

## Unit Title: “Young, Scrappy, and Hungry”

### Driving Question(s):

- ELA- Why does the storyteller matter?
- SS- How does power create conflict?
- \*Theatre- How do performance elements bring a character or story to life?

\*At several points in the unit, songs and lyrics from “Hamilton” are referenced. If you feel compelled to provide video clips of the Broadway actors performing the songs and/or provide audio recordings of the songs, ensure that you accommodate them with additional time throughout the progression of lessons. Time may also need to be added for optional discussions of stage performances.

### Day 1

#### Learning Objectives

- We will look for similarities and differences in how authors present information about a person’s life, experiences, and accomplishments as it relates to Alexander Hamilton
- I can identify ways in which the storyteller impacts how a story is told
- I can compare and contrast two documents containing information about the life of Alexander Hamilton

<b>Opening Activity/Guiding Practice/Independent Practice</b>	<p><b>Bellringer:</b> Recall historical figures whom you’ve learned about. Select one, list their name at the top of your entry, and make a bullet list of 4 or more things you know about the person. It can be about their history, background, experiences, perspectives, anything.</p> <p><b>Turn and Talk:</b> With a nearby peer, take turns discussing who you described. If your peer tells you about someone you know about too, discuss whether you know the same things, or if you know additional/different information.</p>
<b>Guide and Engage</b>	<p><b>Discussion:</b> Select a variety of students to respond to the following:</p> <ul style="list-style-type: none"><li>• Who did you describe, and why?</li><li>• Do you see any of yourself reflected in the person you selected? In what ways?</li><li>• If your peer knew something about the person you selected, was it the same information, or something different?<ul style="list-style-type: none"><li>○ Why might we know different things about historical figures?</li></ul></li></ul> <p>Lead whole class in discussing the point of view of a narrator or storyteller. Ask what might influence how a story is told, based on the storyteller (perspective, life experience, various identity groups, age,</p>

	<p>culture, etc).</p> <p>Discuss the impact on the audience the POV of a storyteller has, both positive and negative.</p>
<b>Explore and Apply</b>	<p><b>Compare and Contrast Activity:</b> Inform students that they're going to practice looking for the impact of an author/storyteller's POV on the audience by using 2 different texts that feature biographical details around the life of *Alexander Hamilton.</p> <p>Assign half of your students a <a href="#">Common Lit</a> reading on Hamilton's life, and the other half the lyrics to the song, "<a href="#">Alexander Hamilton</a>" from the Broadway musical, "Hamilton".</p> <ul style="list-style-type: none"> <li>- The lyrics contain suggestive language, so please address this before assigning.</li> <li>- Consider to whom you assign which selection to read, depending on the individual student's needs and skills.</li> <li>- Equip students with dictionaries (physical or digital, depending on your resources) for challenging words.</li> </ul> <p>Explain that students are responsible for reading their assigned text, and to prepare to discuss what they learned about Hamilton, based on their text.</p> <p>Pair students so that each group has a person who has read the Common Lit text and another who has read the song lyrics.</p> <p>Provide ample time for students to compare and contrast information gleaned from each text, filling in a graphic organizer (Venn diagram or box-and-T, drawn or provided by you) to capture their discussion. Encourage students to provide as many comparisons as possible.</p> <p>Ask partnered students to formulate a final statement regarding the impact of each text as it relates to</p> <ul style="list-style-type: none"> <li>- understanding Hamilton's life better</li> <li>- The author/storyteller's POV</li> <li>- The audience's needs</li> </ul> <p>Indicate that these findings will be further discussed in the next day's lesson, encouraging their final statements to be written with clarity.</p> <p><i>*This set of lessons is intended to align with learning occurring in Social Studies around the formation of a young nation, and the people associated with doing so. Gauge what students know (it doesn't have to be more than an introductory understanding), and proceed as necessary, providing introductory information about Hamilton and Aaron</i></p>

	<i>Burr if needed.</i>
<b>Synthesize and Reflect</b>	<b>Exit Slip:</b> Why is the storyteller important, as it relates to delivery of information? What can comparing and contrasting two texts reveal about POV? List one way in which today's learning will affect you as a critical thinker.

