

Introduction

A. Rationale

Courage is one of the most lauded character traits in the western world. For millennia, humans have held up those that show great courage as heroes: from Greek and Roman heroes like Odysseus, Hercules and Aeneas to the firefighters and police officers rescuing people on September 11, courage is hailed as one of the most desirable traits. Courage is defined as bravery in the face of imminent peril. Because people's choices are often driven by avoidance of physical or emotional discomfort, courage is fascinating. At what point are people capable of moving past their own natural tendencies and exercising their will for something they believe in? Courage is a foundational trait of humanity, so much so that it makes people human.

While large acts of courage are defined as heroic and sometimes revolutionary, as is the case when the founding fathers of the United States stood together to declare independence from Great Britain, people can elevate their humanity daily by committing small acts of courage.

The world is changing at an accelerating pace as new technology fundamentally changes the way humans work, communicate, learn, eat and play. At this point courage has become an even more critical component of the human experience. This is demonstrated through everyday change, such as adapting to a new school or standing up for your beliefs in the face of popular dissent. It is these situations through which courage enables humans to cope and succeed.

Any instance of change can bring up feelings of fear and anxiety in individuals, and instead of viewing these as an inevitable weakness, the concept of courage enables people to view such situations as an opportunity to build up their fortitude and face the challenges ahead. Courage is a necessary tool to combat physical, psychological and emotional challenges, whether it results in a woman reaching out to her new neighbor or a man running into a collapsing building to save someone's life.

Recognizing when others show courage helps humans build empathy and understanding for others, including those who belong to different cultures. Encountering activists and social problems allows middle school students to expand their notions of what is normal and important in their lives. To use technology to inspire others to show courage is an essential leadership skill for students in this age of technology. It also builds up their self-concept as a person who can influence other people, and the world, for the better.

B. Differentiation for Gifted Learners

The content is appropriate for gifted learners because the images, texts and moral dilemmas analyzed require in-depth interpretation, in addition the students connect their interpretations of the images and texts to their understanding of the concept. These tasks both develop the higher order thinking skills among gifted learners. In addition, the content is derived entirely from the real-world, making concrete applications a direct extension of the work that students do in the classroom. This emphasis on real-world problems increases the complexity of the situations students analyze and requires greater depth of understanding to synthesize information and create the end product. Real world problems increase the likelihood of gifted learners being highly engaged with the material because they can see how this fits in directly with their world.

The process of this unit is designed to put control of the learning in the student's' hands. The students are responsible for developing the ideas and concept with minimal input from the teacher. This demonstrates to gifted learners that their ideas are valued and significant and enables them to explore the content deeply. It supports them in their development into adults as they collaborate with their peers to better understand the content. Higher level questions throughout the unit stimulate abstract thinking and knowledge transfer while the moral development lesson helps gifted learners develop metacognition, a depth of thinking that is essential to address as students become critical of their own thinking.

The product requires creative synthesis of research and knowledge and skill acquired throughout the unit. Students will apply their understanding of moral dilemmas to their issue and incorporate this into their product, requiring advanced synthesis skills and allowing learners to make realistic connections with the content. The freedom to choose their own focus for the product helps the students focus on an issue they feel passionately about, enabling them to approach the challenge of engaging and motivating an audience with creativity.

The learning environment is structured to focus on students' development of the concept, rather than the teacher feeding the concept to the students. This, coupled with the peer work, enable students to become autonomous but interdependent learners.

Goals and Outcomes

Content Goal: To develop an understanding of the key catalysts of social action and how character traits shape people's response to these events.

I can...

- A. Examine the events that lead social justice activists to engage in social action.
- B. Describe the common character traits possessed by effective social justice activists.
- C. Analyze how these character traits contribute to their successes and help them overcome challenges and setbacks.

Process Goal: To develop communication skills.

I can...

- A. Use technology and social media to spread a message effectively.
 - a. Use editing software to create a video with sounds and visuals.
 - b. Create a message that motivates people to contribute to social change.
 - c. Use storyboarding and other graphic organizers to plan an unfolding narrative.
 - d. Collaborate with peers to accomplish a mutually agreed upon goal.
- B. Articulate my thinking and engage in productive conversations with peers.
- C. Reflect on the connections among multiple perspectives, including my own.
- D. Refer to information from multiple sources to develop and support my ideas.

Concept Goal: To understand the concept of social action.

I can...

- A. Explain that social justice is the view that everyone deserves equal economic, political and social rights and opportunities.
- B. Show courage to speak up or act on my beliefs.
- C. Identify and reflect on the relationship among different kinds of social inequality in our country and the world.

