

Unit: Spreading Social Awareness to Counteract Social Issues

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| Unit Summary & Guiding Questions | <p>Unit Summary: In this unit, students will consider social issues from a range of perspectives. In particular, they will focus on the following questions:</p> <ul style="list-style-type: none">• How can we create a positive classroom environment to support conversations about sensitive topics?• What is a social issue? How do social issues impact our lives?• How can we work individually and collaboratively to spread awareness about social issues?• What rhetorical strategies can be utilized to create effective persuasive writing and visual texts? |
| Standards | <p><u>Speaking & Listening</u></p> <p>CCSS.ELA-LITERACY.SL.9-10.1.B Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>CCSS.ELA-LITERACY.SL.9-10.1.C Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>CCSS.ELA-LITERACY.SL.9-10.1.D Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p> <p>CCSS.ELA-LITERACY.SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p><u>Reading Literary & Informational Texts</u></p> <p>CCSS.ELA-LITERACY.RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>CCSS.ELA-LITERACY.RI.9-10.2 Determine a central idea of a text and analyze its development over the</p> |

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| | <p>course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>CCSS.ELA-LITERACY.RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p> <p><u>Writing</u></p> <p>CCSS.ELA-LITERACY.W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>CCSS.ELA-LITERACY.W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>CCSS.ELA-LITERACY.W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p>CCSS.ELA-LITERACY.W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p> <p>CCSS.ELA-LITERACY.W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> |
| Day 1: Developing Discussion Norms & Contemplating Social Issues | |
| Materials | <ul style="list-style-type: none"> • Chart paper or butcher paper • Markers • A journal (notebook, folder, or digital document) to keep reflections over the course of the unit |
| Introduction (5 mins.) | Inform students that over the next several days, we will be discussing social issues, their impacts on our lives and others' lives, and what we can do to |

**Creating
Discussion Norms (25
mins.)**

address these social issues and create positive change.

- **Ask students:** What is a social issue?
- *Social issue:* A social issue is any condition or behavior that has negative consequences for large numbers of people and that is generally recognized as something that needs to be addressed.

Once you have established a clear definition for *social issue*, ask students to name a few examples of social issues.

- **Note:** In preparation for conversations in the coming days and to ensure students are aware of a breadth of social issues currently impacting their lives and other's lives, you must be prepared to introduce and define social issues including: racism, white supremacy, anti-Semitism, anti-LGBTQIA+ sentiments, actions, and policies. While these are the issues specifically taken up in the provided resources, it also is important to note social issues related to citizenship, nationality, disability, and class among others.

Students may point to these issues without prompting, but you may need to fill in some of the gaps. Explicitly mentioning these terms is integral to preparing students for the kinds of topics/conversations they will encounter in coming days and fostering a climate where these issues can be addressed directly and openly.

Inform students that because social issues have different impacts on us and others or may be very personal, we need to be thoughtful and sensitive to each other's experiences as we engage in conversation. To better ensure that this happens, students will collaborate to create discussion norms.

10 minutes

Move students into groups of 4-5. Each group will need:

- A piece of chart paper or butcher paper
- Markers

Each group will discuss & respond to the following:

- What are some characteristics of a "good conversation"?
- What specific actions make you feel comfortable sharing your thoughts in class discussions?
- What are specific things we can do to make sure everyone feels heard and respected?