## Day 2

### Learning Objectives

- We will explore our role as an “audience member” of the world, as it relates to our values. We will discuss how Hamilton viewed his role as an “audience member” of the world.
- I can support my claims with relevant textual evidence
- I can synthesize my thoughts into a set of responses and self-generated questions

<b>Opening Activity/Guiding Practice/Independent Practice</b>	<p><b>Bellringer:</b> Yesterday, you considered ways in which the author/storyteller impacts how the audience interprets information. As an audience member, list what you value most when you're receiving information. (Ex., honesty, clarity, relevance, word choices, trusted speaker, opinion-free, creative language)</p> <p>Ask students to pair and share their answers, then do a whole-group check for understanding. Record their values somewhere visible for all.</p>
<b>Guide and Engage</b>	<p><b>Reflection:</b> Direct students to find their final statement from the previous day's compare-contrast activity. Ask them if any of the values from their bellringer show up in their final statements. Which text (Common Lit or song lyrics) reflect their values more? Why or how?</p> <p><b>Think-Pair-Share:</b> Ask students to silently journal about what they believe their role as an audience member is. What are they supposed to do with what they learn in a book? From a play? In school? At home, in their neighborhood? Once they write, ask them to share their answer with their nearest peer. Invite a few groups to share their responses.</p> <p>Introduce them to an idea that educational theorists Paulo Friere and Donaldo Macedo say about “reading the world, then writing the world” (in other words, receive from the world, learn about the world, then use what you learn and interpret to “write” or design a future world).</p> <p><b>Explain:</b> Hamilton was young when he felt compelled to make a mark on the world. He read, he wrote, and then read and wrote some more. An example that supports this is a song called “<a href="#">My Shot</a>” from “Hamilton”. We'll read the lyrics, but first let's build some background for</p>

	<p>the song. (Display, share to a device, or provide a print copy of <a href="#">this</a>, then look at it as a class)</p>
<b>Explore and Apply</b>	<p><b>Preparing for a Fishbowl Socratic Circle:</b> (to be conducted in the next lesson)</p> <p>Introduce the idea of a “Fishbowl” (Socratic Circle), and explicitly detail with students what it is and how it is run. (See “Fishbowl Details”) You are NOT running a Fishbowl today. Review these details with students tomorrow prior to beginning the Fishbowl sessions.</p> <p><b>Fishbowl Details:</b> Space must be made in the classroom so that there is an inner circle and an outer circle. Here are more detailed steps for how to organize a <a href="#">Fishbowl</a>. Explain to students how the process will go, and ask for their input regarding expectations for those who are in both circles.</p> <p>Students who come to the inner circle must bring their questions with them. The first participant refers to one of their answered questions, and provides their answer for the group. Other students in the inner circle can then choose to respond to the first student, ask the first student to expand, push the first student’s thinking, or present their own answer to one of the questions. They can also ask/answer questions that are not on the question form. Encourage students to refer to lines in a text as much as possible.</p> <p>Depending on how much time you have, you can allow for shorter rotations (~7-10 minutes) of inner circle/outer circle participants to ensure whole-class participation, or you can use this opportunity to model a high-quality fishbowl with more eager participants, allowing reticent students a chance to see what it looks like before they participate.</p> <p>Challenging as it may be, the teacher does NOT participate in the Fishbowl. They do not offer commentary, nor do they steer the conversation in any one direction (unless they need to address inappropriate comments). They are just facilitators in the process of organizing the Fishbowl.</p> <p>Use a visible timer for each rotation of the Fishbowl so that participants can stay on track.</p> <p><b>7-10 Minute Journal Session:</b></p>

	<p>Pulling on....</p> <ul style="list-style-type: none"> <li>-Today's bellringer</li> <li>-Today's Think-Pair-Share</li> <li>-The concept of "reading the world, then writing the world"</li> <li>-The lyrics + background information for "My Shot",</li> </ul> <p>Consider:</p> <p>Was Hamilton an active or passive "audience member" of his world? What might his "audience member" values have been? In what ways did he and Laurens, Lafayette, and Mulligan "read the world", and then "write the world"? List other questions you'd want to present to your peers in tomorrow's Fishbowl.</p> <p>(Encourage them to craft questions related to their role as an "audience member" of the world, their role as a storyteller, and reading/writing the world.)</p> <p>*It is critical that students keep their journal answers somewhere safe, as they'll be necessary to bring to the Fishbowl tomorrow.</p>
<b>Synthesize and Reflect</b>	<b>Exit Slip:</b> Create a personal goal for tomorrow's Fishbowl session, in regards to your participation, how you respond to questions, or what you might hope to gain from it.

### Day 3

#### Learning Objectives

- We will explore multiple perspectives as they relate to formulating a coherent understanding of the role of storyteller and audience member
- I can support my claims with relevant evidence
- I can identify and respond to various perspectives on the same topic

<b>Opening Activity/Guiding Practice/Independent Practice</b>	<p><b>Bellringer:</b> Yesterday, I described how a Fishbowl works. Make a list of 4-6 expectations that you have for yourself and your peers, as they relate to personal conduct, depth of thought, provocative questions, and responses provided.</p> <p>Solicit responses, recording them somewhere visible, condensing where necessary. Agree to a top 4-6 expectations, and keep them visible throughout the Fishbowl.</p>
<b>Guide and Engage</b>	Briefly remind students of the Fishbowl details (see Day 2 lesson plan). As each group comes into the circle, ask them to bring their journal responses + additional questions from the previous day.

