

Title of Lesson: ____ Only 1?: Each of Us Can Create Change..._____

Author: Heidi Ahlstrom-Miller, North Branford High School (North Branford, CT.). This lesson is planned for a high school English curriculum, grades 9-12, but is set up here for 9th; it also applicable with expansion to a unit or as an introductory exercise at a faculty meeting, if one is planning to galvanize change within a school.

For unit expansion ideas, in particular the change-the-world project idea, please reference “Benchmarks: 9th, 10th, 12th/Change Project”, www.fmtusd.org, “The Change Project Handbook”, of Irvington High School, Irvington, California.

Introductory Lesson, 40-minute activity introduced within one 82-minute block.

Introduction: As an English teacher of traditional and world literature, the instructional link to a full unit on global warming and food security is not readily apparent. However, using the avenue of our school’s “Full Circle” focus (which is linked to our school’s mission statement: *Citizenship, Integrity, Responsibility, Consideration, Leadership, Empathy*), which incorporates the national goal of lifelong learning, along with our additional focus on ownership of one’s actions and the Common Core emphasis on reading -- including nonfiction reading -- it is easily possible to build this lesson into an English department’s curriculum.

Connections: This will depend upon a student’s chosen direction (as one develops the change-the-world project), but the greatest emphasis is predicted to relate to the Civics and Economics strands of the C3 Framework, with application as well to the Inquiry Matrix.

Reference as listed in Pier’s original lesson template:

<http://www.socialstudies.org/system/files/c3/C3-Framework-for-Social-Studies.pdf>

Vocabulary: Terms and concepts for discussion for this introductory activity include: consequences, achievement, significance, action, charity, philanthropy.

Content Standards: RI.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text;

RI.9-10.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone;

RI.9-10.10: By the end of grades 9 and 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently;

W.9-10.2, 2.a-2.f: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content;

W.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Essential (Compelling) Question: Many times, global concerns can be overwhelming. It can be difficult for adults to see the consequences of their actions sometimes; students can have even greater difficulty comprehending the concept of consequences. “It’s the action, not the fruit of

the action, that's important. You have to do the right thing. It may not be in your power, may not be in your time, that there'll be any fruit. But that doesn't mean you stop doing the right thing. You may never know what results come from your action. But if you do nothing, there will be no result," said Mahatma Gandhi (www.goodreads.com). At first thought and first read-through, Gandhi's philosophy may seem too esoteric for some.... This is where a concrete approach can be utilized.

This lesson's essential question is: What can ONE person really do to create change in our global society/world?

Paired questions include: How significant are our own actions? What can one person achieve?

Literacy through the Content Area: DRTAs and QARs can be incorporated into this activity and a further unit, easily, if required, although a QAR of "Where is the answer" would not be tremendously desirable as the purpose of this introductory activity would be for students to create their own answers (with support from the readings). Additionally, too much emphasis on DRTA predictions could weaken the discovery process students should display in their written responses.

Placement of Lesson within Broader Curriculum/Context: This introductory lesson would fall within any nonfiction curriculum section, but would preferably be utilized at the beginning of the school year.

If introduced early within the schedule, it would allow for a class/grade/school to expand the introduction and reading activity into a more complete unit and a concrete campaign for change within the active group.

The long-term hope for a broader outcome of this introductory lesson, and a long-range impact on student learning, would be for the teacher to be able to expand this first step into a project of students designing their own change-the-world campaign. The campaign/project would culminate in student presentations (video or real-time), of their projects.

Learner Background: As this lesson is suggested for use at the beginning of the year, with the selected class here being 9th grade, the teacher may have little knowledge of students' prior knowledge or skill, and/or their present level. However, as the hope is that this could be the launching pad activity for expansion into a unit and/or class/school project, analysis of continued work would allow for a clearer picture of learners' skills sets.

Objective(s) for Lesson: *Students will be able to read and comprehend nonfiction writing and demonstrate a connection with the material as they write and then discuss answers to related questions.*

With lesson-to-unit expansion: *students will design and craft, implement and then present a concrete plan for creating and implementing change within their community, defining their desired goal, outlining the necessary steps to achieve it, and ultimately presenting their*

results. Please reference the “The Change Project Handbook” of Irvington High School, Irvington, California, at www.fmtusd.org, for an outline and rubrics.

Integration of 21st century skills: Students should demonstrate originality and inventiveness in this work, as well as develop and communicate new ideas to others, as they read the Jar for Change articles (online or in print), write answers [and long-term, design their own plan for change](on devices or by hand), and discuss their answers [and plan] with others.