- D. Make decisions in complex situations that reflect my moral beliefs regarding social justice.
- E. Predict the consequences, positive and negative, that may result from my decisions related to social justice.
- F. Draw conclusions about the relationship between social action and courage.

Assessment Plan

Formative Assessment:

Teacher observation will be used to evaluate students on their day to day progress towards meeting instructional goals. In addition, student progress towards understanding of the relationship between courage and social justice will be evaluated daily through discussion and written reflections. Students will be given goals to be completed during each workshop so they can self-evaluate their progress towards the final product. Students will also self-assess their final performance task using the rubric and criteria specified.

Summative Assessment:

The performance task below will be the summative assessment for this unit. Part one of the performance task is the primary task and can be assessed using the rubric found below it. Part two of the performance task is an extension that allows students to further examine the moral dilemmas associated with social justice. To see examples of students' completed videos please see the following links:

[Sexism Against Women](#)

[Help the Homeless](#)

Performance Task Part I:

Social Action Videos: President Obama is concerned that U.S. citizens are no longer engaged in improving the world. He is calling on you to produce videos to post on social media sites. The ideal video length is between three and six minutes and is designed to motivate citizens to show courage and take social action about a specific issue. Motivate people to “be the change they wish to see in the world!”

Components

- **Audio/Visual Effect:** It is crucial that your video be engaging to it's audience.
- **Presents Social Problem:** What is the social problem at hand? Why is this a problem?
- **Establishes the Social Context:** What information does the viewer need to understand the social problem?
- **Inspires people to believe they have the courage to change the world:** Give your audience an inspiring role model or other indicator that change is possible!
- **The ASK:** What, specifically do you want your audience to do?
- **Credits:** Give credit to your sources, anyone that helped you and yourself!

Performance Task Rubric

	Weight	4	3	2	1
Soundtrack	x 2	Music stirs a rich emotional response that matches the story line well.	Music stirs a rich emotional response that somewhat matches the story line.	Music is ok, and not distracting, but it does not add much to the story.	Music is distracting, inappropriate, OR was not used.
Visuals	x 2	Images create a distinct atmosphere or tone that matches different parts of the story.	Images create an atmosphere or tone that matches some parts of the story.	An attempt was made to use images to create an atmosphere/tone but it needed more work. Image choice is logical.	Little or no attempt to use images to create an appropriate atmosphere/tone.
Social Problem	x 3	The introduction of the social problem is exceptionally clear; it is easy to follow.	The introduction of the social problem is generally clear; it is possible to follow.	The introduction of the social problem lacks clarity; it is difficult to follow.	The introduction of the social problem is unclear; it is impossible to follow.
Social Context	x 3	Presentation of social context shows a thorough understanding of the context surrounding the social problem.	Presentation of social context shows a substantial understanding of the context surrounding the social problem.	Presentation of social context shows a partial understanding of the context surrounding the social problem.	Presentation of social context shows serious misconceptions about the context surrounding the social problem.

Inspires People to Show Courage and Create Change	x 4	The video is highly effective; the viewer feels driven to create social change.	The video is generally effective; the viewer believes that change is possible with courage.	The video is somewhat effective, but leaves the viewer with serious doubts about their ability to help.	The video is ineffective, it is not inspiring, but leaves a sense of impending doom.
The ASK	x2	The ask is highly effective; it creates a sense of desire in the viewer to accomplish the task.	The ask is generally effective; it is realistic and provides details to get people started.	The ask is somewhat effective, but may be too large or too small, lacks appropriate detail.	The ask is ineffective, missing or not related to the social problem.
Credits	x 1	All sources (information, graphics and music) are accurately documented in the desired format.	All sources (information, graphics and music) are accurately documented, but a few are not in the desired format.	All sources (information, graphics and music) are accurately documented, but many are not in the desired format.	Some sources are not accurately documented.

Performance Task Part II:

Your video was wildly successful! People are coming out in droves to stand up for the cause. This is evidence of your impressive ability to motivate the masses! Unfortunately, these people need guidance to handle the choices related to your social justice issue. Think back on your experience using moral reasoning to create a guide for these newly awakened citizens. Consider the kinds of moral dilemmas they will like face, the possible responses to these dilemmas, and the consequences that will likely follow from each response. You might choose to include your top ten tips, a list of possible community partners, a list of resources, or anything else that may prove useful to new activists.

