

# Star Armada Lesson Plans

## SECTION NAME

Star Armada Archivist Academy

## TIME

Explain	100 minutes
Explore	Adds 40 minutes to the Explain lesson
Expand	Adds 80 minutes to the Explain lesson

## LEARNING OBJECTIVES

By the end of the lesson, students will have learned the challenges historians and citizens face in researching difficult or controversial subjects. They will be able to conduct research on age-appropriate history topics while tending to the social-emotional needs of themselves and others.

## STANDARDS

### Social Studies

4<sup>th</sup>-8<sup>th</sup> Grade: CS 4.16, CS 5.11, CS 5.14, CS 6.9, CS 6.10, CS 6.12, CS 7.1, CS 7.16, CS 8.20, CS 8.21, CS 8.24.

9<sup>th</sup>-12<sup>th</sup> Grade: CS AH.2, CS AH.3, CS AG.3, CS AG.4, CS MWH.2, CS MWH.3, CS CWI.2, CS CWI.3, CS CWI.4, CS CWI.5, CS CWI.6, CS CWI.8, CS CWI.9, CS CWI.15, CS CWI.16, CS CWI.17

## Social-Emotional Learning

4<sup>th</sup>-12<sup>th</sup> Grade (all content bands): A1, A2, B1, C1, C2, C3, C4, D1, D3, E1, E2, E3.

## PREREQUISITE KNOWLEDGE/SKILL

None.

## LEARNING ACTIVITIES/INSTRUCTIONAL STRATEGIES

- Consider how our relationship with the past and present requires regulating our own emotions and solving social problems through the use of journal writing.
- Discover and apply safe historical research practices on difficult subjects through the “Star Armada Archivist Academy” case studies.
- Demonstrate safe historical research practices and social-emotional skills in a group environment with the “Star Armada Archivist Academy’s” final exam.

## DIFFERENTIATION

### Students with Disabilities

- Use cooperative learning to help low-performing students meet content standards.
- Use more graphic organizers and maps to not rely heavily on reading.
- Peer-to-peer with another student during activities and journaling.

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## English Learners

- Use non-linguistic representations to tie lesson to native language.
- Use more graphic organizers, maps, pictures, and diagrams in order to lessen reliance on text and lecture
- Have some words in side-by-side native language, such as key vocabulary or concept words
- Stratify ELL students through the small groups in order to encourage support and participation with non-ELL students

## Gifted

- Reinforce effort and recognize gifted students' ability to quickly analyze content material.

## MATERIALS

### Teacher

- "The shifting history of Confederate monuments" video - <https://www.youtube.com/watch?v=OAgUwum79W8>

### Student

- Paper and writing utensils for journal
- "Star Armada Archivist Academy" worksheet

## ASSESSMENT:

- Journal and reading comprehension questions, "Star Armada Archivist Academy" worksheet, participation.

## LESSON TIMELINE

### LESSON 1 (Individual, Pair, Group)

#### Explore: 5 minutes

Students take out writing materials to journal. The journal question: "Dictionaries

always define a sandwich as 'an item of food consisting of two pieces of bread with meat, cheese, or other filling between them.' Therefore, is a hot dog a sandwich?" We've found this seemingly innocuous question gets both children and adults riled up in a way that sparks controversy almost immediately. There will always be those in class who disagree vehemently that a hot dog can be a sandwich, and just as vehemently defend hot dogs as sandwiches. You can try this with similar foods: is a hamburger/burrito/ice cream sandwich/Pop-Tart/wrap a sandwich?

Make sure to bring the journal back to the concept that even the most basic questions can create controversies. Sometimes, especially with topics we find meaningful, we can get emotionally invested in how those topics are handled. The purpose of these lessons is to talk about how historians handle difficult subject and controversies in our profession.

#### Explore: 5 minutes

Discuss the journal with the class, reviewing and taking answers from individual participation.

#### Expand: 10 minutes

Display "The shifting history of Confederate monuments video. Discuss as a class afterwards how this is an example of a historical controversy.

#### Explain: 20-60 minutes

Hand out the "Star Armada Archivist Academy" worksheet, pg 1-5. Hold the final pages for the next lesson. Explain that the purpose of this lesson is to learn how to handle difficult historical subjects, but that they'll be doing it through a sci-fi lens. Students will read through the packet, read each case study, and answer the questions attachment for each.