If teachers were able to parlay the introductory activity into a unit/plan, completed projects could be videoed and shared with the class, school, or via the web. By the nature of the long-term project, they would be framing, analyzing and synthesizing information in order to solve their own defined problems, plus answering their own questions.

Assessment: Formative: This lesson is a formative assessment that can be expanded to include many additional assessments, including a summative. Ideally, some classes and/or schools could use this lesson as a launching pad for a community project, with the summative linked to the achievement of the project’s goal.

As it is an introductory, formative assessment, students will be asked to respond both in writing and with discussion to structured questions linked to non-fiction articles (included herein). Tasks can be expanded to writing prompts (also included); ideally, a summative assessment of a student’s/group’s plan-for-change/proposal-for-action would be the unit’s ultimate goal. Evidence of student learning would be assessed through use of the NBHS schoolwide rubrics (SWRs, especially the ARCC-based Response Rubric, also included herein); use of the Irvington High School’s rubrics in their “Change Project Handbook” (www.fmtusd.org) would also structure assessment procedures.

Continued formative work would be with the Writing Prompts activity contained at the end of this plan. Summative work would be a student’s (or pair/small group’s) change-the-world design plan (and implementation, with reporting-out upon completion; again, please reference www.fmtusd.org’s “The Change Project Handbook”).

Materials/Resources:

Classroom Smartboard and/or school/personal devices or lab; classroom standard white-or-chalkboard; classroom website; paper and pen; sources as listed.

Main readings references for lesson:

“Baton Rouge 8-year-old leads effort to raise money for babies in NICU at Woman’s Hospital” by Chelsea Brasted, NOLA.com/The Times-Picayune, on June 11, 2014, updated June 13, 2014, www.nola.com

“9-year-old Baton Rouge boy gets national recognition for ‘Jar for Change’ philanthropy”, by Emily Lane, NOLA.com/The Times-Picayune, on June 17, 2015, updated on June 17, 2015, www.nola.com

Teachers may choose to direct students to the websites for reading in a lab or on classroom devices; they may do the same as well if the activity is moved to a homework piece; they may print out and attach/handout the articles to the questions; they may direct the students to the readings via a classroom Smartboard or classroom webpage.

Additional References:

“9 acts of individual defiance that changed the world,” www.one.org (This source is especially useful if teachers would like to incorporate more visual media into their lesson, specifically when using the writing prompts and inspirational quotes.)

“Benchmarks: 9th, 10th, 12th/Change Project”, ‘The Change Project’, www.fmtusd.org

“Grade 9 Rhetorical Analysis Rubric”, Megan Bishop and Heidi Ahlstrom-Miller, July 1, 2014, TUNE_LAO9_UNITXX_ARCC_RomeoJulietRhetoricalAnalysis: from ACES performance task workshop.

“Instructional Strategies That Facilitate learning Across Content Areas”, www.sde.ct.gov

“PBIS: Positive Behavior Intervention and Support -- ‘Going Full Circle’”, Principal’s Newsletter, www.nbhs.northbransfordschools.org, March 2011

“P21 Framework Definitions -- Partnership for 21st Century Skills”, [pdf], www.p21.org

“Quotes About Make A Difference” www.goodreads.com

“Schoolwide rubrics”, ‘Resources’ dropdown section, Mr. Ford’s English class webpage, www.nbhsenglish.com

“Service Learning Framework - Facing the Future”, <https://www.facingthefuture.org>

TED conversations archives: “Do you think one person can change the world? Can it be you?”

TED: posted May, 2015

geneticist Pamela Ronald: “The case for engineering our food”

TEDxPugent Sound: filmed September 2009

Simon Sinek: “How great leaders inspire action”

“The Connecticut Common Core of Teaching (CCT) Rubric”, http://www.connecticutseed.org/wp-content/uploads/2014/05/CCT_Rubric_for_Effective_Teaching-May_2014.pdf

Lesson Development/Instructional Strategies:

As stated previously, this lesson is an introductory activity which hopefully is expanded into a unit with a summative assessment of a change-the-world plan and activity.

The initial activity would presumably work best if utilized at the beginning of the year, to allow development of the overall unit/plan. The Writing Prompts included at the end of this plan are one suggestion of how to continue to incorporate this theme; strategies for implementation of the prompts are similar to the nonfiction reading-writing activity.

