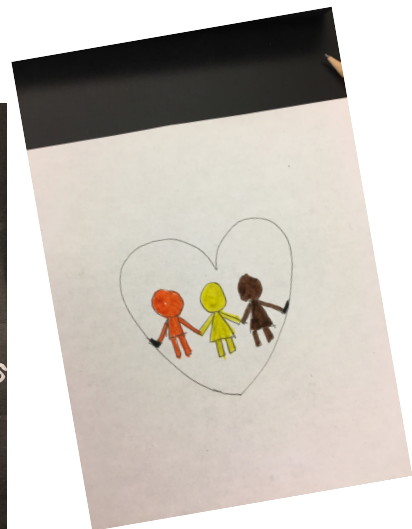
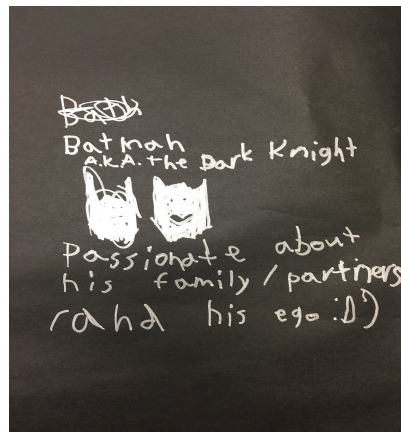
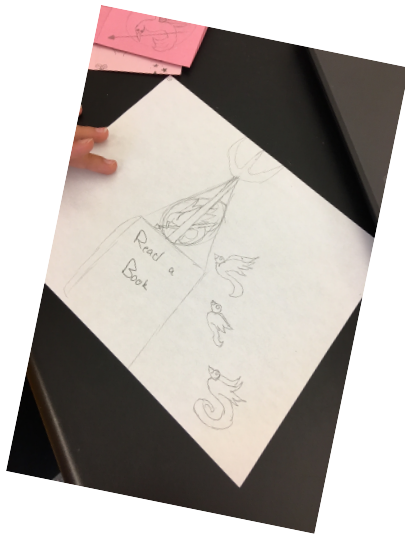


Light My Fire!

Taylor Clune
6th-8th Grade
August 1, 2017



II. Introduction

Rationale

Unit Summary

In this unit students explore the concept of advocacy, specifically how passion sparks advocacy. Students discuss various historical figures from past and present day to determine how life experiences have fueled each one's passion, leading to a role as an advocate. Students examine how particular events have influenced and shaped the lives of advocates, while also exploring what is important to themselves. As students learn about advocacy and ways to be an advocate, they also recognize the attributes and characteristics of advocates in history and literature. Students then take this knowledge and distinguish similarities and differences between historical advocates and advocates in literacy. Once students have a solid understanding of advocacy, they then are asked to apply their knowledge by advocating for their own passion. Students create a digital presentation advocating their passion. Students synthesize their learning by following criteria specified in a performance task where they advocate for their passion.

Unit Significance

This unit helps students develop essential skills necessary for life long learners and skills that are developmentally appropriate for gifted learners. Students are challenged with tasks of determining attributes, comparing/contrasting advocates, applying their new understanding, and creating a final product. Having varied levels of skill allow for the students to progress with their learning at their own pace while creating opportunities for rigorous thinking. Students are challenged to take their learning and transfer it to real world scenarios.

The content provided in this unit covers several topics that are important for students to understand and know. Students explore historical figures during the Civil War, as well as historical figures from around the globe. Students examine character traits and attributes that are commonly recognized in advocates. The content exposes students to events and figures who have had and continue to have an influential effect on our past and present history.

Advocating serves as a voice to bring awareness to causes and issues that are valued as relevant and important. It is critical to teach students they are capable of advocating and standing up for what they strongly believe in. This gives students the confidence and power to use their voice to create change and make a difference. It empowers students to recognize injustice and equality and to take action. It enables students to be fueled by what they are passionate for, ultimately placing them on a path of purpose.

Differentiation for Gifted Learners

Content & Process

This unit lends itself to promoting and raising awareness for advocacy. In this unit students review advocates from the Civil war and have to link comparisons to the advocates in literature; specifically Katniss Everdeen. Students consider multiple perspectives, while determining their own perspective, for what it means to have passion and what it means to be an advocate. Students analyze events and experiences to support how passion guides one's thoughts and actions, leading to advocacy. Students are engaged in activities that allow them to maintain their own pace and guide the complexity of their thinking.

Product

For the performance task students were asked to create a presentation advocating their passion. The performance task was interest based and required students to assume a role of an employee for a cause they are passionate for. In addition to determining their passion, students had to research the type of job their passion would be found. Students then had to create a product, which advocated for their passion. This task was very challenging and allowed students to be as creative as possible when creating their non-profit organization and what it represented. Students who completed all components of the task early were then given an extension where they had to create a fundraiser to raise awareness and money for their cause. Students were highly engaged and motivated with the task.

Learning Environment

Some adjustments were made to the learning environment in that students were allowed to partner up to work on the performance task. Not all students chose to do this, but it allowed for the students who were sensitive to working independently, the opportunity to work in pairs and collaborate. Students sat paired at tables, which allowed for students to turn and talk but also allowed for extra space if necessary. As the week progressed, students engaged in tasks, which required them to get up and move around the room as necessary. I did not recognize any learners who needed specific modifications in regards to their work environment.

Population of Gifted Learners

The students involved in the unit were predominately rising 6th graders with the exception of a few rising 7th graders. The students were a good mix of boys and girls. The group was predominately Caucasian with the exception of one Asian student. It was hard to determine the socioeconomic background of each student, but most students appeared to come from middle class families based on conversations about vacations and hobbies students participated in.

The students in the group had a strong interest in literacy. Majority of the students were very familiar with the Hunger Games. Some had read the books, while most had seen the movies. The students were very opinionated about Katniss Everdeen's character and her role in the Hunger Games. Students had several interests in liberal arts and sharing their voice. Students also had a variety of interests outside of the classroom that included pets, hunting as a hobby, and playing multiple sports. The students in this group were very well rounded in academics and social skills.

Majority of the students in the group had a very large vocabulary bank and clearly articulated their ideas and thoughts. Students were very opinionated and expressive when sharing their ideas and feelings in writing; however, were more reserved when speaking in front of peers. I am not sure if the short amount of time together (4 days) prevented students from blossoming and coming out of their shells. Each day as the unit progressed, it was noticed that several students warmed up and became more comfortable speaking in front of peers. The students in this group were very well behaved and exhibited wonderful manners. During the Socratic Seminar held on the third day, students were very polite and respectful when disagreeing with peers.

The students in this group were very sensitive to speaking in front of peers. I did make adjustments to accommodate this by allowing students to work with a partner for the performance task. In addition, I also included more informal tasks that allowed students to show their thinking in written form instead of verbally through a whole group discussion. There were two students who were very eager to be the first to finish the performance task. Students who accelerated at a quicker pace, were given an extension to the performance task, to keep them engaged and to extend their thinking on the topic of advocacy.

III. Goals and Outcomes

Content Goals and Outcomes Goal 1: To understand that character traits are inferred through one's actions, thoughts and feelings. Students will be able to...

- A. Make inferences about historical figures from the civil war, history and in literature.
- B. Identify historical events experienced by advocates to determine one's passion.
- C. Examine the roles of advocates in history and literature.
- D. Make comparisons between historical advocates and advocates found in literature.

Process Goals and Outcomes Goal 2: To develop an understanding of how concepts are interrelated and present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support the main idea; speak clearly at an understandable pace. Students will be able to...

- A. Define the concept of advocacy and how it is guided by passion.
- B. Draw conclusions about passion and how it fuels advocacy.
- C. Synthesize about passion and advocacy.
- D. Describe how passion sparks advocacy by stimulating one's beliefs, attitude and desires on a given subject or issue.
- E. Formulate an opinion on an issue and effectively advocate for it.

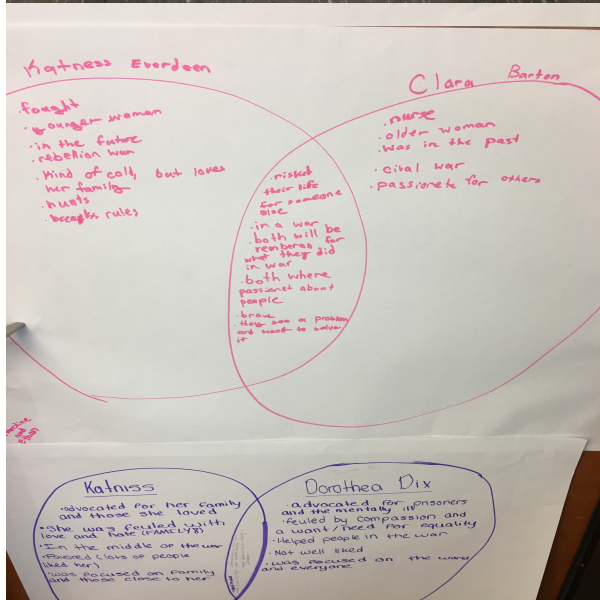
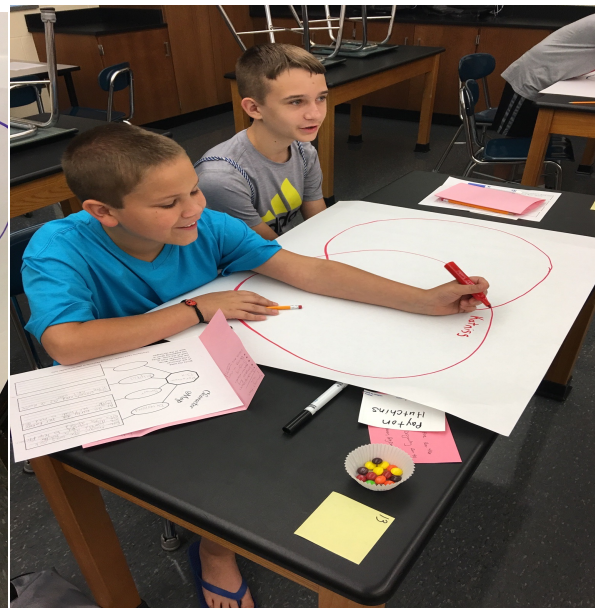
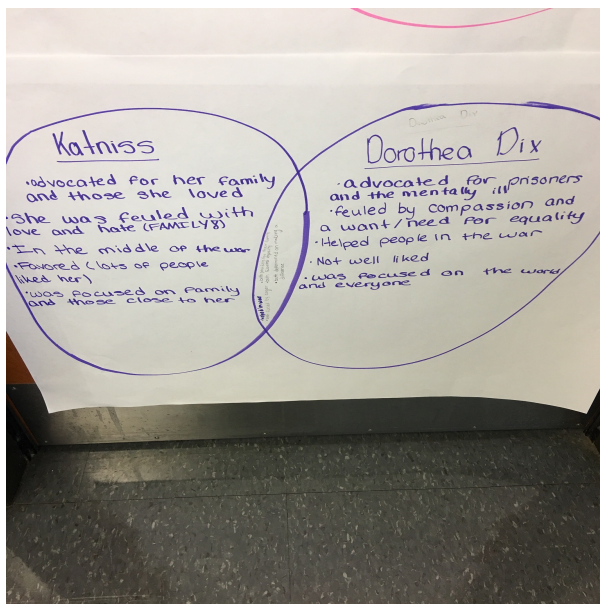
Concept Goals and Outcomes Goal 3: To interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and to explain how it contributes to advocacy. Students will be able to...

