



**GeoCivics Lesson: Civic Action Project -
The Three Sisters Demonstration Garden**
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<p>Teacher(s): Gregory Holder</p>	<p>Unit Title: The Changing Agricultural Landscape of Indigenous Peoples</p> <p>Lesson Title: Civic Action Project - <i>The Three Sisters Demonstration Garden</i></p>	<p>Grade Level: HS Juniors and seniors</p>
<p>Notes: This is lesson 3/3. This lesson will take several days to complete.</p>		
<p>Pre-existing Knowledge: Students will already have learned about the Three Sisters, Westward Expansion/forced relocation, original indigenous foods, and mono and polyculture agriculture in Lessons 1 and 2. Students will need some background knowledge about citizenship and about the Three Sisters and the Three Sisters’ Garden learned in lessons 1 and 2.</p>		
<p>Overview of Content: “Think of the Three Sisters as the Holy Trinity of some Indigenous cultures, a trifecta of agricultural sustainability, and as the base of a really good soup. The Three Sisters are represented by corn, beans, and squash and they’re an important facet of Indigenous culture and foodways. They’re planted in a symbiotic triad where beans are planted at the base of the corn stalks. The stalks offer climbing bean vines support as they reach for sunlight from the earth. The beans, in turn, pump beneficial nitrogen back into the soil, fertilizing the corn and squash, while the squash’s broad, spiny leaves protect the bean plants from predatory animals. The Three Sisters also offer spiritual connection and appear in mythology across tribes, from the Hopis of the Southwest to the Oneidas of the Midwest and the Iroquois in the Northeast....” <i>PBS -https://www.pbs.org/native-america/blog/meet-the-three-sisters-who-sustain-native-america</i></p>		
<p>Purpose: <i>What students will learn:</i> Students will engage in a hands-on three sisters propagation approach to community outreach leading them to become an active and supportive member of their local community.</p>		

National & State Social Studies Standard(s):**National Social Studies Themes:**

- Culture: Human beings create, learn, share, and adapt to culture. The study of culture examines the socially transmitted beliefs, values, institutions, behaviors, traditions and way of life of a group of people; it also encompasses other cultural attributes and products, such as language, literature, music, arts and artifacts, and foods.
- Individual Development and Identity: Personal identity is shaped by an individual's culture, by groups, by institutional influences, and by lived experiences shared with people inside and outside the individual's own culture throughout her or his development.

Wisconsin State Standard: Social Studies Inquiry and Practices and Processes: (Inq)

- **Inq5.a:9-12 (h)**: Civic engagementSS.Inq5.a.h Explore opportunities, informed by the knowledge and methods of the social sciences, for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.

National & State Geography Standard(s):**National: Essential Element: Environment and Society**

- Standard 16 - The changes that occur in the meaning, use, distribution, and importance of resources.

Wisconsin State Geography Standards:**Geog5.a: Human environment interaction**

- SS.Geog5.a.h Analyze the intentional and unintentional spatial consequences of human actions on the environment at the local, state, tribal, regional, country, and world levels

ELA Standards:**Wisconsin ELA Standards**

- Writing 7 - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- Reading 7 - Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

ISTE Teacher and/or Student Standard:**Student Standard: 1.3 Knowledge Constructor**

- 1.3c - Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.

Language Functions

- **Inquiry/Seeking Information:** Students use language to observe and explore the environment, acquire information, inquire.
- **Summarizing and Informing:** Students use language to identify, report or describe information
- **Analyzing:** Student use language to separate whole into parts, identify relationships and patterns
- **Justifying and Persuading:** Students use language to give reasons for an action, decision, point of view, and convince others.

Culturally Responsive Lesson Strategies:

- **Connection:** Lesson/Activity incorporates real-life connections and representations from various cultures and life experiences. (Highly Effective) More than one real-life connection made or represented but mostly from the experiences of the dominant culture.
- **Voice:** Lesson/Assignment allows places for students to work together cooperatively or share their learning experiences. (Highly Effective) Several places for working together cooperatively or sharing, somewhat connected to the topic of the lessons – mostly student-centered.