First steps: through use of a classroom Smartboard or standard board, the teacher should display the agreed-upon vocabulary, and the class can work verbally, as a class with shared responsibility and collaboration, to define the requisite vocabulary. (3-5 minutes)

A posing (with posting; this too can be expanded) of the essential question would then occur, with verbal discussion and/or a posting of replies. (5-8 minutes)

Students would then receive, either via paper handouts, Smartboard or device screens, and/or a combination of both, the nonfiction articles, with written directions also explained verbally (this can also occur as a homework piece, but is deemed more effective as a classroom activity).

Students who finish writing early may share their work with the teacher, and/or serve as writing assistants to others in the classroom. (8-15 minutes for writing)

A round-robin of sharing answers should then occur, with a student scribe posting points for each question. (8-16 minutes)

An exit/homework-slip conclusion that would serve as a springboard to the concrete change-the-world project would be: "How would you plan to make one part of your philanthropic answer (question #4) become a reality?"

Assessment of the slip can also be achieved through use of referenced rubrics, with flexibility-for-teachers as noted.

Should the teacher be able to expand this activity and incorporate the change-the-world plan, a similarly formatted 20-to-40 minute introduction-and-explanation class should be scheduled, with reference to this initial lesson. Subsequent class-blocks would then be necessary.

Students Needing Differentiated Instruction/CCT Rubric:

A classroom discussion, with shared definition of the noted vocabulary words, should assist a teacher at the start of the year to some basics of students' abilities. A review of CMT scores and/or GATES scores, if available, can assist as well.

For the introductory activity, seamless (Domain 1) ways to assist students who need modifications, and likewise challenge achieving students, is to assign roles and partnerships

within the classroom of: wordsmith, discussion leader (while the teacher moderates), classroom scribe.

More complex addressing of these needs (Domains 2 and 3) can be developed when the introductory activity is parlayed into the project design: teachers can structure pairs or small groups with students of varying abilities. Roles can then be designated within each pair/group that specifically address each child's skills.

Furthermore, the Writing Prompts activity contained within this plan allows for the assignment (of choice) of less-to-more complex quotes for students of varying skills to work with. This activity is just one suggestion for how to begin to expand the introductory nature of this lesson plan.

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Articles on 'JAR for Change' founder Joey Roth

Non-fiction Reading; Short Answer Questions

structure: assigned in-class, for a class assignment grade (answer-length requirement can be expanded/contracted per appropriate grade/skill level expectations)

pre-assignment vocabulary: charity, philanthropy

weight: points per answer & overall dependent upon teacher's class scoring system

_____ student: _____ points:
_____/____

Directions: Attached are 2 articles from The Times-Picayune newspaper website (www.nola.com) regarding the efforts a young boy from the Baton-Rouge, Louisiana area has made, to make a difference. Read both articles and then answer the questions below thoughtfully. Use examples from the text to support your answers.

1) What were you doing at 8-years-old? What were your common activities and thoughts at that age? Compare your memories of yourself to Joey Roth and his story.

2) Did you (do you now) have a savings jar, piggy bank, or savings account at ages 7, 8, 9? Where did (does) that money come from? What did (do) you use that money for?

3) How did you first learn about the concept of charity? What does charity mean to you?

4) How do you personally practice philanthropy in your life?

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Writing Prompt exercises

(can be given directly with no prior reading material, or paired with viewing “Bystander Revolution-What Can One Person Do to Help?” on Youtube.com, although this video relates more specifically to stopping bullying than to global climate change. prompts are designed to be assigned singly, but teachers could distribute them as a group for students to choose from and then respond to.)

structure: assigned in-class, for a journal or class assignment grade (answer-length requirement can be expanded/contracted per appropriate grade/skill level expectations), or can simply be used as a 6-to-10 minute writing warm-up activity. teacher can have the prompt on the Smartboard screen, pair the prompt with a visual (see goodreads.com), or simply write the prompt on the board. prompts can also be given as homework assignments, with the teacher handing out a homework slip with the prompt printed on it, or students may simply copy it down in/on their notebooks/devices.

pre-assignment vocabulary: charity, philanthropy

weight: points per answer & overall dependent upon teacher’s class scoring system

Directions: Read the assigned prompt and then respond to it as completely as possible, addressing what you believe it means, whether you agree with it or not, and how it relates to your life, school, or world.