- A. Explain how passion sparks advocacy while drawing on real world examples.
- B. Distinguish the character traits and attributes of advocates.
- C. Analyze multiple perspectives surrounding an advocate's belief system.
- D. Transfer knowledge about advocacy into a digital product-portraying advocacy.
- E. Justify how passion sparks advocacy.
- F. Distinguish passion as a concept and explore one's inner passion.

IV. Assessment Plan

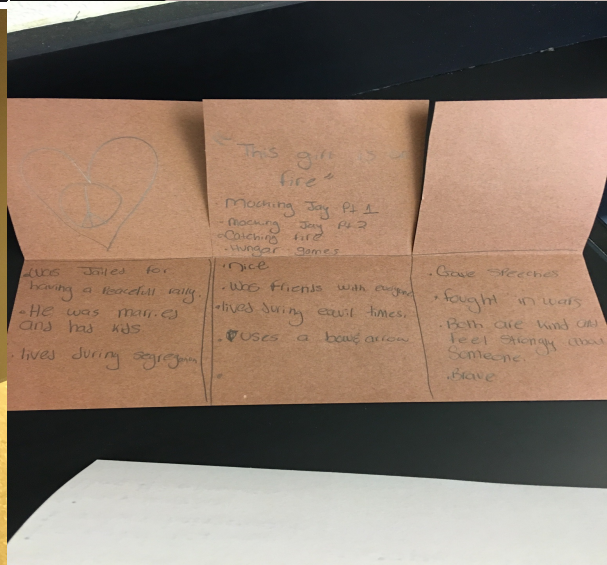
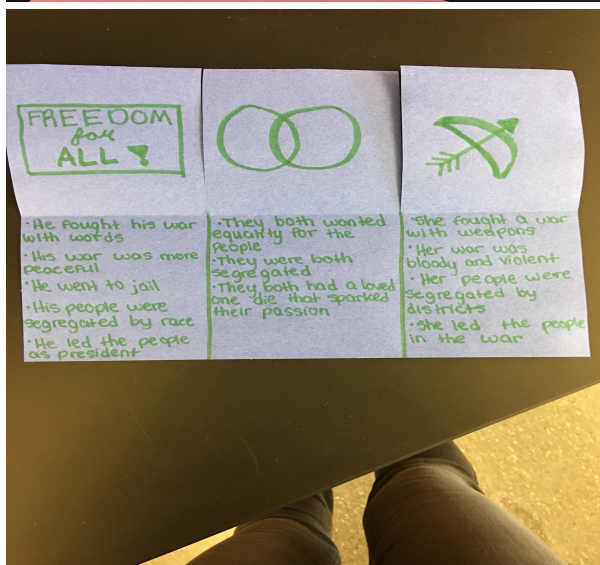
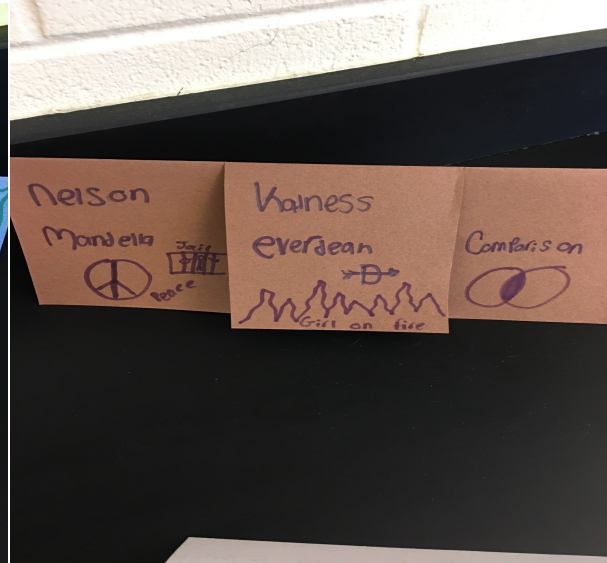
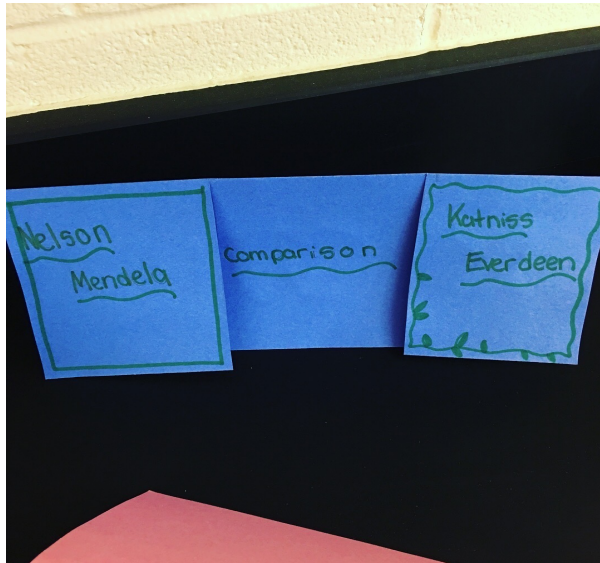
Day 1 Assessment: Venn diagram (Civil war vs Katniss)

Day 1 students participated in a questioning lesson focused on advocacy and passion. Students read about multiple historical figures from the Civil War and were later asked to compare and contrast these figures with the fictional figure, Katniss Everdeen of the Hunger Games. Students worked in partners to create a venn diagram comparing and contrasting figures from the Civil War with Katniss' character. Students made inferences about the character traits for Katniss prior to making inferences about the historical figures' character traits. This informal assessment allowed me to see what conclusions they were making about advocates. See images below:



Day 2 Assessment: Comparison Foldable (Nelson vs. Katniss)

Day 2 Students participated in a Socratic Seminar on Nelson Mandela. Students first previewed a story about Nelson's life and who he was as an activist. Next, students did a close read of one of Nelson's speeches. Students then participated in a Socratic Seminar discussing Nelson's passion and his actions as an advocate. At the end students completed a foldable listing similarities and differences between Nelson and Katniss. This assessment allowed me to see the depth of their thinking through the comparisons made. See images below:



Day 3 Assessment: Newspaper Clipping (Switzer Perspective)

Day 3 students participated in the Visual Thinking Strategy. Students previewed a picture of Katherine Switzer in the Boston Marathon. Students made inferences about the image and speculated what the image represented. Students were later informed what was really occurring in the image. Students picked a perspective from the image to write a newspaper clipping, portraying their thoughts and feelings. Students assumed the role in the image to explain what they envisioned from that day. This assessment gave me insight to see which perspective they favored, why, and if they were using their understanding of advocacy when writing. It also allowed me to see who was able to transcend the task by beginning to advocate within their writing. See images below:

BOSTON NEWS
ON A MONDAY IN 1967, we interviewed Tom Miller, Katherine Switzer, current boyfriend and football player about what went down at the Boston Marathon.
 "It was a crazy time," Miller told the Boston News, "I was in front of her but then I looked back and saw that she was a race director trying to get her out of the race. Her coach, Annie and I ran to her and I crossbodied him and he went flying," Miller stated. "That was it then Katherine finished the race and we left."

Women Should take a STAND
 Zoie G. Graffon
 I ran the Boston Marathon. I was the first woman to run the Boston Marathon. I love to run and that was all I was doing. Then an old man tried to drag me off the track. My boyfriend pushed him out of the way and we kept racing. I finished the race and went home. In almost every newspaper I saw my face. This changed my life in a positive way. I am proud I ran the Boston Marathon. I thank everyone who helped me to run the race including my coach and my boyfriend. They are the reason I am who I am now. - Katherine Switzer

Boston News
 On Monday April 23 I Katherine Switzer ran the 1967 Boston Marathon. At the beginning of the race I disguised as a boy and then started the race as a girl. At the finish line there were news trucks. Then I saw the head of the race. He came and tried to pull me off the track but my boyfriend Tom Miller foot ball star pushed the guy away and I was the first woman to win the Boston Marathon.

Interviewing
 K. Switzer
 I was running the race with my best friend when he turned to me and was like "hey! theres a girl here!" I turned and saw her running and noticed she was the football players boyfriend. I was excited that they were finally letting a girl run in the race. A while later, we were still a little bit ahead of her, when we saw a man jump out of a van, and started dragging the girl away, when her boyfriend pushed the man away, and she continued the race with even more concis-ency.

1967 Monday, 15th
 Tom: My girlfriend, Katherine, and I were running the Boston Marathon. I think it was great that she decided to be the first. Several runners, when they passed us, would get so excited that a woman was running. Since she signed with her initials no one had any idea that a woman was running. A while into the race a news van saw Katherine and slowed down to take pictures. Apparently one of the race officials was in the van and he did not want Katherine to run. He jumped out of the van and tried to drag Katherine off the track so, I came up behind him and tried to pull him off of her. He went flying and we kept running. Katherine finished the race.

1967
 I was just running when I notice Katherine. She was just running nonchalantly like nothing was wrong. I was a little surprised to see a girl, but I started cheering her on. I got excited to see something new and interesting. But I did get a little nervous at seeing all the news vans. There were more than usual and it kinda looked like it made her self-conscious too. I got over it pretty quickly when I saw one of the directors jump from the stands and grab her by the collar of her shirt. He started screaming at her and dragging her off the track. Someone ahead of them ran back and pushed the old guy off. I remember cheering the guy on and laughing as he swung him off the track, and off Katherine. The rest of the race was pretty quiet. Nothing really happened after that.

Man in the hat

Day 4 Assessment: Culminating Task (Digital Presentations)

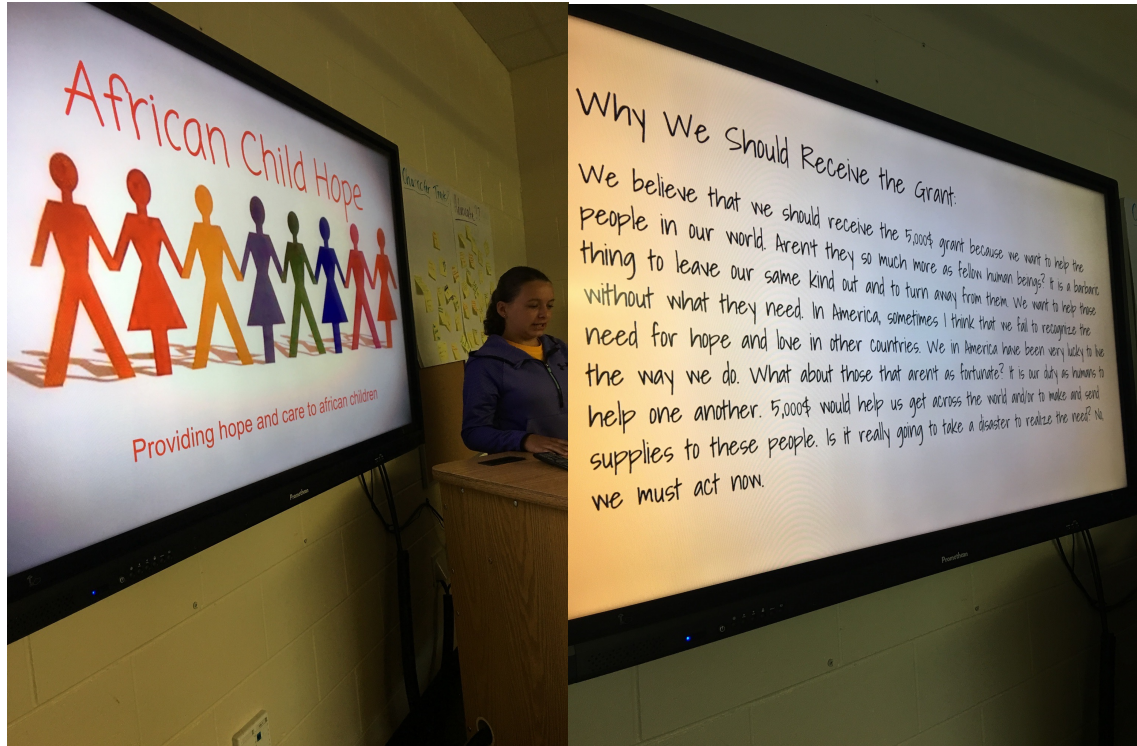
Day 4 Students completed the performance task. Students were presented with the following task earlier in the week:

You currently work for a non-profit organization that supports a cause in which you are very passionate. The City Council is granting \$5,000 to a non-profit organization of choice who is in the greatest need. Your boss has selected you to create a presentation to be used to represent your organization. The presentation will be used to advocate for your organization, as well as, bring awareness for your organization's cause. The presentation needs to include the following components:

- Identifies the non-profit organization and it's cause
- Embodies the organizations' core values
- Illustrates a relevant and unique symbol for the organization
- Passionately advocates for the organizations' mission and cause
- Raises awareness for the organization's cause
- Presents a valid argument for why the organization should receive the grant

Your boss will provide you with plenty of time and resources necessary to aid in the development of the presentation.

