called al Qaeda. The group opposed American influence in their part of the world.

After the attacks, people from all over the country went to New York and Virginia to help. They donated blood, food, clothing, and money to help the victims' families.

Show the video, **New York City: A Memorial to 9/11**, which will give students some background on the events of September 11, 2001, as well as information about the memorial that was created for the victims in New York City.

Distribute the blackline master **Design a Memorial**. Tell students that they will create a memorial that honors the victims of September 11, 2001.

When students have completed their memorials, have them share them with the class.

Pie Chart of Immigration

Individual  25 minutes

Materials: Blackline Master: Pie Chart of Immigration, Student Activity Mat 1B: United States Outline, Internet access

The United States is a nation of immigrants. Newcomers might come to the United States after fleeing a dangerous atmosphere in their home country, or they might be looking for more opportunity. Whatever the reason, immigrants have been coming to United States for as long as it has been a country.

Guide students in looking at the information on the following Web site:
<http://www.migrationpolicy.org/data/state-profiles/state/demographics/US/>.
Explain that this data is collected through the national census. Remind students that a census is taken in the United States every ten years.

Distribute the blackline master **Pie Chart of Immigration**. Students will use the information that they find on this Web site to create a pie chart that depicts the region of origin of American immigrants.

Once students have completed their pie charts and answered the questions, distribute **Student Activity Mat 1B: United States Outline**. Have students use the State Immigration Data Profiles on the Web site to identify and color-code the states to which the most immigrants move.

Inventions!

Partners  15 minutes

Materials: Blackline Master: Inventions!, classroom or Library Media Center resources, print encyclopedia

Explain to students that over the past 20 years, many scientific and technological advancements have been made. These advances have improved medicine and made transportation and communication more efficient and less expensive.

Have students work together to research a key achievement in transportation, medicine, or communication that took place in the past two decades. Assign or have students choose one of the following inventions: self-driving cars, smartphones, electric cars, social media, bionic limbs, or laparoscopic surgery. Students will then write a profile on the invention. The profile should include the following: Invention, Inventor, Purpose, and Impact on Society.

Distribute the blackline master **Inventions!** Have pairs answer the questions and write their profiles. Have pairs present their profiles to the class.