Objective(s):

1. SWBAT describe and discuss the changes that occur in the meaning, use, distribution, and importance of resources and how human actions have impacted the environment by researching and interviewing.
2. SWBAT plan, conduct, and evaluate the effectiveness of activities to advance views on matters of public policy by disseminating information about the Three Sisters technique, and building a Three Sisters demonstration garden.
3. SWBAT design a garden dome by breaking it down into smaller, more manageable problems that can be solved through engineering by researching effective building materials and processes.

SIOP

	SIOP Elements	
Preparation Adapting content Linking to background Linking to past learning Strategies used	Scaffolding Modeling Guided practice Independent practice Comprehensible input	Grouping Option Whole class Small groups Partners Independent
Integrating Processes Reading Writing Speaking Listening	Application Hands-On Meaningful Linked to objectives Promotes engagement	Assessment Individual Group Written Oral

Evidence of Mastery:

Formative: Students will share with the class a PowerPoint presentation they created in their groups to share out what they have learned through their research activities.

Summative: Based on research and experiences, students individually write a letter to a person or group who may be able to promote their project and help effect change. (*Rubric for Letter is in the Lesson Materials Document*)

Key vocabulary:

- **Civic Action:** any individual or group activity addressing issues of public concern
- **Civic Action Project:** a type of operation designed to assist an area by using the capabilities and resources of a military force or civilian organization to conduct a long-term program or short-term project
- **Youth civic engagement:** working to make a difference in the civic life of one's community. It also involves developing the combination of knowledge, skills, values, and motivation to make that difference.⁶ These activities enrich the lives of youths and are socially beneficial to the community.

Materials:

- 4 sheets of Poster size 'post-it' papers- each one labeled with one of the following headings: Knowledge, Skills, Attitude, and Action,
- Marker sets for four table groups - one marker color for each table group
- Video: [High School Project: Save the Beach](#) (2.48 min.)
- Laptops or tablets for student groups to conduct their research - Students will also need computer access to create a PowerPoint presentation to share out their research with the class
- Student Internet access and projection tools to conduct research and to project PowerPoints
- Teacher Resource Links and information and materials list for building a Demonstration Garden (located in the Lesson Materials Document)
- Rubric for Letter (Summative Assessment) (located in the Lesson Materials Document)

Sources:

- **Teacher Resource for conducting Civic Engagement:**
<https://youth.gov/youth-topics/civic-engagement-and-volunteering>
- **Video: High School Project: Save the Beach:**
<https://www.youtube.com/watch?v=cJ5Z53JAivE&list=TLPQMTgxMTlwMjlxpCGDVz-E1g>
- **Links for doing research on historical and current information regarding the Three Sisters:**
 - **Creating a Three Sisters Garden:**
<https://extension.uga.edu/content/dam/extension/programs-and-services/school-gardens/documents/4-Historical-Creating-a-Three-Sisters-Garden.pdf>
- **USDA National Agricultural Library:** <https://www.nal.usda.gov/collections/stories/three-sisters>
- **Teacher Resource for how to build a Three Sisters' Demonstration Garden: YouTube Video: Planting Corn, Squash and Beans Using the Three Sisters Method:**
<https://www.youtube.com/watch?v=kRLANoPbs1o&t=32s>

Engage:

<p>Teacher Will:</p> <ol style="list-style-type: none"> 1. Within groups, have students think-pair-share their answers to the following questions: <i>Can you think of ways you may have acted as a good citizen? At home? At school? What does being a good citizen mean to you?</i> 2. The teacher will conduct a citizenship activity by preparing four poster size 'post-it' papers, each with <i>ONE</i> of the following headings: <u>Knowledge</u>, <u>Skills</u>, <u>Attitude</u>, and <u>Action</u>, and then put students into four table groups (intentionally group students to provide language/learning support as needed) and give each group one poster and a pack of markers. 3. The teacher will then set a timer for three minutes and have the students brainstorm what they believe is needed to be a good citizen related to their poster heading (each table uses a different color marker). After 3 minutes are up, rotate the posters to the next group and reset the timer for 3 minutes so that each table group has a chance to brainstorm on every heading. When complete, put all of the 4 posters on a wall for the class to see. 4. The teacher will then lead the class in a whole-class conversation about what students think it takes to be a good citizen. 	<p>Student Will:</p> <ol style="list-style-type: none"> 1. Think-pair-share their responses to the teacher's questions by discussing first in their groups and then sharing out their responses to questions in a whole class discussion. (Preparation: Linking to Background) (Grouping: Small groups/Whole class) (Integrating Processes: Listening/Speaking) (Application: Meaningful) 2. Students follow directions and complete each of the four posters, brainstorming their views on each topic. Students will participate in conversations in their table groups as they complete each poster. (Preparation: Linking to past learning) (Grouping: Small groups) (Application: Promotes engagement) (Integrating Processes: Listening/ Speaking/ Writing) 3. Students will participate in a class discussion of what they believe it takes to be a good citizen based on the feedback on the charts and their own personal opinions and examples. (Preparation: Linking to background) (Grouping: Whole class)
<p>Explore:</p>	
<p>Teacher Will:</p> <p>IQ #1: <i>In what ways can good citizenship skills and knowledge help effect change?</i></p> <ol style="list-style-type: none"> 1. Keep students in table groups and have them discuss inquiry question #1: <i>"In what ways can good citizenship skills and knowledge help effect change?"</i> 2. Then ask students, <i>"What are civic actions?"</i> and introduce and discuss the terms, civic action projects (CAP) and youth civic engagement and then show the video: <u>High School Project: Save the Beach</u>. As the students watch the video, have them take 	<p>Student Will:</p> <ol style="list-style-type: none"> 1. Think about citizen activities and actions, and participate in conversations with group members to answer Inquiry question #1 2. They will then watch the video; High and will take notes for discussion. (Preparation: Linking to past learning) (Grouping: small groups) (Integrating processes: Listening/ Speaking/Writing)

notes on what the students are doing throughout the video.

3. Discuss components of student activities shown in video by asking: "How were the students acting as good citizens?" "What was the point of the CAP?" "What were they trying to do?" "How did they do it?" "Who was involved?"
4. The teacher will have students reflect on what they learned about the Three Sisters in Lessons 1 & 2 and will revisit and discuss the cultural significance of the Three Sisters Garden. The teacher will inform students that certain foods grow the best/succeed in certain specific environmental conditions, and it is important to make sure we are growing specific foods that are appropriate to the native environment. The teacher will then ask students and discuss the question, "*As good citizens, what can we do to inform and educate the public about the Three Sisters Garden?*" The teacher will then guide students towards how they can build a demonstration garden, and also create promotional materials to educate and inform the public and other stakeholders about this. **(Scaffolding: Guided Practice)** (Note: see Lesson Materials Document for teacher resource link on building a 3 Sisters' Demonstration Garden)
5. The Teacher will then provide students with the [Links for doing research on historical and current information regarding the Three Sisters](#)
 - Creating a Three Sisters Garden: <https://extension.uga.edu/content/dam/extension/programs-and-services/school-gardens/documents/4-Historical-Creating-a-Three-Sisters-Garden.pdf> and assign 'roles' to each group to prepare for their Civic Action Plan (CAP).
Group 1: Research building materials / where to place the garden on school grounds / what to build with (assisted by teacher) etc.
Group 2: Research how to grow beans,

3. Students participate in whole class discussions of the video by answering the teacher's questions, and sharing out their thinking and understanding of civic action projects.
(Grouping: Whole class)
4. Reflect on their learning about the Three Sisters from prior lessons 1 and 2 and discuss with the teacher and the class the significance of the Three Sisters Garden. They will then reflect on and discuss with the class their thoughts on how we can inform and educate the public about the Three Sisters Garden. The students will engage with the teacher in thinking about and discussing how they could build a demonstration garden and create promotional materials to educate and inform the public about the cultural significance of the Three Sisters Garden.
(Preparation: Linking to past learning)
(Grouping: Whole class)
(Application: Meaningful & Promotes engagement)
5. Students work together with their groups using the link provided by the teacher to research their assigned area of the chosen topic using credible sources, and then create a PowerPoint with their group members to share out their research findings with the class
(Application: Hands-on/Promotes engagement/Linked to objectives)
(Grouping: small groups)

corn and squash / when to plant / where to buy seeds or seedlings / use of water, light, type of soil, spacing, etc.