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For teachers: each of the four case studies is a fictional sci-fi take over a real-world difficult subjects that we have dealt with as historians at Ohio History Connection. Those four topics are: socio-cultural friction, non-sexual nudity (e.g. Renaissance paintings), graphic violence, and vulgar language. Please read each case study fully to determine if it's content is appropriate for your students.

## LESSON 2 (Group)

**60-120 minutes** – Begin by grouping students into groups of 8-12, then breaking these groups into two smaller groups of 4-6. Pair two small groups (which we'll call "delegations") together for this activity. Make sure students have their Star Armada packets from the previous lesson.

Students will move on to the "final exam," a spin off hard sci-fi series like *Ender's Game* and *Star Trek*. In this scenario, students are role-playing as diplomats. Make sure each delegation has the notes for their nation-state AND ONLY their nation-state.

Note: Try not to have students see the other delegation's notes. Give them time to look over their nation while you read aloud the scenario, as given in the packet. Give each delegation a few minutes to look over their nation-states demands and notes, and to decide how to proceed with their demands. Remind students that the point of this exam is to resolve *all* disputes between the two nation-states in a way that's agreeable to all.

After 10-15 minutes to prepare, the two delegations will meet and begin deliberating. Importantly, each nation-state has demands that the other nation will not like, as well as potential roadblocks that could offend each delegation. Emphasize that the goal is to try and get to a place of

consensus first and foremost, but to also role-play within the confines of their nation-state (e.g. if their nation-state is democratic, they should respond negatively to any attempts to undermine democracy). If students believe they have an agreement in place, have them raise their hand and list their solutions to you. You can then decide whether they have "passed" or "failed" their exam and are now Star Armada archivists.

### Expand: 60-90 minutes

If you have time, you can then give students a real-world scenario that is similar in nature with a similarly scaled problem. This could be something on the local level, such as two groups disagreeing on a book ban; a national level, such as two political parties trying to create a compromise over a contentious subject; or nation-states, such as two nation trying to find peace during a crisis.



## THE PRIME DIRECTIVE



# OFFICER'S TRAINING MANUAL

Welcome, recruit, to the Star Armada Archivist Academy! Here you are training to be humanity's finest officers to explore the stars and record the history of the peoples you find on other planets. But before you begin your training proper, we must first go over the most important rule of humanity's archivists: *The Prime Directive*.

## THE PRIME DIRECTIVE

Archivists shall refrain from interfering with the details of history, even if such interference is well-intentioned.

Archivists are first and foremost record-keepers. Their job is to record the history of societies as it happened, warts and all. Sometimes we discover history that we dislike, find upsetting, or that clashes with our beliefs. In these moments, it's tempting to change the facts of history to suit our own opinions or feelings. This is often done carelessly by ignoring facts in a narrative, or even altering them! But archivists must always separate the facts of a case from their feelings on the matter. They are like detectives - they follow the facts, wherever they lead.

The following pages include real-life case studies from past archivists. Your task is to read each sub-directive and case study before making your conclusions. Remember, you are to be an archivist of the Star Armada! You must keep the Prime Directive as your main goal at all times.

What is the primary job of historical researchers (archivists)?

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What is a topic in history you might find difficult to research? How can you prepare to study such a topic?

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## SUB-DIRECTIVE #1



Archivists respect all stories and experiences.

An archivist's job is to report the facts, and that requires us to respect the experiences of all peoples. This includes those we don't understand, dislike, disagree with, or even find immoral! Respect means treating all facts and stories we come across equally and fairly. It also means attempting to understand cultures based on their lived experiences, not just our own. This can even be between archivists; one archivist's experiences in life are different from another archivist's experiences!

### Case Study #1

Archivist 21D is interviewing members of a newly discovered alien species to learn more about their culture. During this, Archivist 21D uncovers many facts about the culture that bother them. For example, Archivist 21D is religious, anti-war, and modest. By contrast, this culture is irreligious, warlike, and arrogant. 21D is often annoyed or angry at the facts they learn. At one point they push back on some of their interviewee's experiences and ask them to reconsider them – to no effect. After this encounter, 21D wishes to no longer participate in the project. However, they are ordered to continue the interviews by Star Armada High Command.

When you encounter an opinion you disagree with in your daily life, how do you react? What do you say or do in response?

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Often when we have disagreements we want to try to resolve them through discussion and compromise. Sometimes this does not work. How can we be respectful of others when we disagree and cannot find a compromise?

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Historical researchers must put their own opinions and feelings to the side when researching a topic, even those they disagree with. What can 21D do to put their feelings aside for the rest of this research?