Students worked each day developing and creating their digital presentation. Some students worked in pairs, while some opted to work independently. This final assessment measured the students' ability to take a new concept and apply this knowledge in a real world scenario that is relevant and important.



Raising Awareness:

Helping those in need is our passion. To us a child isn't just a child. Each one is special and different in their own way. They should be treated as no less than American children. Think about your own kids, how would you feel if you couldn't fill their stomachs every night? How would you feel if they had no clothes that fit? How would you feel if they had no education because you need to feed your family? Not so good. But you have no choice. Many African children do not get a chance to go to school at all. From the time they can do things on their own, they are sent to work so that they can maybe have a full dinner that night. We believe that people in this world are much more valuable than any animal, or the environment. First we must help each other and then we can together take care of our world.

OUR AMBITION...

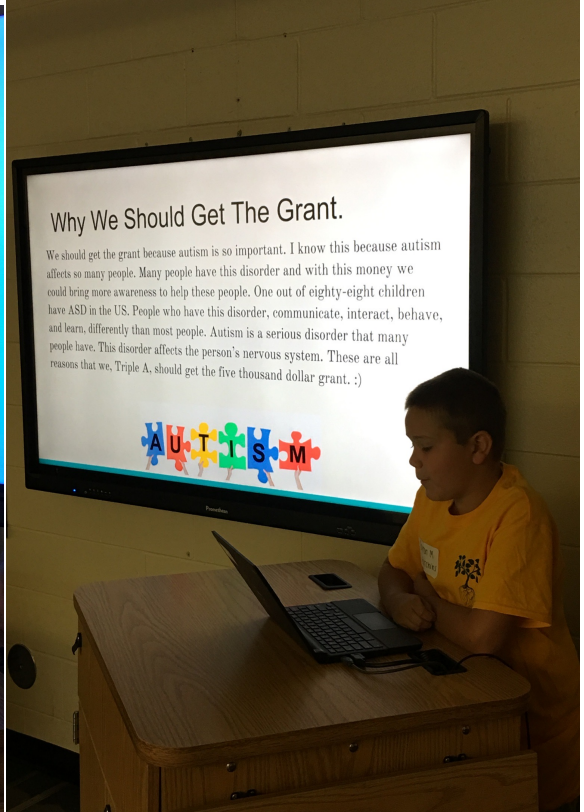
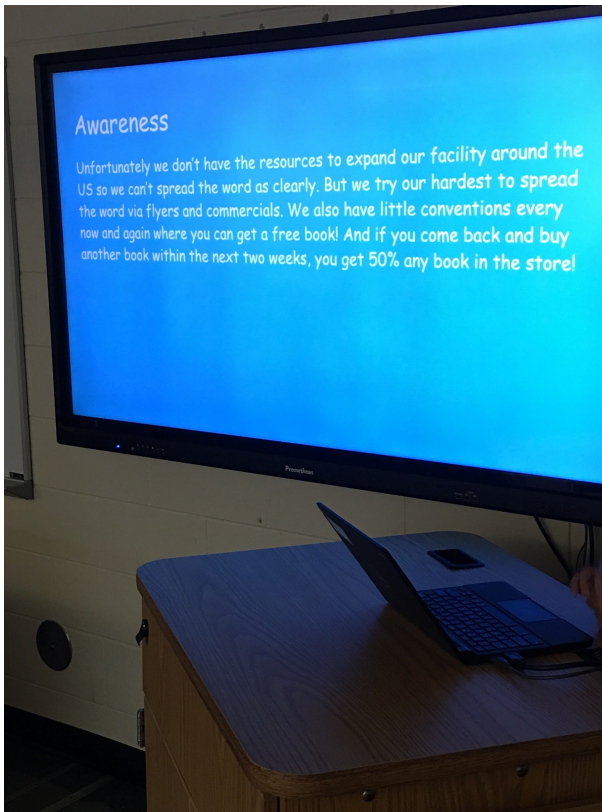
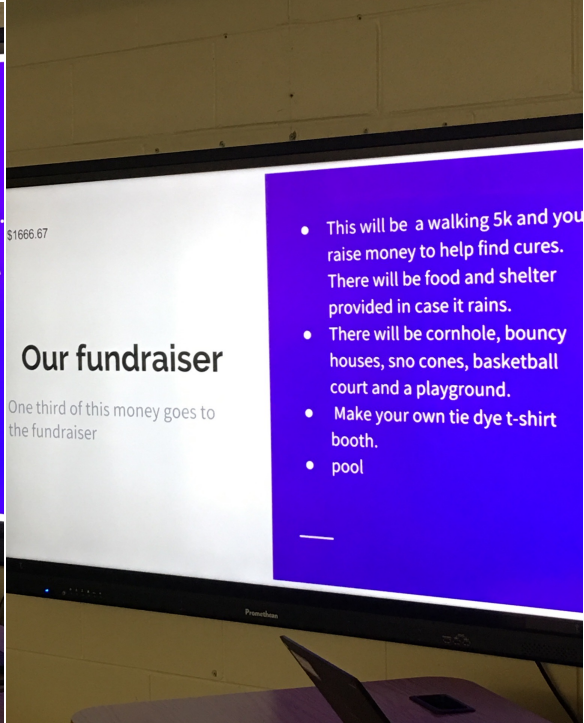
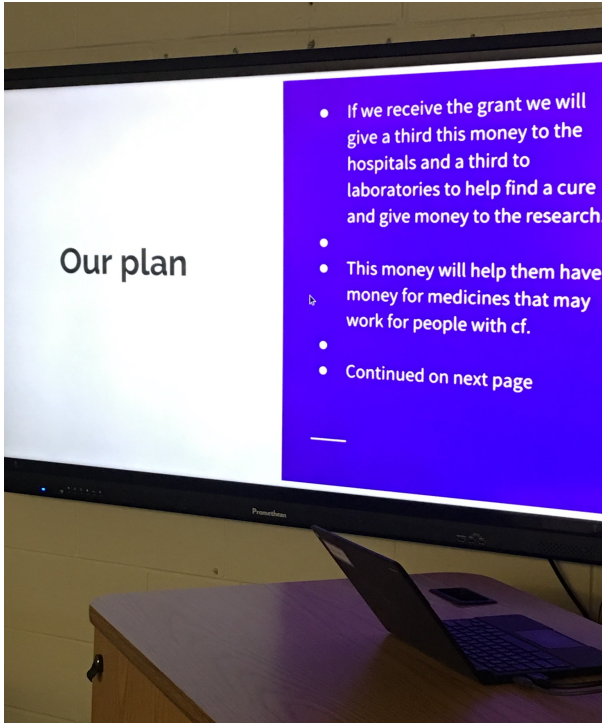
POWER FOR PAWS IS AN ORGANIZATION CREATED TO BRING AWARENESS OF SOME THINGS THAT GO UNNOTICED. WE HOPE TO BRING TO YOUR ATTENTION SOME OF THE CRUEL THINGS THAT GO ON ON OUR EARTH. THESE THINGS HAVE TO DO WITH ANIMALS. WE HOPE THAT WE CAN PERHAPS YOU WANT TO HELP THIS WORLD HAVE POWER FOR PAWS.

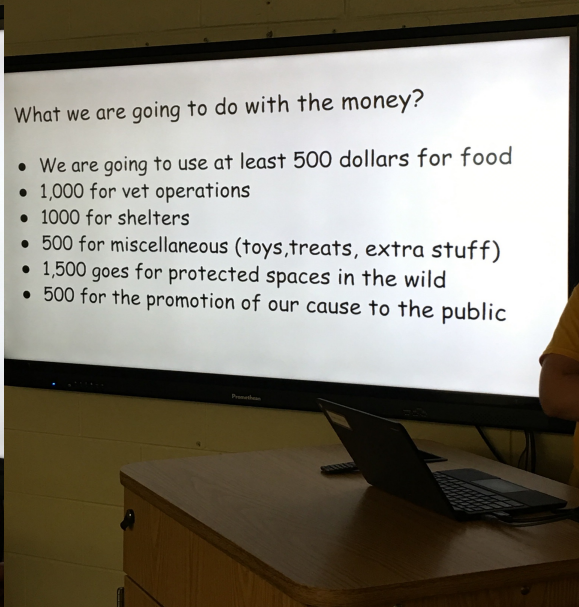
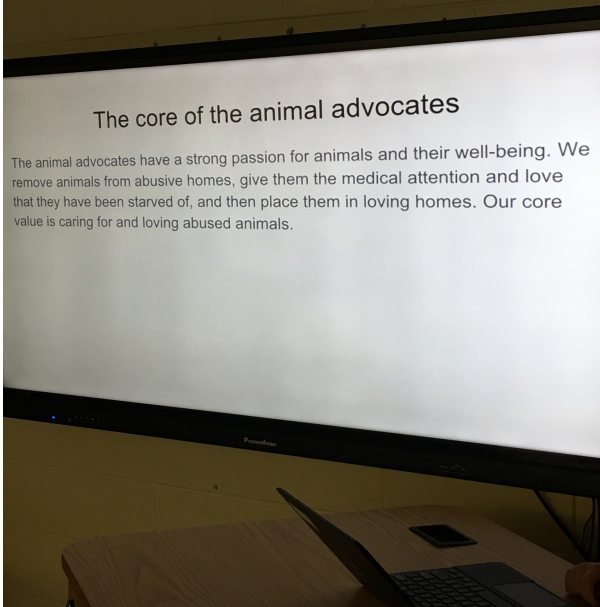
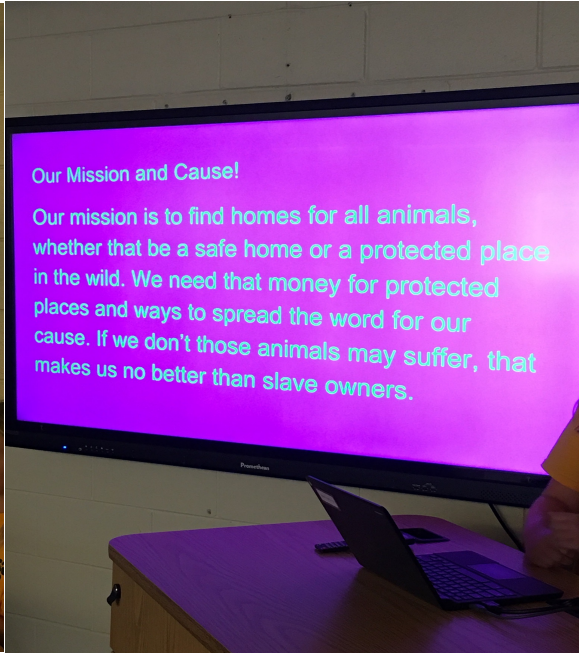
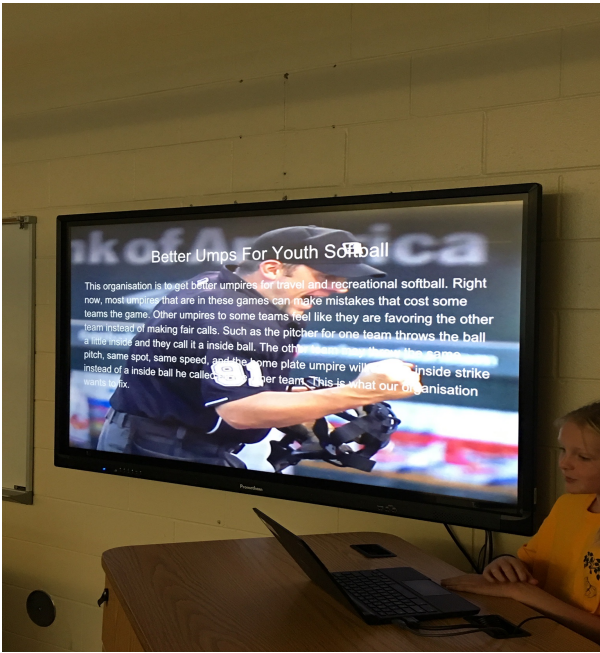
OUR BELIEFS