Group 3: Research historical and current information regarding the Three Sisters. (The teacher can guide students in using credible sources.)

Group 4: Research potential stakeholders that could be contacted to promote their garden and message of *“How can we influence policy? What can we change?”*

Each Student group will then record their research findings by creating a PowerPoint to share out with the class.

(Scaffolding: Guided Practice)

Explain - Formative Assessment:

Teacher Will:

1. Intentionally group students so more advanced students can assist both ELs and SPED students when needed.
2. Teacher will have each group present their PowerPoint and share with the whole class the information learned during the research activities, and then the teacher will lead the class in a discussion summarizing what they have learned.

Student Will:

2. Students will work with their group members to share with the class what they learned from their research by giving a PowerPoint presentation to the class and by engaging in a class discussion to summarize what they all have learned. **(Grouping; Whole class)**
(Integrating Processes: Listening/Speaking)
(Application: Linked to Objectives)
(Assessment: Group/Oral/Written)

Elaborate:

Teacher Will: *Note: The teacher will need to have all necessary materials and supplies ready for students to build the garden, and also have permission from school facilities staff, etc.

IQ #2: How can we effect change in our community so people may better understand the cultural and scientific impact and significance of the Three Sisters?

1. The teacher will present Inquiry Question #2 to the class and engage the students in a discussion of *“How can we effect change in our community so people may better understand the cultural and scientific impact*

Student Will:

1. Students will participate in discussion of how they could affect change in their community so people would better understand the cultural and scientific significance of the Three Sisters and how

<p>and significance of the Three Sisters?” and then talk about how they as a class will do this by creating a demonstration garden.</p> <p>2. The teacher will then keep students in the same groups used before as they work together to build a demonstration garden, and create promotional materials (newsletters, Facebook media, broadcasts, media posts, etc.)</p> <p><u>Group 1</u>: Builders - build a dome</p> <p><u>Group 2</u>: Gardeners - plant seeds/seedlings once the dome is constructed.</p> <p><u>Group 3</u>: Create and distribute promotional materials (brochure, website, etc.)</p> <p><u>Group 4</u>: Meet with stakeholders; share promotional materials, and results, etc.</p> <p>3. <i>The teacher will provide time, space, and materials needed for the students to build the garden, and carry out their Civics Action Project promotion.</i></p>	<p>they as a class will do this by creating their demonstration garden.</p> <p>(Application: Meaningful/promotes engagement) (Grouping: Whole class)</p> <p>2. Students will work together with their group members to carry out their part of the Civic Action Project and to connect with appropriate agencies, organizations, community, etc. Students will put together all components of their Civics Action Project, and will promote and share information with stakeholders.</p> <p>(Grouping: small groups /whole class) (Application: Hands-on /Meaningful/ Linked to Objectives)</p> <p>3. Work with their classmates to build their demonstration garden and create promotional materials to inform stakeholders about their project.</p> <p>(Application: Hands-on/Linked to Objectives) (Preparation: Linked to past learning)</p>
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Evaluate

<p>Teacher Will:</p> <p>1. Based on their research and experience, the teacher will have the students individually write a letter to a person or group who may be able to support their project and help effect change. The teacher will present to students the <u>Rubric for Letter</u> handout (located in the Lesson Materials Document) and go over the instructions for what to include in the letter, how it should be written, and the criteria that will be used to assess their letters. To support ELL/SPED students, the teacher can model writing the letter or provide a sample letter for students to use as a model for constructing their own letters.</p> <p>(Scaffolding: Modeling/Guided practice)</p>	<p>Student Will:</p> <p>1. Using their research and experiences, the students will individually write a letter to a person or group who may be able to promote their project and help effect change, and will use the <u>Rubric for Letter</u> found in the Lesson Materials Document to guide their writing of the letter.</p> <p>(Assessment: Individual /Written) (Grouping: Individual) (Application: Hands-on/Meaningful)</p>
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Extensions

Extensions: Students can send out their letters to local community members and/or local businesses, stakeholders and entrepreneurs and follow up with them to gain support to complete their project and summarize the outcome of their project.

Students can be given additional opportunities to explore issues in their communities and work together or individually to create new civic action projects that will support and contribute to their local community economy needs.