	Allow students to ask any questions, and before beginning the Fishbowl activity, remind students of their self-determined expectations. Remind them of your “backseat” role, and that this process is largely student-directed.
<b>Explore and Apply</b>	Engage in the Fishbowl as directed in Day 2 lesson plan.
<b>Synthesize and Reflect</b>	<p>Once students have returned to their seats, reflect as a whole group on the following questions:</p> <ol style="list-style-type: none"> <li>1. What did you enjoy about this process?</li> <li>2. What would you change about it for the future?</li> <li>3. What was surprising about other students’ answers?</li> <li>4. What did you learn in this process?</li> <li>5. What perspectives were new or different to you? If you value them, explain why.</li> <li>6. How does evidence support thinking?</li> <li>7. How can a Fishbowl affirm, expand, or challenge your thinking? Explain.</li> </ol>

#### Day 4

##### Learning Objectives

- We will discuss how revolution is a possible response to discontent, power imbalance, or inadequate/biased storytelling
- I can describe the impact of word choice on meaning and tone, as it relates to the audience
- I can cite textual evidence to support my claim(s)

<b>Opening Activity/Guiding Practice/Independent Practice</b>	<b>Bellringer:</b> What does it mean to be “young, hungry, and scrappy” as it relates to Alexander Hamilton? As it relates to people who were the first of their kind to accomplish something? As it relates to you and other people of your generation? As it relates to those who have done revolutionary things in the past?
<b>Guide and Engage</b>	<p><b>Popcorn Chat:</b> (quick call-and-response of student responses with adult affirming them and moving on to another student quickly. You may also choose to allow students to journal these answers, or assign each question to a different group)</p> <p>Why do people revolt or rebel? <i>(Allow popcorning to go on for several moments)</i></p> <p>What has caused people to do so in the past? <i>(Allow popcorning)</i></p> <p>What do people your age feel oppressed or limited by? <i>(Allow popcorning; take special note of responses to this. If needed, prompt things like dress code, age-based laws, SAT/ACT, homework policies, school names. Define “oppression”).</i></p>

	<p>How do people in your community, state, nation, or world resist, revolt, or rebel against something they disagree with?</p> <p>Tell students: Write these questions somewhere memorable in your notebook: <i>Who controls the story? What does this have to do with power? What does power have to do with revolution?</i></p> <p>Tell students: We'll come back to this soon.</p> <p><b>Explain:</b> Let's head back to see how Hamilton navigated the world as a young, hungry, and scrappy person, and then we'll spend some time thinking about who we can find who was "young, hungry, and scrappy", and wouldn't take "no" for an answer. We're going to take a look at "Right Hand Man", another song from "Hamilton", and begin a deeper dive into who are the gatekeepers of history, and why revolution often feels like the way to disrupt false narratives and assumptions.</p> <p>"Right Hand Man" lyrics <a href="#">here</a></p>
<b>Explore and Apply</b>	<p><b>Small Group Discussions:</b></p> <p>Decide how you will assign 3-5 person groups, whether you choose intentionally to mix up perspectives, experiences, and comfort levels, or allow students to self-select groups.</p> <p>Pose the following questions for students to discuss (could be digitally provided, posted on a screen, or printed on a worksheet):</p> <ol style="list-style-type: none"> <li>1. Considering "Right Hand Man" and other lyrics/texts you've read, how is Hamilton "young, hungry, and scrappy"?</li> <li>2. Who tells the story of history?</li> <li>3. What is the impact of the historian's (storyteller's) recording of history?</li> <li>4. What does power have to do with history? With how it is told/shared? With how it unfolds?</li> <li>5. Discuss revolution- its causes, how its been done, its impact.</li> <li>6. Discuss causes for revolt in modern society.</li> </ol> <p>Invite students to share less of their answers to the questions, but the impact of the conversations, the thoughts revealed, and the inspirations derived from conversations.</p>
<b>Synthesize and Reflect</b>	<p><b>Exit Slip:</b> Begin thinking of a goal you have for yourself, as far as what you can or want to do with your youthful scrappy hunger. Who might you turn to for inspiration? Be as specific as possible when answering all questions.</p>