Lesson Plans

TEACHER NAME		Lesson #
Lucas Harris		1
MODEL	CONTENT AREA	GRADE LEVEL
Visual Thinking Strategies	Language Arts	7-8
CONCEPTUAL LENS		LESSON TOPIC
Courage		Social Action
LEARNING OBJECTIVES <i>(from State/Local Curriculum)</i>		
<p>ELA</p> <ul style="list-style-type: none"> ● 8.SL.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. ● 8.SL.2: Analyze the purpose of information presented in diverse media and formats (e.g. visually, quantitatively, orally) and evaluate the motives (e.g. social, commercial, political) behind its presentation. ● 8.SL.5: Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. ● 8.RI.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences drawn from the text. <p>Information and Technology Standards</p> <ul style="list-style-type: none"> ● 8.TT.1.3: Use appropriate technology tools and other resources to design products to share information with others (e.g. multimedia presentations, Web 2.0 tools, graphics, podcasts, and audio files). ● 8.RP.1.1: Apply a research process to complete project-based activities collaboratively. ● 8.SE.1.1: Analyze ethical behavior (copyright, not plagiarizing, netiquette) when using resources. <p>Social Studies</p> <ul style="list-style-type: none"> ● 8.C&G.2: Understand the role that citizen participation plays in societal change. 		
THE ESSENTIAL UNDERSTANDING <i>(What is the overarching idea students will understand as a result of this lesson?)</i>		THE ESSENTIAL QUESTION <i>(What question will be asked to lead students to "uncover" the Essential Understanding)</i>
<i>Social justice requires courage.</i>		<i>How does social justice require courage?</i>
CONTENT KNOWLEDGE <i>(What factual information will students learn in this lesson?)</i>		PROCESS SKILLS <i>(What will students be able to do as a result of this lesson?)</i>
<ul style="list-style-type: none"> ● I know social justice is the view that everyone deserves equal economic, political and social rights and opportunities. ● I know creating social justice requires 		<p>Students will be able to:</p> <ul style="list-style-type: none"> ● refer to the text to support thoughts and draw inferences about a piece of informational text. ● articulate a pattern around a concept.

courage to speak out or act on your beliefs.	<ul style="list-style-type: none"> ● reflect on the social inequities in our society (local, national, and global). ● share knowledge collaboratively to learn more about using iMovie. ● collaborate with peers.
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GUIDING QUESTIONS
What questions will be asked to support instruction?
Include both “lesson plan level” questions as well as questions designed to guide students to the essential understanding

Pre-Lesson Questions:	During Lesson Questions:	Post Lesson Questions:
<p>Which one of these video clip interests you? Why does it interest you? What do you think they’re doing?</p> <p>How do you think a person could do _____? What commonalities do you notice between everyone’s observations? What quality do you see demonstrated in all of these video clips?</p>	<p>What’s going on in this picture? What makes you say that? What more can we find?</p> <p>In what ways do these images express courage? What different kinds of courage did you see?</p> <p>What general statement can you make about courage based on your exploration today?</p>	<p>How does social justice require courage?</p> <p>What social issue(s) do you see in the world today?</p>

DIFFERENTIATION
(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.

Content	Process	Product	Learning Environment
<p>The images require in-depth interpretation, and the social action topics presented in the images are engaging issues that people face today.</p>	<p>Students will create their own understanding of the concept through the Visual Thinking Strategies method.</p>	<p>None</p>	<p>Student focused discussion with teacher as facilitator.</p>

PLANNED LEARNING EXPERIENCES

(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)

Engage and Connect - *This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.*

As students enter the first day, there will be a revolving mash-up video of people who do small acts and large acts of courage. Students will be invited to answer the first three pre-lesson questions.

Students will introduce themselves by saying "My name is _____. I chose _____ which I think shows _____."

The teacher will use the second set of pre-lesson questions to lead a discussion on the commonalities of the video clips and students' observations. Teacher will transition to the explore portion of the lesson plan by making a concrete statement of the focus concept. "This week we will explore courage and how it relates to the world. The following images will help begin our exploration."

Explore - *In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.*

The teacher will project images to the class, one at a time and invite discussion (15-20 minutes each) about the images using the visual thinking strategy questions found in the "During Lesson Questions" section. As students discuss the images, they will complete the graphic organizer immediately below this lesson plan to track their ideas. The images are linked below.

1. http://cdn.thedailybeast.com/content/dailybeast/articles/2011/06/17/mansfield-b-frazier-my-father-s-rosa-parks-moment/jcr:content/image.img.2000.jpg/1308660742957_cached.jpg
2. https://media2.wnyc.org/i/620/372//80/1/20141125_150354.jpeg

Explain - *Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.*

Students will have a discussion based on their answers to the second set of questions under "during lesson questions."