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| <p>Journal (10 mins.)</p> | <ul style="list-style-type: none"> • What should we do if someone feels harmed during a conversation? <p>As students discuss, circulate the room to listen to their conversations and ask probing questions.</p> <p>Note: If you notice that students are making more generalized remarks like, “Listen to others,” encourage them to add notes about what that looks like (e.g., ask questions that guide students to focus on concrete actions. For example: Listening can look different depending on who you ask. What does engaged listening look like? How do you know when someone is listening to you?</p> <p>When finished: Students will place their chart paper somewhere easily accessible for other students to view and add additional comments.</p> <p><u>5 minutes</u></p> <p>Students will rotate around the room viewing other groups’ work. As students read the posters, they should add comments, questions, and reactions to what they see. The goal is to get students to begin considering how to reach consensus about the discussion norms.</p> <ul style="list-style-type: none"> • <u>A possible key:</u> <ul style="list-style-type: none"> !: I agree + : I want to build on this idea ☐ Students should write how they would build on the idea ? : I have a question about this ☐ Students should write their question next to the idea <p><u>10 minutes</u></p> <p>Bring students back together and dialogue about the guiding questions as a whole class. Ask students what was repeated or stood out as very important to center in the discussion norms:</p> <p>As students summarize their contributions, document them in one space that can be revisited in future classes.</p> <ul style="list-style-type: none"> • What are some characteristics of “a good conversation”? • What specific actions make you feel comfortable sharing your thoughts in class discussions? • What are specific things we can do to make sure everyone feels heard and respected? • What should we do if someone feels harmed during a conversation? |
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| | students to share something interesting a classmate said, how they honored the discussion norms and/or address any ways we can improve. |
| Day 2: The U.S.: United or Divided? | |
| Materials | <ul style="list-style-type: none"> • Print or digital access to David Lauter's LA Time article "Researchers asked people worldwide about divisiveness. Guess where U.S. ranked" <ul style="list-style-type: none"> ◦ Note: Students should stop reading at "Corruption charges roil California politics" • Audio/video: Jesús Colón's "Little Things are Big" <ul style="list-style-type: none"> ◦ Closed captions are available & should be enabled ◦ This also is available as a written text • A journal (notebook, folder, or digital document) to keep reflections over the course of the unit. |
| Opening (5 mins.) | <p>Inform students that today, we will be discussing some social issues that currently divide American society. To begin thinking about these social issues, students will write a new journal response.</p> <ul style="list-style-type: none"> • Ask students to recall aloud some of the social issues they brainstormed on Day 1. If necessary, this also is an opportunity for you to reiterate that conversations about racism, white supremacy, anti-Semitism, anti-LGBTQIA+, and other discriminatory sentiments, actions, and policies will arise over the next several days. |
| Journal (10 mins.) | <p><u>10 minutes</u></p> <p>Inform students that they should add this journal response in the same space they wrote their journal from the previous class. Students will respond to the following questions:</p> <ol style="list-style-type: none"> 1. What is a social issue you feel currently divides American society? Why do you think people are divided about this? 2. What is a social issue you feel currently unites American society? Why do you think people feel united around this issue? <p>When finished: Ask 2-3 students to share their response to one or both questions.</p> <p><u>30 minutes</u></p> |

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| <p>Read & Respond (30 mins.)</p> | <p>Provide each student with a copy or access to David Lauter’s <i>LA Time</i> article “Researchers asked people worldwide about divisiveness. Guess where U.S. ranked”</p> <p>Begin by asking students: Where do you think the US ranked compared to other countries in how divided people are? As students share responses: Ask them to explain why they believe the US ranks this way. Encourage them to make connections to evidence from a variety of sources.</p> <p>Students will read Lauter’s article and respond to the following questions. They can work individually or collaboratively to discuss and respond:</p> <ol style="list-style-type: none"> 1. According to the article, what role does politics play in division over social issues? 2. Lauter writes that in the United States, “Conflicts reinforce each other because our political, racial and religious divisions overlap. That’s a recipe for what political scientists have labeled ‘negative partisanship’ — political division driven by fear and anger directed at the opposing party. “ In what ways have you seen political, racial, and religious division in the United States? How do these factors play a role in the social issue you wrote about in your journal? 3. Why do you believe people feel fear and anger towards other people when they hold opposing views or beliefs? 4. While Lauter says that there is division in many countries, there also is increasing tolerance. Do you agree that the United States is becoming more tolerant? <i>If yes</i>, what are some examples of tolerance you’ve seen in the world today? <i>If not</i>, what are some examples of intolerance you’ve seen in the world today? <p><u>10 minutes</u></p> |
| <p>Whole Class Discussions (10 mins.)</p> | <p>Remind students of the discussion norms before engaging students in a dialogue about their responses to the guided reading questions.</p> <p>Engage students in a dialogue about their responses to the guided reading questions.</p> <p>Take 1-2 minutes for ah-has and affirmations: This is an opportunity for students to share something interesting a classmate said, how they honored the discussion norms and/or address any ways we can improve.</p> |
| <p>Day 3: How Do We Make Hard Choices?</p> | |

Oath?" reading & discussion (40 mins.)

German defense plant worker who was asked to take the oath of allegiance to Adolf Hitler in 1935. From 1933-1945, the Nazi regime was in power in Germany. During this regime, millions of Jews and others were systematically murdered in the Holocaust, often turned on by people who were their neighbors and friends.

Provide each student with the text "[Do You Take the Oath?](#)" Spanish translation is available.

Play the audio recording (5:36 mins) for students to listen and read along, or simply have students delve into reading the text.

20-25 minutes

Move students into groups of 3-5 to respond to the following questions:

1. What factors influenced the defense plant worker's decision whether to take the oath of allegiance?
 2. How do these factors arise when people meet other dilemmas and are faced with what they feel are hard choices?
 3. The defense plant worker writes, "If I had refused to take the oath of fidelity, I would have saved all three million. . . . There I was in 1935, a perfect example of the kind of person who, with all his advantages in birth, in education, and in position, rules (or might easily rule) in any country. If I had refused to take the oath in 1935, it would have meant that thousands and thousands like me, all over Germany, were refusing to take it. Their refusal would have heartened millions. Thus the regime would have been overthrown, or indeed, would never have come to power in the first place. The fact that I was not prepared to resist in 1935 meant that all the thousands, hundreds of thousands, like me in Germany were also unprepared, and each one of these hundreds of thousands was, like me, a man of great influence or of great potential influence. Thus the world was lost. . . ."
- a. Why do you think the defense worker and others were "not prepared to resist"? What do you think keeps people from resisting against social issues today?
 - b. How do you believe individual people should use their influence and advantages to change social issues?