POWER FOR PAWS BELIEVES THAT ALL ANIMALS SHOULD GET THE RESPECT AND LOVE PARENTS GIVE THEIR CHILDREN. WE ALSO BELIEVE THAT PUTTING DOWN ANIMALS JUST BECAUSE NO ONE WANTS THEM IS THE WORST THING YOU COULD EVER DO BESIDES MAKING THEM SUFFER. WOULD YOU KILL AN ORPHANED CHILD JUST BECAUSE NO ONE WANTS HIM? WE THINK PEOPLE SHOULD RESCUE ANIMALS INSTEAD OF GETTING THEM BREEDED. WHEN YOU'RE RESCUING, YOU ARE SAVING A LIFE.

Core Values

Here at ReadIt, everyone is very passionate about reading and writing. We want the rest of the world to be just as passionate as us so we are trying to spread the word about ReadIt. We all try to be honest. We won't cheat you out on anything and we try to make our prices reasonable. We also try to make everything as fair as possible. We try to be as kind and understanding as we can, as well.





Day 3 June from Legend

They advocated against the government and how it was lying and not taking care of its people.

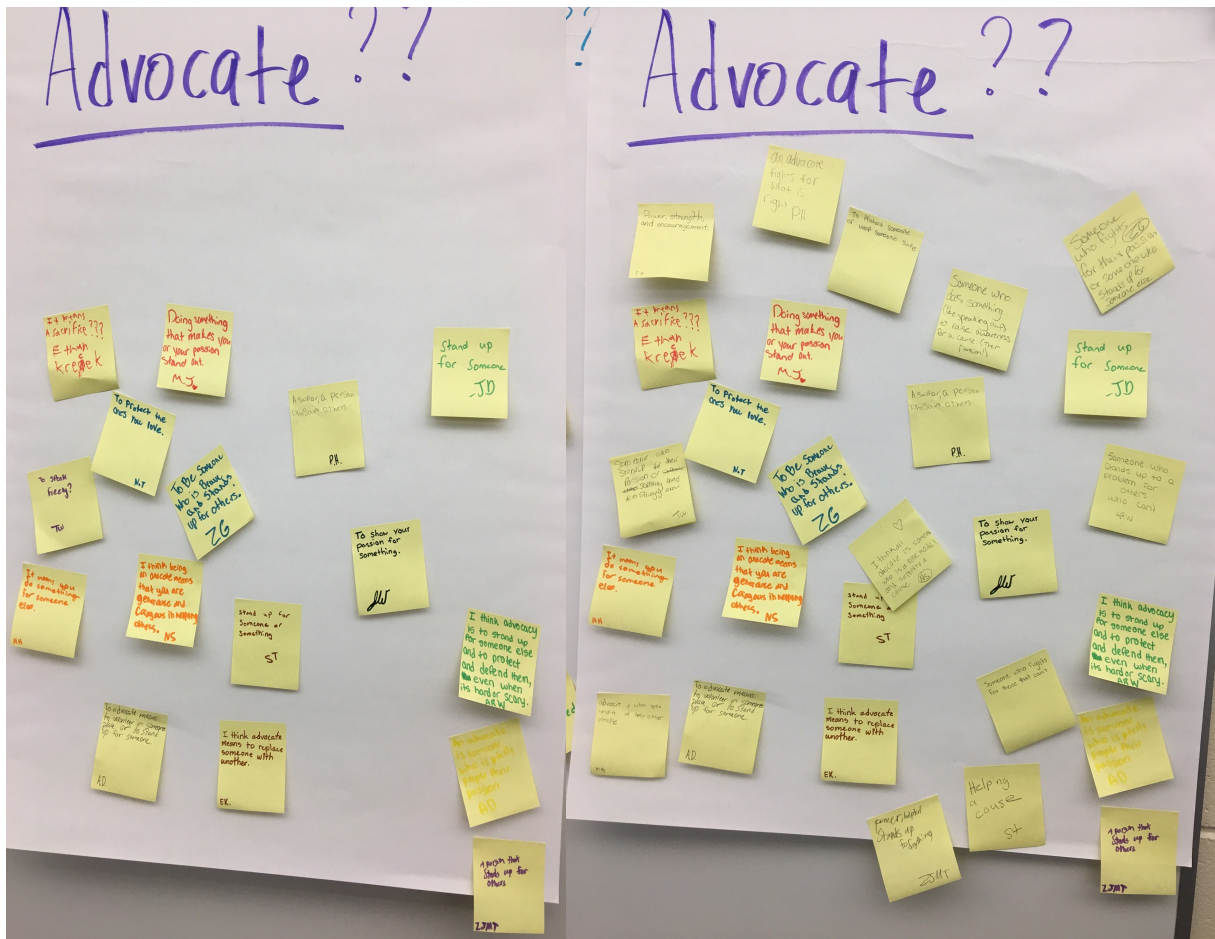


My Aunt Pan
She stands
up for animal
Rights She adopts
a lot of animals
She loves animals

On Going Assessment...

Working Definition

Day 1 students were introduced to the concept advocacy and asked to create a definition for the word based on what they thought. Each student placed a sticky note with a definition on an anchor chart. At the end of each class, students were allowed to go and modify their definition for advocacy as they continued to learn about the concept. Some students modified their definition by adding to it, while others completely changed their definition through out the week. By the end of the week, students had a very coherent understanding of the word advocacy. See images below:



Power, strength,
and encouragement.

Someone who
fights for
what is
right. PH

To protect someone
or keep someone safe

Someone
who fights
for their passion
or someone who
stands up for
someone else

It means
A sacrifice ???
Ethan
Krefek

Doing something
that makes you
or your passion
stand out.
M.J.

Someone who
does something
(like speaking out)
to raise awareness
for a cause. (The
passion!)

Stand up
for someone
-JD

To protect the
ones you love.
N.T

A savior, a person
who save others.
P.H.

Someone who
stands up for
others who
are struggling
keeping them
alive. T.W.

To be someone
who is brave
and stands
up for others.
ZG

Someone who
stands up to a
problem for
others
who can't
A.W.

It means you
do something
for someone
else.
M.H.

I think being
an advocate means
that you are
generous and
courageous in helping
others. NS

I think an
advocate is someone
who is a little more
out there for a
cause. (NS)

To show your
passion for
something.
J.W.

stand up
someone
something
ST

I think advocacy
is to stand up
for someone else
and to protect
and defend them,
even when
it's hard or scary.
A.W.

advocate is when you
help or help other
people
M.H.

To advocate means
to volunteer in someone
place, or to stand
up for someone.
A.D.

I think advocate
means to replace
someone with
another.
E.K.

Someone who fights
for those that can't

An advocate
is someone
who is pretty
helpful their
passion
A.D.

Helping
a
cause
ST

Someone who
stands up
for fighting

A person that
stands up for
others

V. Lesson Plans

TEACHER NAME		Lesson
Taylor Cline Day 1		1
MODEL	CONTENT AREA	GRADE LEVEL
Questioning	ELA & Social Studies	5th
CONCEPTUAL LENS		LESSON TOPIC
Advocacy		Advocacy
LEARNING OBJECTIVES <i>(from State/Local Curriculum)</i>		
<p>5.RL. 2 I can identify the problem in a story and how the character responds to that problem.</p> <p>5.RL.6 I can determine how a character feels or how a character thinks.</p> <p>5.H.2.3 I can explain the role of women and minorities during the American Civil War.</p>		
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>Passion sparks advocacy.</i>		<i>How does passion spark advocacy?</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?)
<p>Advocates created change during and after the Civil war.</p> <p>Character’s actions, thoughts and feelings help to develop the theme of the story.</p> <p>One’s actions are deeply influenced by one’s passion.</p>		<p>Students will be able to infer passion as a concept and explore their own inner passion.</p> <p>Students will be able to analyze how passion sparks advocacy.</p> <p>Students will be able to synthesize about passion and advocacy</p> <p>Students will be able to create a product that advocates their passion following specific criteria.</p> <p>Students will be able to make inferences about the role of women and minorities during the American Civil War.</p> <p>Students will be able to compare and contrast roles between fictional characters and historical figures.</p> <p>Students will be able to compare and contrast their self, fictional characters and historical figures.</p>

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: INPUT	During Lesson Questions: PROCESS	Post Lesson Questions: OUTPUT
<p>What is passion?</p> <p>When is one passionate? Why?</p> <p>What are you most passionate about? Why?</p> <p>What emotions are associated with passion?</p> <p>When & why do we show these emotions?</p> <p>What is advocacy?</p> <p>Who can be an advocate?</p> <p>How is passion and advocacy connected?</p>	<p>What does it mean to be an advocate?</p> <p>How does Katniss advocate for her family and district?</p> <p>How does advocacy indicate what is important to Katniss?</p> <p>How do the people during the Civil War advocate for equality?</p> <p>How does advocacy indicate what is important to the people during the Civil War?</p> <p>How are Katniss and the people during the Civil War similar and different?</p> <p>Why are they alike and different?</p> <p>What similarities and differences do you have with the characters and historical figures reviewed today?</p> <p>How is your passion similar to those reviewed today?</p>	<p>Why is advocacy important?</p> <p>What drives advocacy?</p> <p>What is passion?</p> <p>Why do we have passion?</p> <p>Where does passion come from?</p> <p>When do we have passion?</p> <p>How can we use our passion?</p> <p>How can you be a voice for your passion?</p> <p>How can we advocate?</p> <p>What are ways we can advocate?</p> <p>How does passion spark advocacy?</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>Complex texts: Text is differentiated between on grade level text and higher-level text. Clara Barton Frederick Douglass Dorothea Dix Harriet Tubman Women of the Civil War The Hunger Games Trilogy</p>		<p>Students will create a presentation to represent a non-profit organization of their choice. This presentation will be used to persuade the city council that their organization is in the most need of the money being granted. Students will be able to create a presentation, which advocates for their organization bringing more awareness to the cause they support. Through the presentation students will display their depth of knowledge on the concept passion and it's relation to advocacy. Students will also utilize their creativity when designing the presentation.</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.*

ICEBREAKER: To welcome and to get to know each other a little better the students will begin the lesson by brainstorming a list of the things they hate and a list of things they love. These will be listed in a graphic organizer. Give students time to record as many things that come to mind as possible. Students will be asked to do a meet and greet by finding 3 people they have something in common with and 3 people they have a difference with. As students meet and greet they will sign the corresponding student's organizer. Students will introduce themselves during this time. Students will be encouraged to discuss any similarities or differences they may have with their list as they meet and greet. Ask students to think about why they feel this way and where these feelings stem from. Any connections as to why they hate or love something can be jotted down on paper. Instruct students to put their list away. We will revisit the list before the lesson ends.