Elaborate —*Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways*

Students brainstorm a list in response to the first post-lesson question. This list will remain

posted on the wall throughout the course of the week.

Workshop:

The teacher will introduce the performance task and the program iMovie. Students will be grouped (2-3) according to proficiency with the movie editing software, and the teacher will emphasize their role in helping their partners acquire a new skill (not simply doing everything in the program).

Students will be given time to explore iMovie on the MacBooks using a sample video clip. The students will end by brainstorming a list of social justice issues that they may want to focus on for their performance task as a group. Groups will then choose the social justice issue they will focus on for their performance task.

Evaluate: *This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.*

Teacher observation will be used to evaluate as students create meaning from the visuals provided and relate that meaning to the concept of courage. The teacher will evaluate the use of workshop time by student's developing understanding about using the iMovie program to create and edit video.

TEACHER NAME		Lesson #
Lucas Harris		2
MODEL	CONTENT AREA	GRADE LEVEL
Socratic Seminar	Language Arts	7-8
CONCEPTUAL LENS		LESSON TOPIC
Courage		Social Action
LEARNING OBJECTIVES <i>(from State/Local Curriculum)</i>		
<p>ELA</p> <ul style="list-style-type: none"> ● 8.SL.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. ● 8.SL.2: Analyze the purpose of information presented in diverse media and formats (e.g. visually, quantitatively, orally) and evaluate the motives (e.g. social, commercial, political) behind its presentation. ● 8.SL.5: Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. ● 8.W.7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. ● 8.W.8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. ● 8.RI.1: Cite the textual evidence that most strongly supports an analysis of what the text says explicitly, as well as inferences drawn from the text. ● 8.RI.2: Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. ● 8.RL.3: Analyze how particular lines of dialogue or incidents in a story propel the action, reveal aspects of a character, or provoke a decision. ● 8.RI.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. ● 8.RI.5: Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. ● 8.RI.7: Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or ideas. <p>Information and Technology Standards</p> <ul style="list-style-type: none"> ● 8.SI.1.2: Evaluate content for relevance to assigned task. ● 8.TT.1.1: Use appropriate technology tools and other resources to access information (search engines, electronic databases, digital magazine articles). ● 8.TT.1.3: Use appropriate technology tools and other resources to design products to share information with others (e.g. multimedia presentations, Web 2.0 tools, graphics, podcasts, and audio files). ● 8.RP.1.1: Apply a research process to complete project-based activities 		

collaboratively.

- **8.SE.1.1:** Analyze ethical behavior (copyright, not plagiarizing, netiquette) when using resources.

Social Studies

- **8.C&G.2:** Understand the role that citizen participation plays in societal change.
- **6.H.2:** Understand the political, economic and/or social significance of historical events, issues, individuals and cultural groups.

THE ESSENTIAL UNDERSTANDING <i>(What is the overarching idea students will understand as a result of this lesson?)</i>	THE ESSENTIAL QUESTION <i>(What question will be asked to lead students to “uncover” the Essential Understanding)</i>
<i>Social justice requires courage.</i>	<i>How does social justice require courage?</i>
CONTENT KNOWLEDGE <i>(What factual information will students learn in this lesson?)</i>	PROCESS SKILLS <i>(What will students be able to do as a result of this lesson?)</i>
<ul style="list-style-type: none">● I know creating social justice requires courage to speak out or act on your beliefs.● I know that valuing truth, honesty, and equality drives people to show courage.● I know that witnessing or being subject to inequality drives people to show courage.	<p>Students will be able to:</p> <ul style="list-style-type: none">● refer to the text to support thoughts and draw inferences about a piece of informational text.● articulate a perspective and restate other people’s perspectives.● use storyboarding to plan the visual components and message of their video.● collaborate with peers.● create a message that motivates people to work towards social change.

GUIDING QUESTIONS

What questions will be asked to support instruction?

Include both "lesson plan level" questions as well as questions designed to guide students to the essential understanding

Pre-Lesson Questions:	During Lesson Questions:	Post Lesson Questions:
<p>As an adult, what work will you do that deserves a Nobel Prize?</p>	<p>**What situation and character traits drive people to show courage?</p> <p>Insert after re-reading selection.</p>	<p>What needs to be said that wasn't said in the seminar?</p> <p>What did you learn about courage and social justice in this seminar?</p> <p>What did you like/dislike about the conversation?</p> <p>How did your peers demonstrate courage in the socratic seminar?</p> <p>What social issue(s) would you be willing to express courage for?</p> <p>How does social justice require courage?</p>

DIFFERENTIATION

(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.