Prompt #1:

“Stand for something or you will fall for anything. Today’s mighty oak is yesterday’s nut that held its ground.”
[attribution: Civil Rights activist Rosa Parks, goodreads.com]

Prompt #2:

“A spark can burn the forest. Therefore, a person can change the world.”
[attribution: blogger Penci Zamyou, TED conversations archives]

Prompt #3:

“Few will have the greatness to bend history itself, but each of us can work to change a small portion of events. It is from numberless diverse acts of courage and belief that human history is shaped. Each time a man stands up for an ideal, or acts to improve the lot of others, or strikes out against injustice, he sends forth a tiny ripple of hope, and crossing each other from a million different centers of energy and daring, those ripples build a current which can sweep down the mightiest walls of oppression and injustice.”
[attribution: politician Robert F. Kennedy, goodreads.com]

Prompt #4

“All men want, not something to do with, but something to do, or rather, to be.”

[attribution: writer Henry David Thoreau,

goodreads.com]

Prompt #5

“Do more than belong: participate. Do more than care: help. Do more than believe: practice. Do more than be fair: be kind. Do more than forgive: forget. Do more than dream: work.”

[attribution: motivational speaker and author William Arthur Ward,

goodreads.com]

Performance Task Rubric

Grade/Subject	Grade 9 Response Rubric
Unit Title	Only 1? Each of Us Can Create Change
Task Title	Response to Non-fiction Articles

Response Rubric:

	Performance Level #4 <i>Exemplary/Strong</i>	Performance Level #3 <i>Proficient/Meets Standards</i>	Performance Level #2 <i>Developing/Emerging</i>	Performance Level #1 <i>Beginning/Insufficient</i>
<u>Criteria #1</u> IDEAS & CONTENT RI 9-10.8 W 9-10.1	Follows the assignment intelligently and demonstrates a complete response with specific links to the text, including assessing whether the reasoning is valid with relevant, insightful and sufficient evidence, and/or expanding on connections. Cites strong and thorough textual evidence and draws thoughtful inferences.	Follows the assignment and demonstrates a level of comprehension with specific claims to the text; may assess whether the reasoning is valid with relevant and sufficient evidence, and/or expanding on connections. Cites textual evidence and draws some inferences.	Attempts to follow the assignment and demonstrate comprehension with claims from the text. Response is generally sound but may contain undeveloped claims, lack valid reasoning, fail to make connections or be too tangential. Rarely cites textual evidence; points may be repetitive; may not draw inferences.	The assignment contains gaps or is undeveloped. The response does not adequately provide an analysis, comprehension, or connection with credible evidence. Response is short of the required length. Does not include citation of any textual evidence; repetitious with little to no evidence of comprehension; lacks inferences.
<u>Criteria #2</u> ORGANIZATION W 9-10.2	Effectively and logically introduces, develops,	Broadly introduces and then mostly develops,	Basically introduces, develops, organizes and supports ideas, concepts and	Fails to introduce, develop, organize and support identifiable ideas, concepts and

9-10.4	<p>organizes and supports complex ideas, concepts and information, making important connections and distinctions.</p> <p>Includes appropriate formatting, and an insightful concluding statement or section that summarizes intelligently.</p>	<p>organizes and supports complex ideas, concepts and information, making some connections and distinctions.</p> <p>Includes mostly appropriate formatting, and a reasonable concluding statement or section that briefly summarizes.</p>	<p>information, making a few or weak connections and distinctions.</p> <p>Includes imprecise formatting, and a concluding statement or section that may not summarize or logically follow.</p>	<p>information. No connections and distinctions are made.</p> <p>Formatting is faulty, and no concluding statement or section exists.</p>
<p>Criteria #3 GRAMMAR & STYLE MECHANICS L.9-10.1 L.9-10.2</p>	<p>Demonstrates an elevated command of the conventions and standards of the English language; word choice is smart, precise and concise; sentences have variety and complexity, tone is objective and voice is expressive and engaging.</p>	<p>Demonstrates a command of the conventions and standards of the English language; word choice is appropriate; sentences are often varied and complex, tone and voice are generally appropriate for the audience.</p>	<p>Inconsistently demonstrates a command of the conventions and standards of the English language; at times, word choice is imprecise and/or inappropriate. Issues exist with sentence structure (i.e, fragments, run-ons); sentences are rarely varied and complex, voice may be inappropriate or non-existent, writing may seem mechanical, flat or stiff.</p>	<p>Demonstrates a flawed command of the conventions and standards of the English language; word choice is imprecise and/or inappropriate. Serious issues exist with sentence structure (i.e, multiple fragments and/or run-ons); sentences are not varied nor complex, writing is choppy, monotonous, or disjointed and difficult to follow.</p>