10-15 minutes

Bring students back together for a whole class discussion of their responses to the text and questions. Encourage students to make connections to the difficulties they faced when making a hard choice and how both authors capture a similar experience from different perspectives.

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| <p>Introduce audience, ethos, pathos & logos</p> | <p>and how they can make efforts towards change. Specifically, they will focus on how ethos, pathos, logos, kairos, and audience. Tomorrow, they will work on creating posters that incorporate ethos, pathos, logos, and audience to spread awareness about a social issue they choose.</p> <p><u>10 minutes</u></p> <p>Inform students that they are going to learn about ethos, pathos, logos, and kairos, strategies used to persuade audiences.</p> <p>Use the rhetorical strategies for persuasion slides to define each term and walk students through examples. Note: Make a copy before you make any changes, so others can utilize this resource in its intended form.</p> <p>Note: Stacey Lloyd has created a set of worksheets on ethos, pathos, and logos if you would like to provide students with additional practice.</p> <p><u>5 minutes</u></p> <p>Ask students to define <i>audience</i>.</p> <p>Then, give students an opportunity to explore differences in how audience informs one’s persuasive techniques by asking for responses to the following scenarios aloud. <u>As students share, encourage them to use the terms ethos, pathos & logos to describe their persuasive choices.</u> Draw students to consider how their argument changes based on the audience.</p> <ol style="list-style-type: none"> 1. If you had to convince a friend to give you \$20, what would you say? 2. If you had to convince a stranger to give you \$20, what would you say? 3. How did your persuasive techniques change & why did you change them? |
| <p>Examining Advertisements (30 mins.)</p> | <p><u>20 minutes</u></p> <p>Each student should find three advertisements in any medium and respond to the following:</p> <ol style="list-style-type: none"> 1. Who is the audience for this advertisement? How do you know? 2. What examples of ethos, pathos, and/or logos can you identify? 3. Do you believe this advertisement is persuasive based on the techniques used? Why or why not? <p><u>10 minutes</u></p> <p>Bring the class back together and ask students to share some of the</p> |

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| | <p>guiding questions:</p> <ol style="list-style-type: none"> 1. What is the purpose of this speech? Write a 1-2 sentence summary of Prince EA's message. 2. Find an example of each of the following in Prince EA's speech. For each example, write 1 sentence explaining <u>how the example contributes to Prince EA's message</u>: <ul style="list-style-type: none"> • <u>Choose two</u>: Ethos, pathos, logos & kairos • Repetition • Rhetorical question • Allusion • Metaphor • Simile <p>Note: It may be helpful for students to organize their work in a T-chart that allows for clear side-by-side evidence and analysis. If students are keeping a journal, it may be helpful to document these responses in their journal so they have examples to reference later.</p> |
| Discussion (10-15 mins.) | |
| Closing (5 mins.) | Bring students back together as a whole group, and ask for examples of each of the rhetorical devices listed above. If students had trouble identifying examples, encourage them to document peers' examples. |

Day 7: Writing a Speech to Spread Social Awareness

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| Materials | <ul style="list-style-type: none"> • <u>Handout</u>: Tips for Writing Speeches (adapted from UNC's Writing Center) • Laptops/computers: Students will need access to digital devices to write their speeches, find model texts, access the rhetorical strategies slides, and conduct research. |
| Opening (15 mins.) | <p>Inform students that they will begin writing their own speeches about a social issue of their choice. The goal of their speech will be to spread awareness to a chosen audience and inspire change and action. To accomplish this task, students will incorporate the rhetorical strategies they have learned about in previous class periods.</p> <p>Students should follow along as you walk through the Tips for Writing Speeches handout, covering the big ideas:</p> <ol style="list-style-type: none"> 1. Determining purpose 2. Choosing an audience |