Content	Process	Product	Learning Environment
<p>Students will read an advanced text as the basis of the socratic seminar.</p>	<p>Students will co-develop their understanding of the subject with minimal interference from the teacher.</p>	<p>Students will choose the topic of their product. They will have the freedom to try new ways of creating and editing video.</p>	<p>Student focused discussion with teacher as facilitator.</p>

PLANNED LEARNING EXPERIENCES

(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)

Engage and Connect - *This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.*

Students will view a video explaining the different kinds of nobel prizes that are awarded each year. They will then imagine what they will have received their nobel prize for. We will later critique this video for it's presentation of information.

<https://www.youtube.com/watch?v=94YQ3eI6LMc>

Explore - *In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.*

Students will watch this video

(<http://www.nytimes.com/video/world/asia/10000002485983/the-making-of-malala.html>), a short biography of Malala Yousafzai. They will also read Malala's speech at the youth takeover at the united nations. (<https://secure.aworldatschool.org/page/content/the-text-of-malala-yousafzais-speech-at-the-united-nations/>) While they are reading and viewing these texts, they will annotate by circling unfamiliar words and phrases, writing comments and questions in the margins, and underlining key concepts in the text. (In the case of the video, they will record this on paper.) Students will then write two of their best questions on index cards.

Explain - *Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.*

The teacher will outline the expectations for an effective socratic seminar. Students will participate in a socratic seminar begun with the question, "What situations and character traits drive people to show courage?" The socratic seminar will be operated as a fishbowl where students can tap another student on the shoulder to switch places. Reluctant students will be encouraged to tap in by handing them an index card with a question to present to the group.

Elaborate —*Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways*

Students will reflect on their participation in the socratic seminar by doing a freewrite using the "post lesson questions" as a starting point. Students will have an opportunity to share out salient points.

Students will brainstorm activists that exemplify courage for the social justice foci of each group.

Workshop: Students will view examples of the different components and track in their groups

how effective the video was at accomplishing the different objectives outlined in the performance task in their groups (graphic organizer below). They will pay special attention to strategies that were effective, and also note strategies that were distracting or boring.

Students will storyboard their film today using the provided storyboard format (image below). As time allows, students will locate the images they wish to use in their film.

Evaluate: *This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.*

Teacher observation will be used to evaluate as students have a text-based dialogue on the way courage operates in our world. The teacher will evaluate the use of workshop time by monitoring progress towards a decided social issue and gathering of resources that illustrate it.

Name:

Date:

Audio/Visual Effect: It is crucial that your video be engaging to it's audience.				
Presents Social Problem: What is the social problem at hand?				
Establishes the Social Context: What information does the viewer need to understand the social problem?				
Introduces Activist/Activist Demonstrates Courage: Give your audience an inspiring role model.				
The ASK: What, specifically do you want your audience to do?				
Credits: Give credit to your sources, anyone that helped you and yourself!				

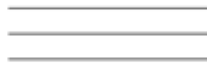
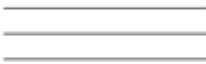
http://www.educationworld.com/tools_templates/template_strybrd_8panels.doc
Storyboard link, image is below.

Project Name: _____

Page: _____ of _____

By: _____

Date: _____



TEACHER NAME		Lesson #
Lucas Harris		3
MODEL	CONTENT AREA	GRADE LEVEL
Kohlberg	Language Arts	7-8
CONCEPTUAL LENS		LESSON TOPIC
Courage		Social Action
LEARNING OBJECTIVES <i>(from State/Local Curriculum)</i>		
<p>English Language Arts</p> <ul style="list-style-type: none"> ● 8.SL.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. ● 8.SL.5: Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. ● 8.W.8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. <p>Information and Technology Standards</p> <ul style="list-style-type: none"> ● 8.SI.1.2: Evaluate content for relevance to assigned task. ● 8.TT.1.1: Use appropriate technology tools and other resources to access information (search engines, electronic databases, digital magazine articles). ● 8.TT.1.3: Use appropriate technology tools and other resources to design products to share information with others (e.g. multimedia presentations, Web 2.0 tools, graphics, podcasts, and audio files). ● 8.RP.1.1: Apply a research process to complete project-based activities collaboratively. ● 8.SE.1.1: Analyze ethical behavior (copyright, not plagiarizing, netiquette) when using resources. <p>Social Studies</p> <ul style="list-style-type: none"> ● 8.C&G.2: Understand the role that citizen participation plays in societal change. 		
THE ESSENTIAL UNDERSTANDING <i>(What is the overarching idea students will understand as a result of this lesson?)</i>		THE ESSENTIAL QUESTION <i>(What question will be asked to lead students to "uncover" the Essential Understanding)</i>
<i>Social justice requires courage.</i>		<i>How does social justice require courage?</i>