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## SUB-DIRECTIVE #2



Archivists do not run from discomfort.

When studying societies archivists come across facts or stories that are uncomfortable or upsetting. It is tempting to view this discomfort as bad or wrong. Discomfort is important - it is our mind's way of telling us something is unusual. However, discomfort is as upsetting as we make it. Instead of shying away from discomfort, archivists learn how to let it come, let it be, and let it go - all while continuing to study the facts.

### Case Study #2

Star Armada has discovered a new planet and sent Archivist 32B to establish diplomatic relations with any alien species they find. When 32B reaches the planet, they are surprised to find an advanced humanoid alien species. However, there is a catch – everyone they see is naked! This is quite different from Earth. Noticing 32B's discomfort, one of the aliens explains that their species has developed a protective skin barrier. Therefore, they have no need for clothes to keep them warm and protect their skin. None of the aliens are bothered by this. Star Command orders 32B to continue the mission to completion.

How might cultural differences or disagreements cause discomfort in us or others when researching history?

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How does the explanation the aliens provide change the situation, if at all?

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Although Archivist 32B is uncomfortable in the situation, they also have a job to perform. How should they solve this conflict between their discomfort and their duty to record history?

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## SUB-DIRECTIVE #3



Archivists find appropriate times and places to process their emotions.

Of course, sometimes the details archivists uncover are powerful. They can create powerful emotions. These emotions can be big and hard to process. An archivist doesn't ignore them or suppress them. Instead, archivists find an appropriate time or place to process them. Often this is out loud with trusted friends, family, or colleagues. It can also be by oneself through writing, thinking, or meditation. This isn't a single action, but a practice an archivist will do throughout their research.

### Case Study #3

Archivist 93T is researching the Pan-Galactic Civil War in their local archives. While researching in a book, a picture falls out. It is an original photo of the aftermath of a battlefield from the war. It is a graphic and grisly photo that leaves few details to the imagination. 93T is horrified but cannot look away. They feel themselves becoming more and more upset at the contents of the photo. Although they put the picture back where they found it, they cannot tear their thoughts away from the image and focus.

Have there been situations in your life where you felt overwhelming emotion from a photo, video, or reading? What kind of emotion was it? How did you react in the moment?

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Give three examples of actions Archivist 93T can take in this moment to process their emotions.

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Processing one's emotions is a practice that one performs often, not a single action. What is a specific practice that 93T can adopt going forward to help process their emotions regularly?

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# SUB-DIRECTIVE #4

Archivists provide context for the facts they report.

Archivists don't stop at gathering details. They also report on them. A good report on their work provides context - the background, setting, and key people involved. The best reports also provide context from the archivist's perspective. This involves separating the facts from an archivist's own opinion, interpretation, or conclusion.

## Case Study #4

Archivist 74C is translating a historical document from another alien species into their own language. They discover a word they do not recognize. When they present it to diplomats of the alien species to learn its meaning, the diplomats are taken aback. They explain that this is an insulting word to their species and is unutterable on penalty of exile. They demand the document be scrubbed of any instance of the word. Star Armada High Command disagrees, believing the document ought to be preserved in its entirety. They argue it was written at a time when the word was frequently used by the alien species and was not immoral then.

Historical researchers often deal with problematic passages, words, or documents. How can context help provide better details for a document?

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Researchers balance competing interests between different groups, but their first mission is record-keeping. How can this mission sometimes present a problem in situations like the one above?

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How can Archivist 74C provide context in this situation to the passage that might satisfy both High Command and the alien diplomats?

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## ARCHIVIST TRAINING FINAL EXAM #1

It is time for the final exam. First, you will read the scenario below together. Then you will be put on one of two teams of archivists. Each of you will be given a brief on your organization. Read your brief carefully; it contains all the knowledge you need for your test. For the final exam, you must resolve all of the problems in your brief AND the other team's brief. Each team must agree by majority vote to the terms. Failure to do so will result in automatic failure of the final exam. Good luck, archivist.

### **Scenario #1: IAPC and UNSS first contact, 10193 C.E.**

In the year 9925 C.E., the United Nations of the Sol System (UNSS) founded a colony of 20,000 people on Proxima Centauri b. This colony of UNSS immigrants was to be the first to colonize the Proxima Centauri system. The first ships arrived via a warp-gate and began to terraform the planet. A few years into terraforming, a solar storm from Proxima Centauri's star hit the planet. The storm was so devastating that the atmosphere was ripped from the planet and the warp-gate destroyed. UNSS leadership determined there could be no survivors from such an event. No attempts at a rescue mission were made due to the decades-long storm.