### Learning Objectives

- We will identify forms of violence in society as they relate to ways in which people are oppressed
- I can cite textual evidence to support my thinking
- I can apply my learning to a variety of examples and contexts

<b>Opening Activity/Guiding Practice/Independent Practice</b>	<p><b>Bellringer:</b> Yesterday, you were asked to consider ways in which people your age feel oppressed or limited.</p> <ol style="list-style-type: none"><li>1. Create a list, pulling answers from yesterday's discussion and adding your own contributions to the list.</li><li>2. Next to each item, add who or what you think might be responsible for the item. Ex: Laws that make the voting age 18-Federal government</li></ol>
<b>Guide and Engage</b>	<p><b>Small Group Discussions:</b> Decide how you will assign 3-5 person groups, whether you choose intentionally to mix up perspectives, experiences, and comfort levels, or allow students to self-select groups.</p> <p>Ask students to bring their bellringer responses to the group, and tell them that each student in the group will be given time to share their lists, but NOT who they think the oppressive forces are. Once everyone has shared, direct groups to go through the items on their bellringers, agreeing (and possibly disagreeing, which is acceptable) on what they believe are the individual oppressive forces. Instruct students to keep a record of their conclusions.</p> <p>Next, ask the groups: "How do you define 'violence'? Return to your lists and talk about ways in which any of the items result in violence or if oppressors are committing acts of violence." Provide several minutes for groups to have this discussion.</p> <p>Then, distribute (digitally or in print) the <a href="#">transcript</a> of this <a href="#">video</a>, and then present the video to the class. Ensure afterwards that there is clarity around each type of violence described in the text/video.</p> <p>Have one student provide a sample of something on their list. As a class, decide if it is a form of direct, structural, or cultural violence. Practice with identifying a few more student samples from their lists, and then give them more time in groups to continue this process for several minutes.</p>
<b>Explore and Apply</b>	<p>Introduce "<a href="#">The Room Where it Happened</a>" from "Hamilton by providing the historical context of the lyrics (try <a href="#">this</a> or <a href="#">this</a>). Decide how you will pose the following questions to students for response (independently,</p>



	<p>pairs, small groups, whole class):</p> <ul style="list-style-type: none"> <li>• Why did Burr want to be in “the room where it happened”?</li> <li>• How did this make Burr feel oppressed? How does conducting governmental business “behind closed doors” commit a form of violence? Which one(s) and how do you know?</li> <li>• Who usually doesn’t gain access to “rooms where it happens” throughout history and into modern times?</li> <li>• How does your answer to the previous question relate to power and conflict?</li> <li>• Again, who gets to be the “storytellers” of history, and why is it important to be a “fish who sees the water”? (In other words, a person who is highly aware of their surroundings politically, physically, socially, culturally, etc)</li> </ul>
<b>Synthesize and Reflect</b>	<p><b>Exit Slip:</b> Today we discussed forms of violence as they apply to forms of oppression. Yesterday, you were asked to begin thinking of a goal you have for yourself, as far as what you can or want to do with your youthful scrappy hunger.</p> <p>Refine your goal as it relates to ways in which you (or others) are oppressed, and how you will fight violence and oppression with your youthful scrappy hunger. How will you take control of the storytelling of <i>your</i> life? How will you “read the world” and then “write the world”?</p>

## Day 6

### Learning Objectives

- We will pool all of our work from the past several days to identify the people we want to research in order to prepare a product that reflects our learning
- I can identify a subject for my research
- I can conduct effective research to learn more about a topic

<b>Opening Activity/Guiding Practice/Independent Practice</b>	<p><b>Bellringer:</b> Let’s take a moment to reflect on our learning. We’ve discussed:</p> <ul style="list-style-type: none"> <li>• The storyteller’s POV (and its impact on the audience)</li> <li>• Audience needs and values</li> <li>• Revolution and rebellion</li> <li>• Oppressive forces and forms of violence</li> <li>• Awareness and consciousness <ul style="list-style-type: none"> <li>○ “Read the world, then write the world”</li> <li>○ “The fish who sees the water”</li> </ul> </li> <li>• Personal goals for being young, hungry, and scrappy as they relate to oppression, violence, and “rewriting” the future</li> </ul>
---	---