CONTENT KNOWLEDGE (What factual information will students learn in this lesson?)		PROCESS SKILLS (What will students be able to do as a result of this lesson?)
<ul style="list-style-type: none"> • I know speaking out or standing up for social justice requires courage. • I know that people who demonstrate courage often face choices that affect the rest of their lives (and the lives of others). • I know that moral choices are subjective and the best choice varies from person to person. 		<p>Students will be able to</p> <ul style="list-style-type: none"> • articulate moral perspectives and analyze the thinking behind it. • restate other people’s perspectives. • identify and articulate the connections between perspectives. • create a narration to support the visual components and message of their video. • collaborate with peers. • create a message that motivates people to work towards social change.
GUIDING QUESTIONS		
<i>What questions will be asked to support instruction?</i>		
<i>Include both “lesson plan level” questions as well as questions designed to guide students to the essential understanding</i>		
Pre-Lesson Questions:	During Lesson Questions:	Post Lesson Questions:
<ol style="list-style-type: none"> 1. Would you get on? 2. What do you need to consider when making this decision? 3. What factors would change your mind? 4. If Malala did not show courage by continuing to get on the bus, how might the world be different? 5. How did Malala show courage through her actions? 	<ol style="list-style-type: none"> 1. Why do you feel that way? 2. What factors influenced your decision? 3. What other factors could you consider? How does this change your decision? 	<ol style="list-style-type: none"> 1. What do our choices and reasoning reveal about the relationship between social justice and courage? 2. How does a person’s moral reasoning vary based on the situation? What causes this to happen? 3. How does social justice require courage?

DIFFERENTIATION

(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.

Content	Process	Product	Learning Environment
Students will grapple with complex moral dilemmas.	Students will co-develop their understanding of the subject with minimal interference from the teacher. The Kohlberg model embraces and support the development of metacognition.	Students will apply their understanding of moral dilemmas to their issue and incorporate this into their product, requiring advanced synthesis skills and allowing learners to make realistic connections with the content.	

PLANNED LEARNING EXPERIENCES (This day is intended to be a one hour lesson and a one hour workshop.)

(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)

Engage and Connect - *This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.*

The room is set up like there is a vehicle in the middle, Each student will be given a nametag that says "I am Malala," and the students are faced with the question, "Would you get on?" The students will then answer the remaining questions in the pre-lesson box.

Explore - *In this phase, the students have experiences with the concepts and ideas of the lesson. Students are encouraged to work together without direct instruction from the teacher. The teacher acts as a facilitator. Students observe, question, and investigate the concepts to develop fundamental awareness of the nature of the materials and ideas.*

Students will be given a scenario that is more realistic: "A middle school student in one of their classes is selling drugs to help pay the bills at home. You find out. What should you do with this information?" Students will create a thought map outlining their thinking and then discuss it in small groups. Each group will attempt to decide the action they should take.

Explain - *Students communicate what they have learned so far and figure out what it means. This phase also provides an opportunity for teachers to directly introduce a concept, process, or skill to guide students toward a deeper understanding.*

Students will explain their decisions and the thought processes behind them, with prompting (if necessary) from the questions in the during lesson box.

Elaborate —*Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways*

Students will be encouraged to reassess their position and elaborate on the factors that changed their mind.

Students will identify the changes and discuss the post lesson questions.

Workshop: Students will create the narration and soundtrack for their film during workshop today. They will practice their narration in preparation for the recording tomorrow.

Evaluate: *This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.*

Students will be evaluated on their ability to articulate their reasoning and identify a situation in their life when they would need to apply this kind of moral thinking. Students will answer the questions in the post lesson box to help the teacher evaluate their understanding of the essential question.

