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| **TGC Fellow Unit Template \*** | | |
| Prepared by: Angie Madsen School/Location:Westside Middle School | | |
| Subject: Current Events Grade: 7/8 Unit Title: Voices of Protest Time Needed: 2-3 weeks | | |
| Unit Summary:  Students will be learning about the ways people demonstrate protest through the use of propaganda, visual and social media. | | |
| **Stage 1 Desired Results** | | |
| ESTABLISHED GOALS:  LA 7.1.5.c Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.  LA 7.1.6.a Analyze the meaning, reliability, and validity of the text considering author's purpose and perspective.  LA 7.1.6.d Summarize, analyze, and synthesize a literary text and/or media, using key details to support interpretation of the theme.  LA 7.1.6.e Summarize, analyze, and synthesize an informational text and/or media, using supporting details to formulate the main idea.  LA 7.1.6.g Cite specific textual evidence to analyze and make inferences based on the characteristics of a variety of literary and informational texts.  LA 7.1.6.h Explain the social, historical, cultural, and biographical influences in a variety of texts, citing textual evidence from literary and informational text to develop a regional, national, and international multicultural perspective.  LA 7.1.6.k Select text for a particular purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task), citing evidence to support analysis, reflection, or research.  LA 7.1.6.o Demonstrate an understanding of complex text using textual evidence via multiple mediums (e.g., writing, artistic representation, video, other media).  LA 7.2.2.d Use precise word choice and domain-specific vocabulary to write in a variety of modes.  A 7.2.2.e Analyze various mentor texts and/or exemplars in order to create a similar piece.  SS 8.1.2.a Describe ways individuals participate in the political process (e.g., registering and voting, contacting government officials, campaign involvement)  SS 8.1.2.c Demonstrate civic engagement (e.g., service learning projects, volunteerism)  SS 8.1.2.e Identify the roles and influences of individuals, groups, and the media on governments  GLOBAL COMPETENCY:  Communicate ideas  Investigate the world  Recognize perspectives  RESOURCES:  Perspectives.tolerance.org | ***Transfer*** | |
| *Students will be able to independently use their learning to…(real world purpose)*  T1. Investigate the world beyond their immediate environment  T2. Recognize the perspectives of others  T3. Communicate ideas effectively with a diverse audience | |
| ***Meaning*** | |
| UNDERSTANDINGS  *Students will understand that…*  U1. People have the right to protest injustice in their own communities.  U2. People use various forms of communication to express their protest, based on their community norms and cultural expectations.  U3. Not all protests are equally effective in meeting their goals. | ESSENTIAL QUESTIONS  E1. How do people with less power stand up to people with more power?  E2.How does protest affect change in a society, especially in regards to the use of media? |
| ***Acquisition*** | |
| *Students will know… (Content)*  K!. Basic terms like “protest,” “estrangement,” “alienation,” “status quo,” and “tradition.”  K2. Propaganda techniques including slogans, bandwagon, card-stacking, glittering generalities and stereotyping.  K3. The basic issues surrounding at least one protest situation in the world today. | *Students will be able to… (Skills)*  S1. Explain how culture and societal expectations affect a protest  S2. Explain how people use the media to explain their positions  S3.Utilize their understanding of propaganda to create their own protest piece of work.  S4. Use prior knowledge/research about a current political event to create a position for protest. |
| **Stage 2 - Evidence** | | |
| **Assessment** | **Evaluation Criteria (Learning Target or Student Will Be Able To)** | |
| Assessments **FOR** Learning: (ex: kwl chart, exit ticket, observation, draft, rehearsal)  1. Analysis of March with Me  2. Word Wheel  3. Propaganda Quiz  4. Facts about Current Event Worksheet | 1. Students will be able to read March with Me and analyze how the students were affected by their participation in the March. 2. Student will be able to identify words that are significant in protest movements. 3. Students will be able to identify examples of various forms of propaganda. 4. Students will complete a worksheet identifying basic facts about a current event or issue as preparation for creating their own protest work. | |
| Assessment **OF** Learning: (ex: performance task, project, final paper)  1. Protest Piece | 1. Students will create a protest piece of art, music, writing or other media to effectively demonstrate their view on a current event, reflecting an understanding of the use of propaganda and the issues surrounding the current event. | |
| **Stage 3 – Learning Plan** | | |
| *Summary of Key Learning Events and Instruction ( Make this a useful outline or summary of your unit, your daily lesson plans will be separate)*  *Week One: What is protest? Reading March with Me and other examples of protest materials from Teaching Tolerance to establish how a protest movement works.*  *Week Two: Working with propaganda: understanding how propaganda works and how medium affects the message, using examples from around the world.*  *Week Three: Analyzing a current event and creating a protest piece to demonstrate the student’s viewpoint.*  *\*adapted from Understanding by Design Model* | | |