Begin the lesson by posing the following questions to the class (allow time for students to work in groups to discuss the answers) and then share out with the whole group:

What is passion?

When is one passionate? Why?

What are you most passionate about? Why?

What emotions are associated with passion?

When & why do we show these emotions?

What is advocacy?

Who can be an advocate?

How is passion and advocacy connected?

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.*

Pose the questions: "What does it mean to be an advocate?" to the class. Have students create a definition of what they think it means to be an advocate. Tell students they have a mission. This week they will be responsible for unlocking their spark.

Begin by introducing Katniss Everdeen to the students (some may be familiar with the story already). Explore how Katniss is an advocate for the people of District 12. Students will read parts of the Hunger Games Trilogy and view clips from the movie through out the week to gain a deeper understanding of her character. Today, students will read parts of Chapter 1 & 2 of The Hunger Games and then watch the scene from The Hunger Games, where Katniss volunteers as tribute. As they view the scene, students will collect as much information about Katniss' character as possible. They will continue to add to a character map for Katniss all week. After reviewing this part of the story students will go into a discussion on how Katniss advocates for

her family and district 12. Students will be asked: “What is important to Katniss?”

Transition: **Music Break** – Students will listen to the following song: Bruce Springsteen’s Born in the USA and think about the lyrics (lyrics will be provided). What is this song about? What is the message? What do you think the musician wants you to understand? For who or what is the musician advocating?

Next, students will go on a mystery walk. Along their walk they will be reading different passages about people during the Civil War, specifically women and minorities during that time. As they read, students will identify character traits for each person they read about and write down their thinking on a graphic organizer. Students will be asked to pay attention to what is important to the person, what do they seem to care about? What motivates their actions? After students have had a chance to read and rotate through the mystery walk, the figures will be revealed. Students will engage in a discussion and answer how these figures are advocates during their time period. Students will be asked: “What is important to each of these people from the Civil War?”

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.*

Revisit the definition of an advocate. Ask students again: “What does it mean to be an advocate?” Modify and make any changes to the working definition for advocate. Then Pose the Question: How can one be an advocate? to the class. Have students brainstorm independently ways to be an advocate. Students will jot down their ideas on post its to hang on an anchor chart.

Next, students will partner up and complete a venn diagram comparing and contrasting Katniss and the people during the Civil War. Students will use anchor chart paper to compare and contrast similarities and differences. Students will come back as a whole group to share their thinking and create a whole group venn diagram to display on an anchor through out the week. Students will be asked to look closely at the varying traits and what they think led to their actions or caused their actions.

Students should be finding more similarities between each person, that their passion, or what they feel strongly for, has encouraged their actions. Students will realize that these feelings are part of their passion, which drives their actions, leading to the desire to create change through advocacy.

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*

Transition: **Music Break** – Students will listen to the following song: John Lennon’s Imagine and think about the lyrics (lyrics will be provided). What is this song about? What is the message? What do you think the musician wants you to understand? For who or what is the musician advocating?

Have students think about how they are similar or different to the people discussed today. Pose the Question: “How can you be an advocate?” Give students time to share ways they can advocate. Lead students in a discussion about why advocacy is important, helping them to understand that advocates usually are a voice for change that is fueled by one’s passion.

Have students revisit their list from the beginning of the lesson. Tell students to think about which “love” item or “hate” item they feel most strongly for. Which is most important to them? Have students discuss the following: “What is passion? Why do we have passion? Where does passion come from? When do we have passion? How can we use our passion? How can you be a voice for your passion?”

Explain to students that what they have narrowed down and selected from their love/hate list is similar to one’s passion. It’s something they feel strongly about and is very important to their core values and beliefs. I will plan to give the students an example by sharing my own passion of working with children and how I serve as an advocate.

Return to the question: “How can we advocate? What are some ways to advocate?” Tell students to decide on one area of passion they’ve listed OR if they have decided on something new based on today’s lesson. It can be something they feel strongly for or are against. This is the beginning of identifying their spark. Students will be given time to brainstorm how they can be an advocate for their passion.

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

Ask students, “How does passion spark advocacy?” Have students share their thinking with a graffiti wall. Students will answer the question in their own words, give one real world example without drawing on the examples given today, and create an illustration of that person or character. Examples can come from fictional characters in literature or prominent figures in history. The graffiti wall will be displayed all week for inspiration.

Students will then be introduced to their performance task for the week. Students will choose an area they are passionate about to advocate for. They first will unlock what they are passionate about (today’s lesson). Next, they will decide how to advocate for their passion through creating a business PowerPoint.

Students will explore how one’s passion sparks advocacy. Students will preview several people who are advocates for their passion. As we go through this week, students will need to think about and identify what they’re most passionate for, what their dream job might be, and what non-profit organization they would want to work for.

You currently work for a non-profit organization that supports a cause in which you are very passionate for. The City Council is granting \$5,000 to a non-profit organization of choice who is

in the greatest need. Your boss has selected you to create a presentation to be used to represent your organization. The presentation will be used to advocate for your organization, as well as, bring awareness for your organization's cause. The presentation needs to include the following components:

- Identifies the non-profit organization and its cause
 - Embodies the organizations' core values
 - Illustrates a relevant and unique symbol for the organization
 - Passionately advocates for the organizations' mission and cause
 - Raises awareness for the organization's cause
 - Presents a valid argument for why the organization should receive the grant
- Your boss will provide you with plenty of time and resources necessary to aid in the development of the presentation.

Dorothea Lynde Dix

This article is provided courtesy of History.com.

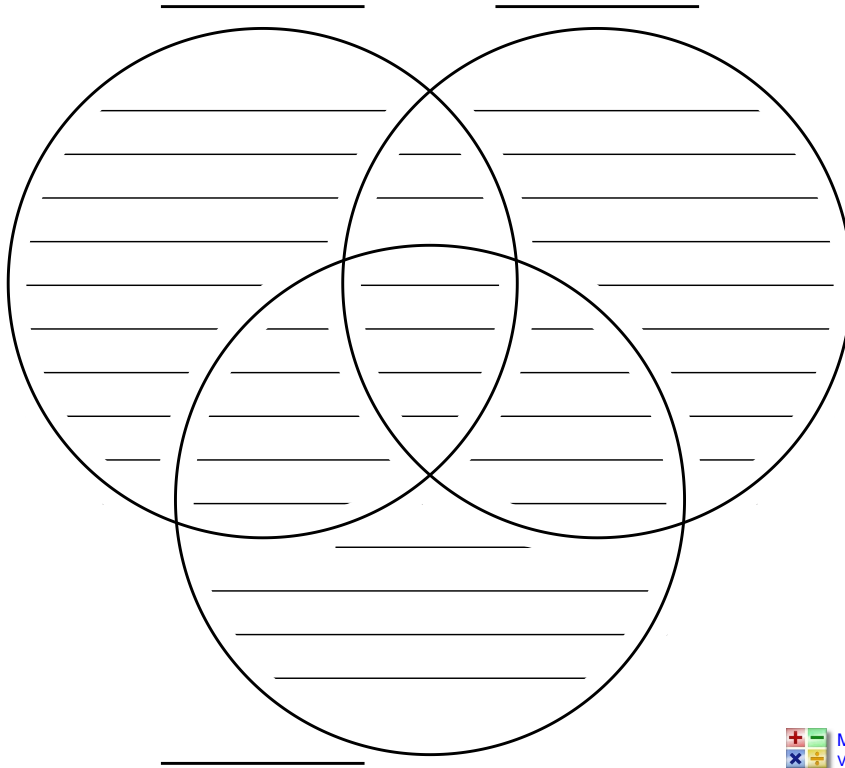


Dorothea Lynde Dix (1802-1887) was an author, teacher and reformer. Her efforts on behalf of the mentally ill and prisoners helped create dozens of new institutions across the United States and in Europe and changed people's perceptions of these populations. Charged during the American Civil War with the administration of military hospitals, Dix also established a reputation as an advocate for the work of female nurses. Her own troubled family background and impoverished youth served as a galvanizing force throughout her career, although she remained silent on her own biographical details for most of her long, productive life.

DOROTHEA DIX'S EARLY LIFE

Dorothea Dix was born in Hampden, Maine, in 1802. Her father Joseph was an itinerant Methodist preacher who was frequently away from home, and her mother suffered from debilitating bouts of depression. The oldest of three children, Dorothea ran her household and cared for her family members from a very young age. Joseph Dix, though a strict and volatile man prone to alcoholism and depression, taught his daughter to read and write, fostering Dorothea's lifelong love of books and learning. Still, Dorothea's early years were difficult, unpredictable and lonely.

Name : _____ **Venn Diagram**



The Legacy of Frederick Douglass

By ReadWorks

Frederick Douglass never knew his exact birth date. He never knew his father, either, though whispers in the halls of his slave master's home pointed to the Master himself. He only saw his mother four or five times in his life; he was forcibly separated from her at a young age. All of these things, he explains, were used as a means to keep the slave ignorant, and to keep the slave master in power.

He was born Frederick Augustus Washington Bailey in Talbot County, Maryland, in approximately 1818. He describes his early life as one typical of the American slave. He witnessed violent beatings of all slaves, regardless of their age or sex. When he was just seven years old, Douglass was sent to work for Hugh Auld, a ship carpenter, in Baltimore. Living in the city, instead of at the plantation, awarded Douglass certain freedoms. Most importantly, Auld's wife taught Douglass to read and write despite a ban on teaching slaves to read and write, until Auld eventually forbade it.

Even at a young age, Douglass understood the value of education and knowledge. Over the course of his time in Baltimore, he succeeded in learning by whatever means necessary. Sometimes he paid hungry white children in pieces of bread for reading lessons.

When he was fifteen, Douglass was sent back to the plantation and returned to a life of hardship and struggle. He began to resist slavery in earnest, believing it to be tyrannical and unjust in nature. Shortly afterward, he was hired out to Edward Covey, a man with a reputation for "breaking" disobedient slaves. Douglass endured a year of beatings and torture that culminated in a fistfight between the two men. Covey lost the fight and never laid a hand on Douglass again. Douglass was then hired out to another landowner, William Freeland.

Under Freeland, Douglass began to teach other slaves how to read the New Testament at a weekly church service. Through education, Douglass believed, the system of slavery could be changed and eventually eradicated. Freeland did not interfere with Douglass's classes, but slave owners at nearby plantations did not approve.

Douglass believed that he, and all slaves, should be free, but he also realized that liberty could not be attained simply by hoping for it. He attempted to escape from slavery twice before he succeeded. In his final, and successful attempt, he was assisted by a freed black woman in Baltimore named Anna Murray with whom he had fallen in love.

Clara Barton

This article is provided courtesy of History.com.