TEACHER NAME		Lesson #
Lucas Harris		4
MODEL	CONTENT AREA	GRADE LEVEL
Questioning	Language Arts	7-8
CONCEPTUAL LENS		LESSON TOPIC
Courage		Social Action
LEARNING OBJECTIVES <i>(from State/Local Curriculum)</i>		
<p>English Language Arts</p> <ul style="list-style-type: none"> ● 8.SL.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. ● 8.SL.5: Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. ● 8.W.7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. ● 8.W.8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. ● 8.RI.7: Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or ideas. <p>Information and Technology Standards</p> <ul style="list-style-type: none"> ● 8.SI.1.2: Evaluate content for relevance to assigned task. ● 8.TT.1.1: Use appropriate technology tools and other resources to access information (search engines, electronic databases, digital magazine articles). ● 8.TT.1.3: Use appropriate technology tools and other resources to design products to share information with others (e.g. multimedia presentations, Web 2.0 tools, graphics, podcasts, and audio files). ● 8.RP.1.1: Apply a research process to complete project-based activities collaboratively. ● 8.SE.1.1: Analyze ethical behavior (copyright, not plagiarizing, netiquette) when using resources. <p>Social Studies</p> <ul style="list-style-type: none"> ● 8.C&G.2: Understand the role that citizen participation plays in societal change. 		
THE ESSENTIAL UNDERSTANDING <i>(What is the overarching idea students will understand as a result of this lesson?)</i>		THE ESSENTIAL QUESTION <i>(What question will be asked to lead students to "uncover" the Essential Understanding)</i>

<p><i>Social justice fosters courage.</i></p>	<p><i>How does social justice foster courage?</i></p>
<p>CONTENT KNOWLEDGE (What factual information will students learn in this lesson?)</p>	<p>PROCESS SKILLS (What will students be able to do as a result of this lesson?)</p>
<ul style="list-style-type: none"> ● I know how courage is related to social justice. ● I know that people who demonstrate courage often face choices that affect the rest of their lives (and the lives of others). ● I know that social justice activism and active citizenship leads to social change. 	<p>Students will be able to...</p> <ul style="list-style-type: none"> ● articulate thinking and engage in conversations with peers. ● create a message that motivates people to work towards social change. ● think critically about the relationship between social change and courage. ● use iMovie to create a video. ● record and integrate fluent, engaging narration into video. ● collaborate with peers to create a successful product. ● identify the consequences, positive and negative, of participating in social justice activism. ● credit sources and avoid plagiarism.

GUIDING QUESTIONS

*What questions will be asked to support instruction?
Include both "lesson plan level" questions as well as questions designed to guide students to the essential understanding*

Pre-Lesson Questions:	During Lesson Questions:	Post Lesson Questions:
<p>1. What questions do you still have about the relationship between courage and social justice?</p>	<p>1. How does your video inspire people to show courage for social justice? 2. What specific action (first step) are you encouraging viewers to take? 3. What other ways could people show courage to create social change? 4. How would you change your video if your target audience were politicians? 5. What set (student's activist) on their path? How did they build the courage necessary to succeed?</p>	<p>1. How would you show courage if you were in _____ situation? 2. Does creating and sharing a video require courage? Is it an effective way to engage in social justice? 3. What are the possible consequences of engaging in social action? 4. Should social action be encouraged in schools? Defend your position. 5. When is it appropriate to break a law to further social justice? How does this show courage? 6. Would it be better if people focused on local problems or global? Why? 7. How is courage related to social justice? 8. How would you prioritize the character traits required for activists who want to ensure social justice? 9. How would you prove that courage is required for social justice? 10. Why would the president want people to increase</p>

		<p>their participation in social justice activism?</p> <p>11. What is the function of courage (in social justice)?</p>
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DIFFERENTIATION

(Describe how the planned learning experience has been modified to meet the needs of gifted learners. Note: Modifications may be in one or more of the areas below. Only provide details for the area(s) that have been differentiated for this lesson.

Content	Process	Product	Learning Environment
	Higher level questions stimulate abstract thinking and transfer.	The product requires creative synthesis of students' knowledge and research.	Focus on collaborative learning with the teacher as a facilitator.

PLANNED LEARNING EXPERIENCES

(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)

Engage and Connect - *This phase focuses on piquing students' interest and helping them access prior knowledge. This is the introduction to the lesson that motivates or hooks the students.*

Students will respond to the question in the pre-lesson questions box on a sticky note (or two) and post their sticky note on the wall. These will be revisited to close the lesson.

Elaborate —*Allow students to use their new knowledge and continue to explore its implications. At this stage students expand on the concepts they have learned, make connections to other related concepts, and apply their understandings to the world around them in new ways*

Workshop: Students will record their narration in shifts and compile their films, putting together the visual and audio components to create the final product. If students finish early, they will work on part two of the performance task. As students are working, instructor will circulate and ask the during lesson questions to individual groups.

During the last ten to fifteen minutes of class, we will revisit the questions students still have from the engage. Students will be invited to contribute answers/ideas to these questions through a gallery walk. As necessary, we will also use the questions in the post lesson box.