	<p>Discuss one or two major takeaways, "ah-ha" moments, or revelations you've had over the past several days. What stands out in your mind the most? Why?</p> <p>Provide time for students to share with each other, as well as with the whole class. Keep a visible list of causes available for students to see in the classroom.</p>
<b>Guide and Engage</b>	<p><b>Announce to students:</b> Beginning today, you will have 5 days of class time to develop a research product that brings awareness to a person from whom you draw inspiration to be young, hungry, and scrappy in your pursuit of ending forms of violence. You will have a lot of personal choice in terms of what you create, but everyone's end product must contain similar elements.</p> <p>Pass out copies of the <a href="#">Project Overview</a>, and spend time reviewing each element of it. Call special attention to the Assessment Guide so that students know their expectations for the quality of their work. Also alert students to the timeline, so that they can budget their time well each day that you provide for working on the project.</p> <p>Allow enough time for students to read through the document and ask questions. Facilitate a conversation around expectations for the self and others during in-class work sessions, allowing students to take charge of the conversation.</p>
<b>Explore and Apply</b>	<p>Walk students through the tasks on the timeline, ensuring that students understand all that is asked of them. Call attention to the Newsela text sets as a good starting point for preliminary research.</p> <p><i>Make it clear now, and periodically throughout the work session days, how you intend to assess student work products.</i></p> <p>When students are ready to acquire a device, use an organized system for distribution and use. Encourage the use of Google for Education products, as this makes collaboration, peer review, sharing, and importing to the Backpack of Success Skills easier.</p> <p><b>Work Session, Day 1 Tasks:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify your chosen cause</li> <li><input type="checkbox"/> Watch this BrainPop on <a href="#">*Online Sources</a> to familiarize yourself with how to find high-quality resources</li> <li><input type="checkbox"/> Research people, articles, and stories that will help you narrow down who you want to feature. Begin with the provided</li> </ul>

	<p>resources above, and remember how to find other high-quality evidence based on what Tim and Moby tell you</p> <ul style="list-style-type: none"> <li>❑ Begin recording high-quality evidence (quotes or paraphrased information) that supports your project; as well as a list of the resources you use</li> </ul> <p>Use a timer or announce periodically how much time is left prior to putting away devices and preparing for dismissal.</p> <p><i>*If you have yet to instruct students about how to find/use online sources, cite them, and/or conduct research, provide mini-lessons throughout the work session days and extend your timeline for the unit.</i></p>
<b>Synthesize and Reflect</b>	<p><b>Reflections for Students:</b></p> <ul style="list-style-type: none"> <li>• What kind of support might you need in the following days?</li> <li>• Who at home, in your neighborhood, in the school, or in the community can you connect with for extra help or information?</li> <li>• What are you excited about (in terms of the project) and what are you worried, nervous, confused, or upset about?</li> <li>• What is your game plan for the remaining 4 days?</li> </ul>

## Day 7

### Learning Objectives

- We will use time in class to continue researching, finding high-quality evidence, and make decisions that will impact the overall products we create
- I can conduct effective research to learn more about a topic
- I can cite textual evidence to support my thinking
- I can analyze the impact of word choice on my interpretation of a text

<b>Opening Activity/Guiding Practice/Independent Practice</b>	<p><b>Bellringer:</b> Do you think kids are given enough opportunities to make a difference? Who or what should be empowering them? Is there enough space for you to be heard? Why or why not?</p> <p>This is meant to be a reflective question, and as time is already limited by the project, don't spend as much time on discussing the answers. Encourage students to discuss their answers further as they begin work on their projects.</p>
<b>Guide and Engage</b>	<p>Use this time to re-examine the Project Overview guide, answer questions, clear up confusion, and distribute devices to students. Ensure that all students are aware of the tasks they need to accomplish today, and to seek you out for help or input.</p> <p>Explain as well that students need to <a href="#">sign up for a time slot</a> for</p>

	presenting, and that you'll be sending that around today.
<b>Explore and Apply</b>	<p>Remind students of the importance of being self-guided and accountable for their progress, but that failure, frustration, and confusion are often part of the process in tackling a project or idea.</p> <p>Be present for questions and concerns. Confer with individual students to hear their ideas and to push their thinking.</p> <p><b>Work Session, Day 2 Tasks:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Continue to research people, articles, and stories. Decide who you'll feature and begin researching their life, and how they have been portrayed in texts, videos, etc. Don't forget the resources above (listed on the Project Overview)</li> <li><input type="checkbox"/> Continue to record high-quality evidence (quotes or paraphrased information) that supports your project, add to your list of resources (See BrainPop's <a href="#">Citing Sources</a> video for help)</li> <li><input type="checkbox"/> Decide what format your final product will be (see "Options for Final Product" below)</li> <li><input type="checkbox"/> Review what the final product must include (see "Final Product Must Include" below)</li> <li><input type="checkbox"/> Begin organizing research and planning ahead for the final product</li> <li><input type="checkbox"/> Sign up for a presentation time slot</li> </ul> <p>Use a timer or announce periodically how much time is left prior to putting away devices and preparing for dismissal.</p>
<b>Synthesize and Reflect</b>	<p><b>Reflect again:</b></p> <ul style="list-style-type: none"> <li>• What kind of support might you need in the following days?</li> <li>• Who at home, in your neighborhood, in the school, or in the community can you connect with for extra help or information?</li> <li>• What are you excited about (in terms of the project) and what are you worried, nervous, confused, or upset about?</li> <li>• What is your game plan for the remaining 3 days?</li> </ul>

