**Getting Started: Curriculum-Based Topics**

Incorporate student voice into the launch of an investigation and make content relevant using personal inventory, community mapping, and Four Corners.

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<tr>
<th>Date/Week and Milestones</th>
<th>Teacher Roles</th>
<th>Student Roles</th>
<th>Summary (Example)</th>
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</table>
| **Week 1 (3-5 lessons when combined with course curriculum)** | **Before lessons:**  
   - Introduce academic topic OR determine when to introduce  
   - Print activity handouts  
   - Secure permissions and chaperones for community walk as needed | • Interview partner on personal skills, talents, and interests  
• Record observations from community mapping activity  
• Share observations on community  
• Connect observations to the academic topic and identify how it intersects with personal skills, talents, interests and community assets and needs | • Recorded students’ skills, talents, and interests (graphic design, dance, languages, etc.)  
• Went on 5-block walk and students recorded observations  
• Brainstormed community assets and needs in small groups  
• Students analyzed connection between community organizations on community walk with the organizations formed during Progressive Era and the pollution in neighborhood with the problems in factories during early 20th century  
• Students identified pollution, homelessness, and immigration as community needs  
• Next steps: Students will investigate topics further to begin proposal for Progressive Era-style reforms |
| 1. Identify skills, talents, and interests of self and classmates | **During lessons:**  
   - Model how students complete personal inventory interviews in partners  
   - Elicit student responses and record master list of skills, talents, interests for class  
   - Chaperone guided walk and ensure students complete community mapping handouts  
   - Facilitate discussion of community assets and needs and how personal skills, talents, interests intersect  
   - Record common themes and students’ interest in each topic | | |
| 2. Identify assets and needs of community | **After lessons:**  
   - Determine student groups based on interests, skills, and talents | | |
<p>| 3. Identify and analyze the common themes and connections among personal skills, community assets and needs, and topic for service | | | |</p>
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| **Week 2 (3-5 lessons when combined with course curriculum)**                           | **Before lessons:**  
  o Gather preliminary information on topics  
  o Generate questions for action research on topics  
  o Reflect on beginning investigation  
  o Before lessons:  
    - Gather information on topics to support student investigations and determine entry points for connections with curriculum  
    - Curate relevant articles or other media on each topic  
    - Prepare materials for selected brainstorming activities (reading circles, Four Corners, reflection, etc.)  
**During lessons:**  
  o Guide students through brainstorming questions on topics (i.e., with Four Corners)  
  o Monitor reading circles and assist students in identifying key information, developing questions, and making connections to their personal skills, interests, and talents  
  o Facilitate student reflection  
  o During lessons:  
    - Engage in brainstorming and initial action research  
    - Contribute to other groups’ brainstorming and research  
    - Analyze text or other media on topic and identify research questions and key information on topic  
    - Connect new research to knowledge of academic topic and use that to begin brainstorming possible actions  
    - Reflect on impressions from investigation  
**After lessons:**  
  o Assess students on content and skills from past two weeks  
  o Prepare for deeper investigation and student proposals for action  
  o After lessons:  
    - Completed Four Corners and students came up with research questions for each topic  
    - Small groups read articles and collected facts on pollution, homelessness, and immigration then (Progressive Era) and now  
    - Brainstormed possible actions for each topic and got feedback from other groups  
    - Reflected on process so far  
    - Next steps: Help students develop proposals for actions, using Progressive Era examples as jumping-off point  |