Clara Barton was an American nurse, suffragist and humanitarian who is best remembered for organizing the American Red Cross. Following the outbreak of the Civil War, she independently organized relief for the wounded, often bringing her own supplies to front lines. As the war ended, she helped locate thousands of missing soldiers, including identifying the dead at Andersonville prison in Georgia. Barton lobbied for U.S. recognition of the International Committee of the Red Cross, and became president of the American branch when it was founded in 1881. Barton continued her humanitarian work throughout several foreign wars and domestic crises before her death in 1912.

Barton was born in Massachusetts and worked briefly as a schoolteacher. She became a clerk in the U.S. Patent Office in 1854, but lost the job when the Democrats won the presidency in 1856.

Did You Know? *While tending the wounded at the Battle of Antietam, Clara Barton worked so close to the battlefield that a bullet once tore through her sleeve and killed a man she was treating.*

With the outbreak of the Civil War, Barton saw the need for an efficient organization to distribute food and medical supplies to the troops. The network, Barton believed, had to be disentangled from the bureaucracy of the War Department and the U.S. Sanitary Commission. Her work of soliciting and distributing supplies and nursing the wounded was grueling and endless. She once complained to a friend, 'I cannot tell you how many times I have moved with my whole family [the Army] of a thousand or fifteen hundred and with a half hour's notice in the night.' Her efforts, however, were much appreciated at battle sites, especially Antietam and Fredericksburg. At war's end she set up an office to sort out the difficult business of locating and identifying prisoners, missing men, and the dead buried in unmarked graves. But the strain of her work took its toll, and she was ordered to Europe by her doctor for a rest cure in 1869.



Harriet Tubman Reading Comprehension

Harriet Tubman was one of the most famous American women in history. She was born on March 10, 1821 in Dorchester County, Maryland, the daughter of slaves on a Maryland plantation. Her original name was Araminta Ross and she was nicknamed "Minty." From an early age she worked as servant at the plantation house. As a teenager, she suffered a vicious head wound as she tried to protect a fellow slave from a beating. According to legend, the woman who was beating the other slave hurled a two pound weight, hitting Harriet in the head. Her injury would haunt her for the remainder of her life, resulting in periodic fainting spells.

Tubman spent her early life as a slave. In 1844, she married a free Black man named John Tubman, who would prove disloyal. Life as a slave was extremely difficult. They were forced to work in the merciless heat without rest. They were often beaten and forced to live in poor conditions. In the early and mid 1800's, slaves were often sold to southern plantations where they would never have contact with their families again. Harriet was a particularly strong and powerful woman who could be sold for a hefty sum. Fearing that she was about to be sold, Harriet resolved to run away. Despite the brutal punishment that would be inflicted upon her if she was caught, Harriet took off in the middle of the night sometime in 1849 and headed north to freedom. She gained assistance along the way by abolitionist Quaker families who hung specially designed carpets or lights on the outside of their houses as a sign that runaway slaves were welcome and would receive help. She traveled by night through the dense woodlands of Maryland, guided north by the North Star and the moss that grew on the north side of the trees. She eventually made it to Philadelphia, Pennsylvania, a free city where she landed a job and saved money. After living in Philadelphia for two years, Harriet decided to return to Maryland, in the hopes of freeing her family members. She succeeded in guiding her sister and mother to freedom along the same path that she had taken. This path became known as the Underground Railroad. The Underground Railroad was a network of woodland paths scattered throughout parts of the south that led to freedom in the north. Harriet returned again and guided her father and brother to freedom.

Soon, Harriet became known as the "conductor" on the Underground Railroad and made more daring trips to the south to guide more slaves to their freedom. Harriet devised strategies to trick various parties that tried to capture her. If she was traveling with a baby, she would use herbal drugs to ensure it didn't cry. She made sure that she traveled on Saturdays as "runaway notices" in southern newspapers could not be printed until Monday. Harriet's daring "forays" continued to elude slave hunters who were offered huge bounties for returning slaves to their owners. By 1856, a \$40,000 bounty was placed on her capture - dead or alive. She became a serious threat to southern plantation owners who made large investments in their slaves. In one famous story, Harriet was close to being captured at a bus station. To avoid capture, she pulled out a book and pretended to read. Since nearly all slaves were illiterate, the hunters simply ignored her and continued their search.

By 1860, Tubman was said to have completed 19 successful journeys on the Underground Railroad, freeing as many as 300 slaves. She was never captured, nor were any of her "passengers." During the Civil War, she served as a cook, nurse, and spy for the Union army. After the war, she settled in Troy, New York, where she would die in 1913.

Women and the Civil War

The Civil War significantly affected the lives of American women. A handful disguised themselves as men and joined the fight. Others served as spies and nurses. Many more took on new roles at home after their husbands, brothers, and fathers responded to the call to arms. Thousands of enslaved women began the transition to freedom, beginning new lives amidst the horrors of war. By war's end, the staggering death toll of approximately 620,000 soldiers had left countless women in mourning.

Compared to previous generations, American women as a whole had improved their educational standing, secured additional legal rights, and acquired greater access to manufactured goods by the mid-1800s. Women had participated prominently in the religious revivals known as the Second Great Awakening that swept across the country. As one result of this religious fervor, American women, particularly in the North, became involved in numerous reform efforts, including temperance, the abolition of slavery, the colonization of former slaves, and the improvement of prisons. While this reform activity was significant, the majority of American women still led daily lives that focused primarily on their families, households, gardens, and crops. On the eve of the Civil War, most women in the United States lived in rural areas and regularly performed exhausting, physical work in and around their homes.

It is little wonder, then, that some women, like many men, leapt at the opportunity for adventure by volunteering to fight when the Civil War broke out. Approximately 250 female Civil War soldiers have been documented by historians, and there were undoubtedly more. They took part in every major battle; at the Battle of Shiloh in April 1862, for example, at least six women fought, including Confederate Loreta Velazquez, who had also been at Fort Donelson. Most female soldiers joined up with a male relative or fiancé. Like male soldiers, women were motivated by a variety of factors. In addition to the thirst for adventure and the desire to accompany their loved ones, women served out of dedication to a cause and out of the need to earn money for their families. Most female soldiers remained undetected as women unless they were wounded or killed.

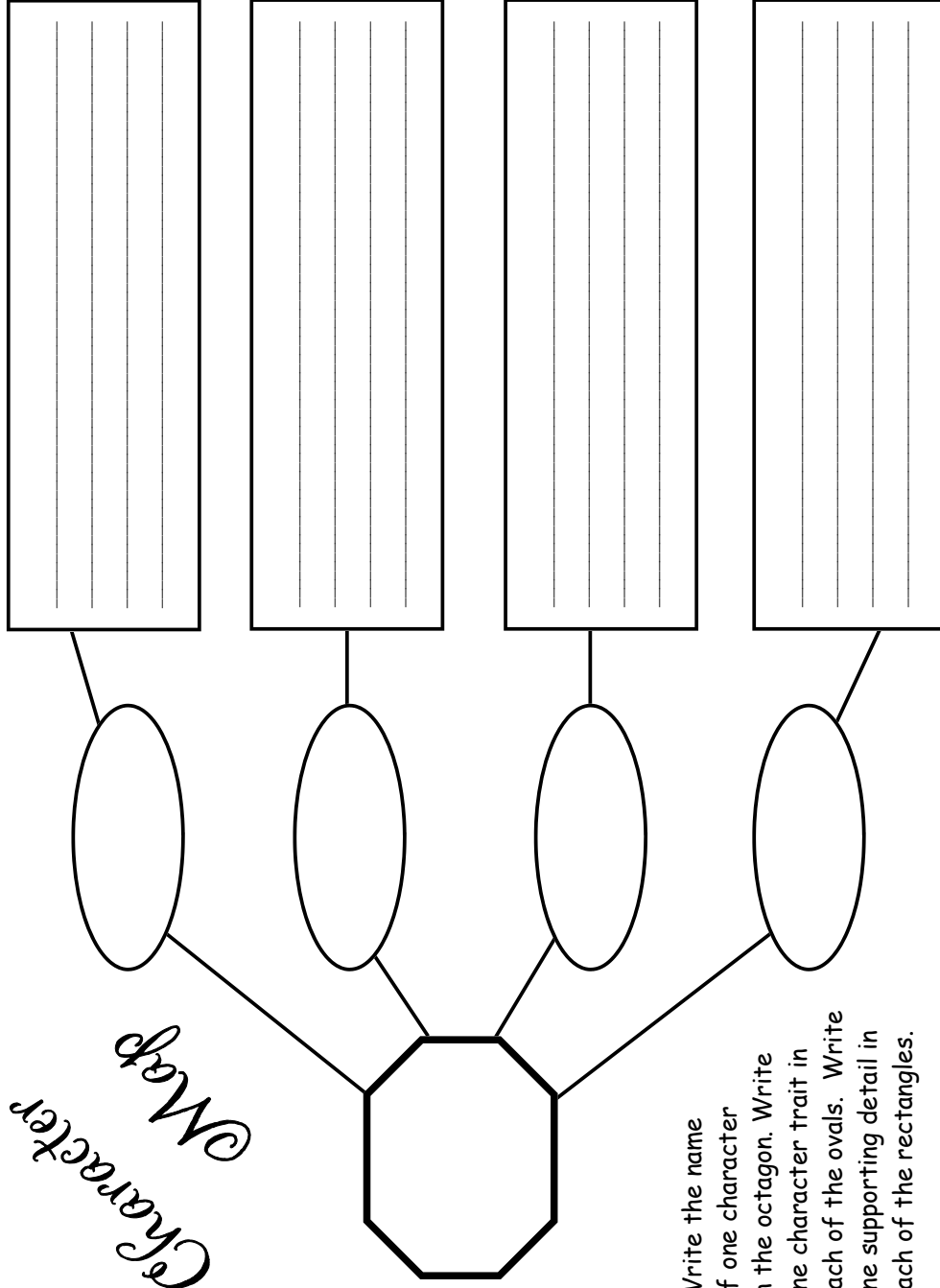
Not all women at the battle front were disguised as men. "Daughters of the regiment" engaged in quasi-military work, usually for regiments in which one of their male relatives was serving. Disparaged as "camp followers" in some post-war histories, these women did everything from cooking meals to helping out on hospital ships. Other women were attached to regiments more formally. Susie King Taylor, a former slave who officially served as a laundress for her husband's regiment, ended up doing just a little washing in addition to tending the sick, cleaning guns, and teaching soldiers to read.



[\[Unidentified soldier in infantry uniform sitting between two women, probably relatives\]](#)

[between 1861 and 1865]

Character Map



Write the name of one character in the octagon. Write one character trait in each of the ovals. Write one supporting detail in each of the rectangles.