## Day 8

### Learning Objectives

- We will use time in class to continue researching, finding high-quality evidence, and make decisions that will impact the overall products we create
- I can cite textual evidence to support my thinking
- I can analyze the impact of word choice on my interpretation of a text
- I can compare and contrast how the same topic is presented by two authors
- I can compose an informational product that demonstrates my understanding of a topic

- I can conduct effective research to learn more about a topic

<b>Opening Activity/Guiding Practice/Independent Practice</b>	<p><b>Bellringer:</b> Reflect on your progress on your project up to this point. What are you most proud of? What's an area for improvement that a peer or the teacher could help with today or tomorrow?</p> <p>These are meant to be reflective questions, and as time is already limited by the project, don't spend as much time on discussing the answers. However, provide enough time to allow students time to advocate for their needs.</p>
<b>Guide and Engage</b>	<p>Use this time to re-examine the Project Overview guide, answer questions, clear up confusion, and distribute devices to students. Ensure that all students are aware of the tasks they need to accomplish today, and to seek you out for help or input.</p> <p>Remind students how you intend to assess their work.</p>
<b>Explore and Apply</b>	<p>Be present for questions and concerns. Confer with individual students to hear their ideas and to push their thinking.</p> <p><b>Work Session, Day 3 Tasks:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Continue organizing research and begin work on the final product</li> <li><input type="checkbox"/> Re-review what the final product must include</li> <li><input type="checkbox"/> Review any necessary videos from the Resources section</li> <li><input type="checkbox"/> Continue creating your final product</li> <li><input type="checkbox"/> Confer with a peer about your progress using the provided form</li> </ul> <p>Use a timer or announce periodically how much time is left prior to putting away devices and preparing for dismissal.</p>
<b>Synthesize and Reflect</b>	<p><b>Exit Slip:</b> What is the most fascinating, shocking, surprising, or awe-inspiring fact you've learned from your research so far? Why is it so fascinating, shocking, etc?</p>

## Day 9

### Learning Objectives

- We will use time in class to finalize our research, use high-quality evidence, and make decisions that will impact the overall products we create
- I can cite textual evidence to support my thinking
- I can analyze the impact of word choice on my interpretation of a text
- I can compare and contrast how the same topic is presented by two authors
- I can compose an informational product that demonstrates my understanding of a topic
- I can conduct effective research to learn more about a topic

<b>Opening Activity/Guiding Practice/Independent Practice</b>	<b>Bellringer:</b> With 2 days left, it is critical that you are aware of everything that your project must include. If you need extra time, what is your game plan (work from home/friend's house/library, etc)? If you think you'll finish in time, how did you stay on track with your tasks?
<b>Guide and Engage</b>	Use this time to re-examine the Project Overview guide with specific attention to "Final Product Must Include" and the "Assessment Guide", answer questions, clear up confusion, and distribute devices to students. Ensure that all students are aware of the tasks they need to accomplish today, and to seek you out for help or input.
<b>Explore and Apply</b>	<p>After discussing what needs to be accomplished today, encourage students to use the rubric (see Assessment Guide) to guide their peer/teacher conferences.</p> <p>Be present for questions and concerns. Confer with individual students to hear their ideas and to push their thinking.</p> <p><b>Work Session, Day 4 Tasks:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Re-review what the final product must include</li> <li><input type="checkbox"/> Continue creating your final product; plan so that whatever work needs to be accomplished is done by the end of Day 5</li> <li><input type="checkbox"/> Look at the Assessment Guide below to ensure that your work is high-quality</li> <li><input type="checkbox"/> Confer with a peer or teacher</li> </ul> <p>Use a timer or announce periodically how much time is left prior to putting away devices and preparing for dismissal.</p>
<b>Synthesize and Reflect</b>	<p><b>Reflect with Students:</b></p> <ul style="list-style-type: none"> <li>• What is the easiest part of being self-guided on a project like this?</li> <li>• What challenges have arisen with your self-guided work?</li> <li>• When you conferred with a peer, what helpful advice did they give you? If you haven't conferred, why?</li> </ul>