Evaluate: *This phase assesses both learning and teaching and can use a wide variety of informal and formal assessment strategies.*

Students will self-assess their finalized performance task using the criteria listed on the performance task.

Lesson Resources

Books:

Applegate, Katherine (2012). *The One and Only Ivan*. New York City, Harper Collins.

Davis, Sampson; Jenkins, George; and Hunt, Rameck with Sharon M. Draper. *We Beat the Street: How a friendship pact lead to success*. New York City, The Penguin Group.

Lai, Thanhha (2011). *Inside Out and Back Again*. New York City, Harper Collins.

Palacio, R.J. (2012). *Wonder*. New York City, Knopf Books for Young Readers.

Park, Linda Sue (2010). *A Long Walk to Water: Based on a true story*. New York City, Clarion Books. Sheth, Kashmira (2010). *Boys without Names*. New York City, Harper Collins.

Yousafzai, Malala with Patricia McCormick (2014). *I am Malala: The girl who stood up for education and was shot by the Taliban (Young Reader's Edition)*. Boston, MA, Little, Brown and Company.

Videos:

<https://www.youtube.com/watch?v=94YQ3eI6LMc> The Nobel Prize is explained in this video. It can be used both as background information about the Nobel Prize and as an opportunity to critique the way the video presents information.

<http://www.nytimes.com/video/world/asia/100000002485983/the-making-of-malala.html> This New York Times mini-documentary about Malala Yousafzai provides background information on Malala's life.

Images that depict courage, social justice issues, and/or social action:

<http://cdn.thedailybeast.com/content/dailybeast/articles/2011/06/17/mansfield-b-frazier-my-father-s-rosa-parks-moment/jcr:content/image.img.2000.jpg/1308660742957.cached.jpg>

Men protesting during the civil rights movement while soldiers look on, armed.

<https://img.4plebs.org/boards/pol/image/1401/08/1401086407358.jpg> Young boy receiving folded flag at military funeral with full honors.

http://www.fs.usda.gov/Internet/FSE_MEDIA/stelprdb5370550.jpg

http://pre08.deviantart.net/63a2/th/pre/i/2013/290/3/d/courage_to_fight_courage_to_lead_by_blackhatgraphics-d6quqzy.jpg Fire fighters fighting forest fire.

<https://njalabrahamsen.files.wordpress.com/2014/07/tale.jpg> Man speaking up in front of critical audience.

<http://orig10.deviantart.net/e75f/f/2012/285/e/9/e957b640d98213b3211e82bbe77b8be3-d5hmgm3.jpg> Quote indicating that ideas live on even though those who held them are killed.

<http://images.fineartamerica.com/images-medium-large-5/1-malala-yousafzai-michael-volpicelli.jpg> Image of Malala Yousafzai created by writing words related to her journey and message.

<http://news.upperplayground.com/wp-content/uploads/2014/10/Eduardo-Kobra-Malala-Yousafzai-NobelPrize-001.jpg> Mural of Malala Yousafzai advocating peace.

<http://www.ugandandiasporanews.com/wp-content/uploads/2013/01/gay-couple.jpg> Prosecuted gay couple finally get married after fleeing Uganda.

https://media2.wnyc.org/i/620/372//80/1/20141125_150354.jpeg New York City students indicating that they will not be silent.

Websites:

<https://www.dosomething.org/> This website helps students choose a social issue or cause and do something about it within their available time frame.

<http://www.simplypsychology.org/kohlberg.html> This website explains Kohlberg's theory of moral development.

<http://www.vtshome.org/what-is-vts/method-curriculum--2> Website explaining visual thinking strategies and how this lesson strategy can support the common core standards.

<http://gjs.appstate.edu/social-justice-and-human-rights/what-social-justice> This site expands on the definition of social justice provided in the lesson plan.

<https://www.wevideo.com/> Free online video editing software that includes tutorials.

<http://www.takepart.com/photos/10-social-issues-americans-talk-about-twitter-most/> Slideshow of the ten most talked about social issues (in the U.S.) on twitter. Website also has news for social justice.

<http://www.corestandards.org/ELA-Literacy/> Common Core Standards List for ELA.

<http://www.ncpublicschools.org/acre/standards/new-standards/#it> Links to pdf's for North Carolina's social studies and technology standards.

www.nhcs.net/stae/Teachers%20and%20admin-teacher%20tools/Socratic_Seminars-Directions.doc This document describes basic information needed to implement Socratic Seminars.

<https://secure.aworldatschool.org/page/content/the-text-of-malala-yousafzais-speech-at-the-united-nations/> This links to Malala's speech at the United Nations Youth Takeover.