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| <p>Speech Writing (40 mins.)</p> | <ol style="list-style-type: none"> 3. Creating an effective introduction 4. Making your speech easy to understand & engaging 5. Creating an effective conclusion <p><u>40 minutes</u></p> <p>Inform students that they will use today’s class time to begin drafting their speech. Provide students with any time requirements & guidelines reflecting that you will be assessing their speech for:</p> <ol style="list-style-type: none"> 1. A clear message/purpose (What should your audience think/feel/believe/do after hearing your speech?) 2. An engaging opening (“the hook”) 3. Use of rhetorical strategies (<u>label these in your speech</u>) <ol style="list-style-type: none"> a. ethos, pathos, logos, and/or kairos b. repetition c. rhetorical question d. allusion e. metaphor f. simile 4. A closing that emphasizes key points & issues a call to action 5. A Works Cited page for research included in your speech <p>Encourage students to think about how messages can be conveyed in different styles, some of which may appeal to different audiences. For example, Prince EA’s video isn’t a traditional speech, but it accomplishes the same goals we associate with speeches. He also utilizes a video to enhance his speech. Also encourage students to think about the examples of supportive responses to hate speech and instances of harm and how students might encourage others to respond similarly/differently in relation to their chosen social issue.</p> |
| <p>Closing (5 mins.)</p> | <p>As students work, visit with them to discuss their ideas, progress, and any lingering questions or concerns.</p> <p>Bring students back together & provide them with an opportunity to share reflections & questions. Inform them that they will continue to develop their speeches in the following class period.</p> <p>Inform students that in the coming classes, they will create a poster to accompany their speech & spread awareness about their chosen social issue. Welcome them to bring any supplies they feel will be helpful in creating these posters.</p> |

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| <p>Planning & creating an awareness poster (15 mins.)</p> | <p>together to discuss some of the posters they chose. As students share their findings, be sure to draw their attention to the following:</p> <ul style="list-style-type: none"> • Color can be used to represent ideas and feelings and to create a visually appealing poster—one that catches attention and highlights key ideas • Text is very limited/short on posters ☐ Have students consider why short text is more effective than long text for a protest/awareness poster (ex. People may be reading quickly & you want to get your ideas across; short text is more memorable; posters have limited space, etc.) • Highlight how the posters are organized (ex. Where is the text placed? How big is the text? Is there an image that occupies most of the poster? What are your eyes most drawn to?) <p><u>15 minutes</u></p> <p>Inform students that they will now begin developing their own awareness posters for their chosen social issues. Each student should consider how they can apply some of the effective strategies from the model posters in the creation of their own work. They also should consider how their poster can help capture the central message in their speech.</p> <p>Encourage students to create their posters in the medium that best achieves their vision. They may create posters with digital resources, mediums like paint, markers, crayons, etc., or magazines to create collages, etc.</p> <p>As students create their posters, they should consider and implement:</p> <ul style="list-style-type: none"> • Who is the target audience for this social awareness poster? • Effective use of ethos, pathos, and logos • Effective use of visual rhetoric (color, symbolism, and organization) <p>Inform students that along with their posters, they will submit a brief written rationale explaining their creative choices and how they attend to the criteria listed above (a clear audience & effective use of rhetoric).</p> <p>Utilize the closing minutes of class to inform students that they will continue to work on their posters tomorrow. They also should consider where they will display their posters (Note: You may decide to choose the location in advance or discuss with students to determine the most effective places to exhibit their work).</p> <p>Note: The following class period should be utilized as a work day for students to conduct necessary research about their social issue, create their social awareness posters, and write their rationale.</p> |
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Day 9: Finalizing Awareness Posters & Writing Rationales

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| Materials | <ul style="list-style-type: none"> • Materials to create social awareness posters (art supplies) • Access to computers/laptops • Color Meaning and Symbolism website |
| Opening (5-10 mins.) | <p>Inform students that today, they will continue working on their social awareness posters and their accompanying rationale. For their rationales, students should submit a written response to the following questions:</p> <ul style="list-style-type: none"> • Who is the target audience for your social awareness poster? • How did you utilize ethos, pathos, logos & kairos? (Provide specific examples) • How did you utilize visual rhetoric (color, symbolism, organization, etc.) to enhance your message and create a persuasive poster? • At the end of your rationale, include a Works Cited page for any research incorporated in your poster |
| Working on Posters (45 mins.) | <p>Remind students that if they need models, they can reference the resources from the previous day's class (e.g., the color meaning & symbolism website, examples of protest/awareness posters, and notes from class discussion. Be sure to answer students' lingering questions before giving them the class period to work on their posters. Circulate the room to check in with students about their progress. Use this information to determine how much work time students feel they will need in the following class periods.</p> |
| Closing (5-10 mins.) | <p>Bring students back together as a whole class to determine if they have any questions or concerns. Remind them of where to submit the final drafts of their speeches & social awareness posters. Also, check in with students about any resources they need to present their work.</p> <ul style="list-style-type: none"> • Recommended: If any students choose to present a recorded speech, have them submit the file for their work in one place (ex: A Google Drive folder or other shared folder) to facilitate smoother transitions between presentations. <p>Note: Based on your conversations with students, determine how the next class periods will be utilized. Once students have finished their speeches and posters, proceed with the agreed upon presentation plan outlined on Day 7.</p> |

Day 10: Presenting Speeches & Posters

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| Materials | <ul style="list-style-type: none"> • Video projector (to display posters & play speeches as needed) |
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