## Day 10

### Learning Objectives

- We will use time in class to finalize our work, putting forth our best effort to create a high-quality product
- I can cite textual evidence to support my thinking
- I can analyze the impact of word choice on my interpretation of a text
- I can compare and contrast how the same topic is presented by two authors

- I can compose an informational product that demonstrates my understanding of a topic
- I can conduct effective research to learn more about a topic

<b>Opening Activity/Guiding Practice/Independent Practice</b>	<p><b>Bellringer:</b> List your priorities for today's final work session. I'll add the first one for you:</p> <ol style="list-style-type: none"> <li>1. Stay focused with a positive attitude!</li> </ol>
<b>Guide and Engage</b>	<p>Use this time to re-examine the Project Overview guide, answer questions, clear up confusion, and distribute devices to students. Ensure that all students are aware of the tasks they need to accomplish today, and to seek you out for help or input.</p> <p>Remind students that this is their final day to work in class on their project, so they need to take advantage of all of the time they're given.</p>
<b>Explore and Apply</b>	<p>After discussing what needs to be accomplished today, encourage students to use the rubric (see Assessment Guide) to guide their peer/teacher conferences. Point out that all products, no matter the student's choice, must be accompanied by a bibliography (as well as meet all other requirements).</p> <p>Be present for questions and concerns. Confer with individual students to hear their ideas and to push their thinking.</p> <p>Remind students how you intend to assess their work.</p> <p>At some point, touch base with the students who are scheduled to present tomorrow to make sure they're ready.</p> <p><b>Work Session, Day 5 Tasks:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Finalize your work</li> <li><input type="checkbox"/> Ensure that you have a bibliography page/slide/section</li> <li><input type="checkbox"/> Re-review what the final product must include</li> <li><input type="checkbox"/> Confer with a peer or teacher (optional, but a good idea)</li> <li><input type="checkbox"/> Submit your work (will vary depending on chosen product) to your teacher AND your Backpack of Success Skills by the <i>last day of presentations</i></li> </ul> <p>Use a timer or announce periodically how much time is left prior to putting away devices and preparing for dismissal.</p>
<b>Synthesize and Reflect</b>	<p><b>Student Reflections:</b></p> <ul style="list-style-type: none"> <li>• What do you need to do to ensure that you're ready to present?</li> <li>• What are some qualities of a good presentation?</li> </ul>

	<ul style="list-style-type: none"> <li>• What's some good advice you'd give someone who is nervous to present?</li> </ul>
--	---

**Days 11-13: Presentations**  
(an additional day may be needed)

Learning Objectives

- We will explore causes worthy of advocacy as we listen to our peers present their project
- I can cite textual evidence to support my thinking
- I can demonstrate the impact of word choice on my audience
- I can compare and contrast how the same topic is presented by two or more sources
- I can present an informational product that demonstrates my understanding of a topic
- I can present effective research to share more about a topic

<b>Opening Activity/Guiding Practice/Independent Practice</b>	<p><b>Bellringer:</b> List the expectations you have for yourself during presentations. List the expectations you have for the audience during presentations. List the expectations you have for each speaker as they present.</p> <p>Discuss several student responses, keeping a master list (and distilling repeat answers) that is visible throughout the presentation days. Come to a group consensus on which expectations they want to keep.</p> <p><i>On the following presentation days, take this time to review the expectations students presented, and offer a chance for revisions to the lists to be made.</i></p>
<b>Guide and Engage</b>	<p>Pass out the <a href="#">peer evaluation</a> forms and review them with students. Let students know that these forms will guide group conversations once all presentations are over. Ask students to comment on how they think these forms would be useful, and to suggest ways in which students can fill them out meaningfully once it's time to share their comments with their peers.</p> <p><i>On the following presentation days, remind the students of the importance of specific peer feedback as you hand back the forms.</i></p>
<b>Explore and Apply</b>	<p>Keeping your presentation sign-up sheet close at hand, facilitate presentations by letting students know who is next, providing time cues to presenters, and managing the audience (refer to student-generated expectations when needed).</p> <p>Collect peer evaluation forms each day to hand back out the next day.</p>
<b>Synthesize and Reflect</b>	<p><b>Quick Feedback Time:</b> Give students the opportunity each day to share their favorite presentations, take-aways, questions, or responses to the</p>



	<p>presentations given.</p> <p>At some point, touch base with the students who are scheduled to present tomorrow to make sure they're ready.</p>
--	--

### Day 14 or 15

#### Learning Objectives

- We will share specific feedback with peers so that they can reflect on their projects
- I can reflect on and interpret the information I learned, as well as quote/paraphrase data and conclusions of others