Over 300 years passed before the UNSS made another expedition to Proxima Centauri b. To their surprise, they not only found survivors, but that through the centuries the people of Proxima Centauri b had grown and built a new government! This government is known as the Independent Alliance of Proxima Centauri (IAPC).

However, on first contact the IAPC attacked the UNSS ships with a powerful weapon that destroyed a UNSS ship and killed its crew. They warned any UNSS ship that would attempt to land would meet a similar fate. A ceasefire has been called as both sides attempt to negotiate what the other side wants.

Archivists for both the UNSS and IAPC have been called on as diplomats for this ceasefire. You are on one of the teams. Determine what each side wants from these negotiations and why the IAPC fired immediately on the UNSS. Each side must walk away from the negotiations having resolved each problem by majority vote.

Summary of negotiations: \_\_\_\_\_

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## Independent Alliance of Proxima Centauri (IAPC)

You are a team of archivists for the Independent Alliance of Proxima Centauri, the colonists who first landed at Proxima Centauri b. They currently control the planet from the safety of biosphere cities - habitats for humans that shield them from the solar storms.

**Politics:** Direct democracy. Every person over 15 votes and physically participates for 5 years as a representative of the Alliance.

**Economy:** Command economy. Entire economy is controlled by Alliance. People are given equal shares of goods. Individuals help one another out according to their needs. Can earn additional income with hard work.

**Religion:** No official religion. A large minority believe in the Audit, a future event where a god-like being or alien race will rescue them to take them to a new world.

**Society:** 50,000 people. Because of the high ultraviolet radiation, average age of person is 50 years. Less diversity of people than in Sol. Very little infighting.

**Intellectual:** Technology is mostly the same as that of Sol, with much less people. No warp technology. A radioactive crystal on Proxima Centauri has allowed the development of massive particle accelerators that can destroy anything Sol uses in orbit. Sol currently has no counter to this.

**Arts:** Has very little care for the arts. Bio-art - art using living plants - is highly desired.

### Demands

- We want to gain access to warp technology at all costs! Otherwise we cannot leave the planet.
- We want to be a free and independent planet. The people will be known as "Centurites." We fired on UNSS because we see them as aggressors who abandoned us 300 years ago.
- Sol can take any of its soldiers who died in the first attack for burial. Centurites will stay buried on Proxima Centauri because they have been Centurites since abandoned by UNSS.

### Concessions

- Willing to give access to massive particle accelerators (the weapon used to destroy the UNSS ship) for the right price.

### Red Line (DO NOT LET UNSS DIPLOMATS DO THIS)

- Refer to Centurites as "proxies" (the word originally used by the UNSS for IAPC colonists).
- Make fun of Audit believers.



## United Nations of the Sol System (UNSS)

You are a team of archivists for the United Nations of the Sol System, the original human government set up on Earth. It currently controls the entire Solar system through the use of starships, and has contact with other worlds through the construction of warp-gates to travel quickly through space.

**Politics:** Democratic republic with free and fair elections. Has a Supreme World Leader who is elected by representatives. No political parties.

**Economy:** Capitalist free market. Anyone can buy or sell goods. Most UNSS citizens are poor-to-middle class. Large income inequality gaps.

**Religion:** Several major religions exist, but the government is non-religious. Separation of church and state.

**Society:** 20 billion people in the Sol system, with many different types of people. Different gravity fields and atmospheres has led to different effects on human bodies. Those born in low-atmosphere are likely to struggle on planets with high atmosphere.

**Intellectual:** Highly developed society with warp technology. Many people take Mentats, a type of medicine, to make them smarter or stronger.

**Arts:** Strong love of the arts, especially music, virtual reality, and film.

### Demands

- We want access to the weapon used to destroy our ship to better protect ourselves.
- We want to bury our fallen and take any buried "proxies" (the word for colonists) to be buried with their ancestors on Earth.
- We want mining rights for any crystals found on Proxima Centauri b, in order to produce better technology with it.

### Concessions

- Willing to allow Proxima Centauri b to be a free and independent planet in exchange for the right stuff.

### Red Line (DO NOT LET IAPC DIPLOMATS DO THIS)

- Make fun of our Supreme World Leader.
- Allow access to our Mentats (could have unknown effects on the more radioactive proxies)