TEACHER NAME		Lesson #
Cline Day 2		2
MODEL	CONTENT AREA	GRADE LEVEL
Socratic Seminar	ELA	5 th -6 th
CONCEPTUAL LENS		LESSON TOPIC
Advocacy		Advocacy
LEARNING OBJECTIVES <i>(from State/Local Curriculum)</i>		
5.RI.1 Students will quote accurately from the text when explaining what the text says and drawing inferences from the text. 5.RI.10 Students will read and comprehend informational text.		
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>
Passion sparks advocacy		How does passion spark advocacy?
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>
<p>Character traits are inferred through one’s actions, thoughts and feelings.</p> <p>One’s actions are deeply influenced by one’s passion.</p> <p>Advocates create change through their words and actions.</p> <p>Passion sparks advocacy by stimulating one’s beliefs, attitude and desires on a given subject or issue.</p>		<p>Students will be able to distinguish passion as a concept and explore their own inner passion.</p> <p>Students will be able to justify how passion sparks advocacy.</p> <p>Students will be able to design a product that advocates their passion following specific criteria.</p> <p>Students will be able to compare and contrast roles between their self, fictional characters and historical figures.</p>
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:

<p>What predictions can be made about the story, "Nelson Mandela Words and Paintings?"</p> <p>Where is Africa located? South Africa?</p> <p>Who is Nelson Mandela?</p> <p>What is apartheid?</p> <p>What is oppression?</p> <p>How does passion guide our thoughts and actions?</p> <p>Why is passion important?</p>	<p>What one word best describes Nelson Mandela and why?</p> <p>What challenge do you think made the biggest impact on Nelson? Why? What prepared him to face that challenge?</p> <p>What is meant by, "South Africa is for all South Africans...Power to the people!"</p> <p>What is meant by, "A winner is a dreamer who never gives up?"</p> <p>What is the most important message from this part of Nelson's speech? Why?</p> <p>What is Nelson's passion?</p>	<p>How did Nelson honor and advocate for South Africa?</p> <p>How did the South Africans honor Nelson?</p> <p>Why was it important to Nelson to advocate for South Africa?</p> <p>How does Nelson's passion guide his thoughts and actions?</p> <p>How does passion guide your thoughts and actions?</p> <p>Why is passion important?</p> <p>What is important to you?</p> <p>In what ways can you advocate for your passion?</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
<p>Complex Text: Nelson Mandela Speech - ranging from 5th grade level to High School.</p>		<p>Students will create a presentation to represent a non-profit organization of their choice. This presentation will be used to persuade the city council that their organization is in the most need of the money being granted. Students will be able to create a presentation, which advocates for their</p>	

		<p>organization bringing more awareness to the cause they support. Through the presentation students will display their depth of knowledge on the concept passion and it's relation to advocacy. Students will also utilize their creativity when designing the presentation.</p>	
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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.

Ice Breaker Day 2: Using the Love/Hate list from Day 1's icebreaker, have students meet and greet with 2 peers who differed from their list. Have students share with their partner one thing they are passionate about and why. Tell students today we will continue to explore how passion sparks advocacy.

Begin by showing students a clip from Hunger Games (Rue's death). Explain to students that Rue's death sparks Katniss' passion to advocate for the people of PANEM. This pivotal moment is an experience that shapes Katniss' purpose in the Hunger Games and ultimately leads her to advocating for the people of Panem, creating her to be the Mockingjay, a symbol of hope and freedom. This event sparks Katniss' fire, which will later guide her actions and motives within the story.

(Clip will be shown from a personal copy I own.)

Tell students today we are going to look closely at an advocate, whose experiences sparked a fire (just like Katniss), putting him on a path to fighting for equality and justice.

Show students the story, "Nelson Mandela, Words and Paintings" by Kadir Nelson.

https://www.youtube.com/watch?v=v7uXmOd_9xY

Before reading, give a brief synopsis of who Nelson Mandela was. Ask students where South Africa is located and then locate on a map for students to see. Ask students specific vocabulary such as, "What is apartheid? What is oppression?" Explain to students what these mean. Last, ask students to think silently about how passion guides our thoughts and actions and why it is important. Students will return to this question at the end of the lesson.

Listen to the story aloud, pausing to reflect on certain images and quotes from the story. Discuss inferences that can be made about Nelson.

Ask students:

How are Katniss and Nelson similar and different?

In what ways?

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.

Tell students they are now going to do a close read to learn more about Nelson Mandela. They will be using their knowledge and inferences made from the text to participate in a Socratic

Seminar. Have students annotate and read closely, “An Ideal for which I am prepared to Die”, a speech given by Nelson Mandela before his trial and imprisonment for his activism against apartheid. Students will be instructed to annotate by reading the text closely and highlighting any parts that evoke emotion. Students will read with the following question in mind: “What is Nelson’s passion?”

Students will annotate and closely read the text. While they are reading, tell them to read for information to support an opinion of Nelson Mandela.

Allow time for students to read the speech and gain support for their thinking.

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.

Socratic Seminar - Review the purpose of the seminar and responsibilities of the participants and facilitator. The facilitator will guide students through a discussion by posing a question. Participants will think deeply, drawing on inferences made from discussion and what they have read, to respond to the question. Participants will respond to each other’s responses, allowing for a deeper understanding of the concept. Participants will participate in a whole group discussion.

Before beginning, teacher will read the quote from the storybook: “We understand it still that there is no easy road to freedom. We know it well that none of us acting alone can achieve success. We must therefore act together as a united people, for national reconciliation, for nation building, for the birth of a new world. Let there be justice for all. Let there be peace for all. Let there be work, bread, water and salt for all. Never, never and never again shall it be that this beautiful land will again experience the oppression of one by another and suffer the indignity of being the skunk of the world. Let freedom reign.”

Facilitator will pose the following questions, allowing time for students to thoroughly share their thoughts and discuss:

What is Nelson’s passion?

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

Socratic Seminar continued: As students discuss in a whole group circle, facilitator will pose another question to the group:

How does passion guide one’s thoughts and actions?

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

Students will have a small closure discussion about Nelson Mandela and his efforts to be an advocate for South Africa. Students will preview Nelson's actual speech.

<https://www.youtube.com/watch?v=-Su6d6X8rn4>

Students will be asked to complete a 3-D exit ticket that compares and contrasts Katniss Everdeen and Nelson Mandela. These will be displayed next to the graffiti wall from Day 1.

Transition: **Music Break** – Students will listen to the following song: Bruce Hornsby's The way it is and think about the lyrics (lyrics will be provided). What is this song about? What is the message? What do you think the musician wants you to understand? For who or what is the musician advocating?

Performance Task - Advocacy Plan: Students will continue to work on their performance task for the week.

Students will be exploring how one's passion sparks advocacy. Students will preview several people who advocate for their passion. As we go through this week, students will need to think about and identify what they're most passionate for, what their dream job might be, and what non-profit organization they would want to work for.

You currently work for a non-profit organization that supports a cause in which you are very passionate for. The City Council is granting \$5,000 to a non-profit organization of choice who is in the greatest need. Your boss has selected you to create a presentation to be used to represent and showcase your organization. The presentation will be used to advocate for your organization, as well as, bring awareness to your organization's cause. The presentation needs to include the following components:

- Identifies the non-profit organization and it's cause
- Embodies the organizations' core values
- Illustrates a relevant and unique symbol for the organization
- Passionately advocates for the organizations' mission and cause
- Raises awareness for the organization's cause
- Presents a valid argument for why the organization should receive the grant

Your boss will provide you with plenty of time and resources necessary to aid in the development of the presentation.

Nelson Mandela Speech

The following passage is adapted from a pivotal 1964 speech by South Africa's Nelson Mandela, called "An Ideal for Which I Am Prepared to Die." Mandela, later elected first president of democratic South Africa, gave this speech before his trial and imprisonment for activism against apartheid, a now-obsolete system of racial segregation in South Africa.

The lack of human dignity experienced by Africans is the direct result of the policy of white supremacy.... Menial tasks in South Africa are invariably performed by Africans. When anything has to be carried or cleaned the white man will look around for an African to do it for him, whether the African is employed by him or not. Because of this sort of attitude, whites ... do not look upon them as people with families of their own; they do not realise that they have emotions—that they fall in love like white people do; that they want to be with their wives and children like white people want to be with theirs; that they want to earn enough money to support their families properly, to feed and clothe them and send them to school.... Pass laws, which to the Africans are among the most hated bits of legislation in South Africa, render any African liable to police surveillance at any time. I doubt whether there is a single African male in South Africa who has not at some stage had a brush with the police over his pass. Hundreds and thousands of Africans are thrown into jail each year under pass laws. Even worse than this is the fact that pass laws keep husband and wife apart and lead to the breakdown of family life. Poverty and the breakdown of family life have secondary effects. Children wander about the streets of the townships because they have no schools to go to, or no money to enable them to go to school, or no parents at home to see that they go to school, because both parents (if there be two) have to work to keep the family alive. This leads to a breakdown in moral standards ... and to growing

TEACHER NAME		Lesson #
Cline Day 3		3
MODEL	CONTENT AREA	GRADE LEVEL
Visual Thinking Strategy	ELA	5th-8th grade
CONCEPTUAL LENS		LESSON TOPIC
Advocacy		Advocacy
LEARNING OBJECTIVES <i>(from State/Local Curriculum)</i>		
5.RL.1 We can make inferences using context clues from text and images.		
5.RI.3 We can make comparisons and about figures in history based on text.		
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>Passion sparks advocacy</i>		<i>How does passion spark advocacy?</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>
Character traits are inferred through one’s actions, thoughts and feelings. One’s actions are deeply influenced by one’s passion. Advocates create change through their		Students will be able to distinguish passion as a concept and explore their own inner passion. Students will be able to justify how passion sparks advocacy.

<p>words and actions.</p> <p>Passion sparks advocacy by stimulating one's beliefs, attitude and desires on a given subject or issue.</p>	<p>Students will be able to create a presentation that advocates their passion following specific criteria.</p> <p>Students will be able to compare and contrast roles between their self, fictional characters and historical figures.</p>
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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>What do you remember from yesterday about passion?</p> <p>What do you remember from yesterday about advocacy?</p> <p>What are some things about which you might be passionate?</p> <p>How does it feel to be passionate?</p> <p>When have you advocated for a cause? What does it feel like to advocate?</p>	<p>What do you see in this image?</p> <p>What is happening in this image?</p> <p>What else do you notice?</p> <p>How does this image make you feel?</p> <p>What does this image make you think?</p> <p>Anything else?</p>	<p>What about this image represents passion?</p> <p>Who is passionate?</p> <p>Who are some famous people who are openly passionate?</p> <p>About what are they passionate?</p> <p>How does passion spark advocacy?</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

<i>lesson.</i>			
Content	Process	Product	Learning Environment
	<p>The Visual Thinking Strategy is a method designed to build background knowledge and fosters deep thinking skills.</p>	<p>Students will independently create a presentation of choice to represent a non-profit organization of their choice. This presentation will be used to persuade the city council that their organization is in the most need of the money being granted. Students will be able to create a presentation, which advocates for their organization bringing more awareness to the cause they support. Through the presentation students will display their depth of knowledge on the concept passion and it's relation to advocacy. Students will also utilize their creativity when designing the presentation.</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.*

Ask: **What do you remember from yesterday about passion?**

What do you remember from yesterday about advocacy?

What are some things about which you might be passionate?

How does it feel to be passionate?

When have you advocated for a cause? What does it feel like to advocate? Allow wait time for students to answer.

Have students preview the Katniss Everdeen image. Have students ponder what they see in the image. What does this image represent for Katniss? How is Katniss' passion represented in the picture? How do you think Katniss feels as an advocate? Lead students in a discussion to understand how Katniss' passion has led her to advocate for the people of Panem.

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.*

Without giving any background information, display the Katherine Switzer Photo. Give students a few minutes to analyze the picture before proceeding with the questions.

Ask students:

What do you see in this image?

What is happening in this image?

What else do you notice?

Why do you say that?

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.*

Continue with a discussion around the Katherine Switzer Photo.

Ask Students:

What is happening in this image?

What makes you say that?

How does this image make you feel?

What do you think of when you view this image?

Anything else?

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*

Continue with a discussion around the Katherine Switzer Photo.

Ask Students:

What about this image represents passion?

Who are some famous people who are openly passionate?

About what are they passionate?

How does passion spark advocacy?