<b>Opening Activity/Guiding Practice/Independent Practice</b>	<p>Hand out the Peer Evaluation forms before initiating the bellringer.</p> <p><b>Bellringer:</b> Look at the feedback you wrote down for each presenter. If you were receiving that feedback, would you be pleased or disappointed? Why? Is it specific enough to encourage growth and revisions? Why or why not?</p>
<b>Guide and Engage</b>	<p>Allow students to pair with a friend or neighbor. Ask them to discuss the following:</p> <ul style="list-style-type: none"> <li>• What is feedback?</li> <li>• Why it is important to receive feedback</li> <li>• What can it teach us?</li> <li>• What if the only person giving you feedback was the teacher?</li> <li>• What can you do with feedback?</li> </ul> <p>Provide time for students to share out.</p> <p>Then, group students intentionally (ensuring multiple perspectives and experiences are reflected in your groupings) so that there are 4-5 people in each group. Ask students to bring their Peer Evaluations form with them to the group area, and explain that one at a time, students will go around the group and provide all of their feedback to one specific student. Once everyone has shared their feedback with that student, they can then respond to the feedback (if desired). They'll repeat this process in groups until every student has received feedback from each member of their group.</p> <p>Allow 10-15 minutes for this process.</p> <p>You might collect the feedback forms for whatever reasons might suit you.</p>
<b>Explore and Apply</b>	<p>Introduce a reflective Fishbowl session (refer to the lesson plan for Day</p>

	<p>2 for reminders about how to facilitate this, as well as to decide how you'll use this time, who participates, etc). Give students time to provide expectations for this activity.</p> <p>Reminder: The questions below are suggestions and/or starting points for conversations. Students should be encouraged to present self-generated questions as well.</p> <p><b>Fishbowl questions:</b></p> <ul style="list-style-type: none"> <li>• How does identifying and combating forms of violence help others?</li> <li>• How did someone else's presentation help or inspire you?</li> <li>• What changes are you motivated to make in your life, based on someone else's (or your own) presentation?</li> <li>• What is something that really stood out to you in someone's presentation?</li> <li>• What did you learn from this process?</li> <li>• What did you enjoy the most, and what do you wish could have been different?</li> <li>• What sections of the Backpack of Success Skills might yours (or someone else's) project fit into? Why?</li> </ul> <p>When the Fishbowl is over, remind students about turning in their work (will vary by choice of product), and how you intend to assess it. If appropriate, provide a timeline for returning assessments to them.</p>
<b>Synthesize and Reflect</b>	<p><b>Final Reflection:</b></p> <p>Remind students of all of their learning objectives throughout the unit, and ask them to think about which skills they feel most confident about, as well as areas in which they'd still like to improve. Ask how they might change the project, as well as how they'd like to move forward with the skills and knowledge they've acquired.</p>

Refer to the [JCPS 6-12 ELA Instructional Framework](#) for possible routines and procedures.

### Extension Activities:

- Based on the feedback received on the last day of the project, allow extended time for students to make revisions and present again
- Based on similar interest in topics/causes, allow students to group themselves and create a new product
- Consider bringing a group of students to [WE Day](#) to develop their ideas into action
- The "Hamilton" [Mixtapes](#): Modern singer-songwriters have rewritten some of the lyrics of Hamilton songs to reflect current events, similar modern situations, and similar themes. Screen the lyrics for appropriateness. Students could rewrite some lyrics of Hamilton to reflect some of their own experiences as they relate to the themes of Hamilton.

- Continue to apply principles learned in this unit to Hamilton’s life, the popularity of the performance, and Lin-Manuel Miranda
  - [KET](#) resources
  - Common Lit: [Miranda](#)

### Reflections on the Unit

- **Lesson's strengths**
  - Relevant connections to local, state, national, and international issues
  - Featured people are similar in age to the target audience
  - Student voice and choice are included
  - Several interdisciplinary connections
  - Interaction, discourse, multiple viewpoints, and civic action are hallmarks of the unit
- **Lesson’s weaknesses and challenges**
  - Best taught in ELA
  - Requires teacher to suspend potential discomfort in leading difficult conversations
  - Requires teachers to be comfortable with instructional strategies that may be unfamiliar to them
  - Potential for some students to require more guidance than others
- **Questions teaching this lesson raise for you**
  - How can I be intentional in planning ahead with other content area teachers to make the learning even more relevant across content areas?
  - How can I respond effectively and sensitively when culture clashes or stereotypes bubble up?
  - How can I sensitively guide conversations around topics that have the potential to retraumatize some students?

*Unit designed by Rachel Klein, Equity and Inclusion Resource Teacher  
Diversity, Equity, and Poverty Programs  
Jefferson County Public Schools  
2020*