PLANNED LEARNING EXPERIENCES

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

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

Conclude the discussion around the Katherine Switzer Photo by giving information about the photo. Explain to students about the time period and what the norm was for women versus men in the athletic arena (specifically running). Discuss the importance of the photo and what it represents for the women's progression movement. Show the following clip:

<http://www.makers.com/kathrine-switzer>

Discuss with students how Katherine's passion and desire lead her to becoming an activist for women athletes. Share the MAKERS website with students in case they would like to explore other popular females. Have students imagine they were a news reporter at the same Boston Marathon. Who would they be, what would they be reporting (which side) and why? Have students create a newspaper clipping portraying the events in their perspective of the Boston Marathon. The clippings will be hung next to the graffiti wall and 3-D exit tickets from Monday and Tuesday.

<http://kathrineswitzer.com/about-kathrine/kathrines-short-bio/>

Transition: **Music Break** – Students will listen to the following song: U2's Sunday Bloody Sunday and think about the lyrics (lyrics will be provided). What is this song about? What is the message? What do you think the musician wants you to understand? For who or what is the musician advocating?

Performance Task - Advocacy Plan: Students will continue to work on their performance task for the week.

Students will be exploring how one's passion sparks advocacy. Students will preview several people who advocate for their passion. As we go through this week, students will need to think about and identify what they're most passionate for, what their dream job might be, and what non-profit organization they would want to work for.

You currently work for a non-profit organization that supports a cause in which you are very passionate for. The City Council is granting \$5,000 to a non-profit organization of choice who is in the greatest need. Your boss has selected you to create a presentation to be used to represent and showcase your organization. The presentation will be used to advocate for your organization, as well as, bring awareness to your organization's cause. The presentation needs to include the following components:

- Identifies the non-profit organization and it's cause
- Embodies the organizations' core values
- Illustrates a relevant and unique symbol for the organization
- Passionately advocates for the organizations' mission and cause
- Raises awareness for the organization's cause
- Presents a valid argument for why the organization should receive the grant

Your boss will provide you with plenty of time and resources necessary to aid in the development of the presentation.





TEACHER NAME		Lesson #
Taylor Cline Day 4		4
MODEL	CONTENT AREA	GRADE LEVEL
PBL	ELA & Social Studies	6-8th Grade
CONCEPTUAL LENS		LESSON TOPIC
Advocacy		Advocacy
LEARNING OBJECTIVES <i>(from State/Local Curriculum)</i>		
5.RL.1 We can make inferences using context clues from text and images.		
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>Passion sparks advocacy</i>		<i>How does passion spark advocacy?</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>
<p>One’s actions are deeply influenced by one’s passion.</p> <p>Advocates create change through their words and actions.</p> <p>Passion sparks advocacy by stimulating one’s beliefs, attitude and desires on a given subject or issue.</p>		<p>Students will be able to distinguish passion as a concept and explore their own inner passion.</p> <p>Students will be able to justify how passion sparks advocacy.</p> <p>Students will be able to create a presentation that advocates their passion following specific criteria.</p>
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>What are you passionate for?</p> <p>Where does your passion come from?</p> <p>Why are you passionate?</p> <p>How does your passion make you feel?</p> <p>How can you make your passion known?</p>	<p>What ways can one advocate?</p> <p>Who can be an advocate?</p> <p>How can one be an advocate?</p> <p>How can you be an advocate for your passion?</p> <p>Why is passion important?</p>	<p>How does passion spark advocacy?</p> <p>Why does passion spark advocacy?</p> <p>Whose passion has sparked advocacy?</p> <p>Why is advocacy important?</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>PBL – Project Based Learning allows students to creatively show their thinking and fosters divergent learning.</p>	<p>Students will create a presentation to represent a non-profit organization of their choice. This presentation will be used to persuade the city council that their organization is in the most need of the money being</p>	

		<p>granted. Students will be able to create a presentation, which advocates for their organization bringing more awareness to the cause they support. Through the presentation students will display their depth of knowledge on the concept passion and it's relation to advocacy. Students will also utilize their creativity when designing the presentation.</p>	
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<p>PLANNED LEARNING EXPERIENCES</p> <p><i>(What will the teacher input? What will the students be asked to do? For clarity, please provide detailed instructions)</i></p>
<p>Engage and Connect - <i>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.</i></p> <p>Students will use the first 45 minutes of class to finalize working on their Performance Task:</p> <p>This week we will be exploring how one's passion sparks advocacy. We will preview several people who are advocates for their passion. As we go through this</p>

week, you will need to think about and identify what you're most passionate about, what your dream job would be, and what company you would want to work for.

You currently work for a non-profit organization that supports a cause in which you are very passionate. The City Council is granting \$5,000 to a non-profit organization of choice who is in the greatest need. Your boss has selected you to create a presentation to be used to represent your organization. The presentation will be used to advocate for your organization, as well as, bring awareness for your organization's cause. The presentation needs to include the following components:

- Identifies the non-profit organization and its cause
 - Embodies the organizations' core values
 - Illustrates a relevant and unique symbol for the organization
 - Passionately advocates for the organizations' mission and cause
 - Raises awareness for the organization's cause
 - Presents a valid argument for why the organization should receive the grant
- Your boss will provide you with plenty of time and resources necessary to aid in the development of the presentation.

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 continue to work on the Performance Task. Students may use Chrome books to create a Power Point or digital presentation. Students may research to aid in the development of their presentation.

Guide students through the following questions as needed:

What are you passionate for?

Where does your passion come from?

Why are you passionate?

How does your passion make you feel?

How can you make your passion known?

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 continue to work on the Task Performance. Students may use Chrome books to create a Power Point or digital presentation. Students may research to aid in the development of their presentations.

Guide students through the following questions as needed:

What ways can one advocate?

Who can be an advocate?

How can one be an advocate?

How can you be an advocate for your passion?

Why is passion important?

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 present their presentations to the class, advocating their passion.

Transition: **Music Break** – Students will listen to the following song: Jennifer Lawrence’s The Hanging Tree from the Hunger Games (lyrics will be provided). What is this song about? What is the message? What do you think the musician wants you to understand? For who or what is the musician advocating?

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

Show students the mockingjay image from the Hunger Games. Have students discuss how the mockingjay originated, what it means to Katniss, how it transforms throughout the story, and the similarities between it and Katniss. Lead students to recognize that the mockingjay is a symbol of Katniss, who she represents and what she advocates for. Explain to students that the symbol evolves by the end of the story as Katniss’ passion unfolds and she evolves as an advocate for the people of Panem.

Ask students the following closure questions:

How does passion spark advocacy?

Why does passion spark advocacy?

Why is advocacy important?

If you could create a symbol that represents your passion and advocacy, what would it look like? What would it represent? What would it advocate? Why is it important? Have students create a symbol using origami paper to represent their passion and advocacy.





Bruce Springsteen – Born in the USA

Born down in a dead man's town
The first kick I took was when I hit the ground
End up like a dog that's been beat too much
Till you spend half your life just covering up

Born in the U.S.A., I was born in the U.S.A.
I was born in the U.S.A., born in the U.S.A.

Got in a little hometown jam
So they put a rifle in my hand
Sent me off to a foreign land
To go and kill the yellow man

Born in the U.S.A., I was born in the U.S.A.
Born in the U.S.A., born in the U.S.A.

Come back home to the refinery
Hiring man said "son if it was up to me"
Went down to see my V.A. man
He said "son, don't you understand"

I had a brother at Khe Sahn
Fighting off the Viet Cong
They're still there, he's all gone

He had a woman he loved in Saigon
I got a picture of him in her arms now

Down in the shadow of the penitentiary
Out by the gas fires of the refinery
I'm ten years burning down the road
Nowhere to run ain't got nowhere to go

Born in the U.S.A., I was born in the U.S.A.
Born in the U.S.A., I'm a long gone daddy in the U.S.A.
Born in the U.S.A., born in the U.S.A.
Born in the U.S.A., I'm a cool rocking daddy in the U.S.A.

John Lennon – Imagine

Imagine there's no heaven
It's easy if you try
No hell below us
Above us only sky
Imagine all the people living for today

Imagine there's no countries
It isn't hard to do
Nothing to kill or die for
And no religion too
Imagine all the people living life in peace, you

You may say I'm a dreamer
But I'm not the only one
I hope some day you'll join us
And the world will be as one

Imagine no possessions
I wonder if you can
No need for greed or hunger
A brotherhood of man
Imagine all the people sharing all the world, you

You may say I'm a dreamer
But I'm not the only one
I hope some day you'll join us
And the world will be as one

U2 – Sunday Bloody Sunday

Yeah

I can't believe the news today

Oh, I can't close my eyes

And make it go away

How long

How long must we sing this song

How long, how long

'Cause tonight, we can be as one

Tonight

Broken bottles under children's feet

Bodies strewn across the dead end street

But I won't heed the battle call

It puts my back up

Puts my back up against the wall

Sunday, Bloody Sunday

Sunday, Bloody Sunday

Sunday, Bloody Sunday

And the battle's just begun

There's many lost, but tell me who has won

The trench is dug within our hearts

And mothers, children, brothers, sisters

Torn apart

Sunday, Bloody Sunday

Sunday, Bloody Sunday

How long

How long must we sing this song

How long, how long

'Cause tonight, we can be as one
Tonight, tonight

Sunday, Bloody Sunday
Sunday, Bloody Sunday

Wipe the tears from your eyes
Wipe your tears away
Oh, wipe your tears away
Oh, wipe your tears away
(Sunday, Bloody Sunday)
Oh, wipe your blood shot eyes
(Sunday, Bloody Sunday)

Sunday, Bloody Sunday (Sunday, Bloody Sunday)
Sunday, Bloody Sunday (Sunday, Bloody Sunday)

And it's true we are immune
When fact is fiction and TV reality
And today the millions cry
We eat and drink while tomorrow they die

The real battle just begun
To claim the victory Jesus won
On

Sunday Bloody Sunday
Sunday Bloody Sunday

Bruce Hornsby – The way it is

Standing in line, marking time
Waiting for the welfare dime
'Cause they can't buy a job
The man in the silk suit hurries by
As he catches the poor old ladies' eyes
Just for fun he says, "get a job"

That's just the way it is
Some things will never change
That's just the way it is
Ah, but don't you believe them

Said, hey little boy you can't go where the others go
'Cause you don't look like they do
Said, hey old man how can you stand
To think that way
Did you really think about it
Before you made the rules?

He said, "son
That's just the way it is
Some things will never change
That's just the way it is
Ah, but don't you believe them"

Oh yeah

well, they passed a law in '64
To give those who ain't got a little more
But it only goes so far
Because the law don't change another's mind
When all it sees at the hiring time
Is the line on the color bar, no, no

That's just the way it is

And some things will never change

That's just the way it is

That's just the way it is, it is, it is, it is

Jennifer Lawrence – The Hanging Tree

Are you, are you
Coming to the tree
They strung up a man
They say who murdered three
Strange things did happen here
No stranger would it be
If we met at midnight
In the hanging tree

Are you, are you
Coming to the tree
Where dead man called out
For his love to flee
Strange things did happen here
No stranger would it be
If we met at midnight
In the hanging tree

Are you, are you
Coming to the tree
Where I told you to run
So we'd both be free
Strange things did happen here
No stranger would it be
If we met at midnight
In the hanging tree

Are you, are you
Coming to the tree
Wear a necklace of hope
Side by side with me
Strange things did happen here

No stranger would it be
If we met at midnight
In the hanging tree

Are you, are you
Coming to the tree
Where I told you to run
So we'd both be free
Strange things did happen here
No stranger would it be
If we met at midnight
In the hanging tree

Are you, are you
Coming to the tree
Where they strung up a man
They say who murdered three
Strange things did happen here
No stranger would it be
If we met at midnight
In the hanging tree

Are you, are you
Coming to the tree
Where dead man called out
For his love to flee
Strange things did happen here
No stranger would it be
If we met at midnight
In the hanging tree

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