Unit: Spreading Social Awareness to Counteract Social Issues

Unit Summary & Guiding Questions	Unit Summary: In this unit, students will consider social issues from a range of perspectives. In particular, they will focus on the following questions:
	 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	Speaking & Listening
	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.
	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.
	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.
	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.
	Reading Literary & Informational Texts
	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.
	CCSS.ELA-LITERACY.RI.9-10.2 Determine a central idea of a text and analyze its development over the

	course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. 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.
	Writing
	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.
	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.
	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.)
	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.
	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.
Day 1: Developing Discu	ussion Norms & Contemplating Social Issues
Materials	 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

	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 <i>social issue</i> , 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
Creating	and openly.
Discussion Norms (25 mins.)	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.
	<u>10 minutes</u>
	Move students into groups of 4-5. Each group will need:
	A piece of chart paper or butcher paperMarkers
	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?

	• What should we do if someone feels harmed during a conversation?
	As students discuss, circulate the room to listen to their conversations and ask probing questions.
	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?
	When finished: Students will place their chart paper somewhere easily accessible for other students to view and add additional comments.
	<u>5 minutes</u>
	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.
	 <u>A possible key:</u> ! I agree +: I want to build on this idea I Students should write how they would build on the idea ?: I have a question about this I Students should write their question next to the idea
	<u>10 minutes</u>
	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:
	As students summarize their contributions, document them in one space that can be revisited in future classes.
	 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?
Journal (10 mins.)	

	<u>10 minutes</u>
	Inform students that they should keep their journal response in a place easily accessible as they will return to their reflections in future classes.
	Note: Encourage students to respond in the format that best captures their ideas. They might write complete sentences, bulleted lists, make visual maps, doodles, etc.
	Students will respond to the following questions:
Pair & Share (10 mins.)	 What is a social issue you care about? Why is it important to you? How does it impact you, your community, and/or the world? What would you do to change this issue?
	<u>5-10 minutes</u>
	Pair students to share their responses with each other. As students listen to their partner, they should:
	 Share comments and questions about their partner's social issue Discuss the following: Are you familiar with your partner's social issue? What do you know about it? Where did you learn about it? What connections can you find between your social issue and the one your partner chose? What were the similarities and differences in your ideas about how to change this issue?
Whole Class Discussion (5 mins.)	<u>5 minutes</u>
	Bring students back together for a whole class discussion to share their reflections. Encourage students to make connections to their peers' chosen social issues and ideas for change.
Closing (5 mins.)	
	Inform students that in the coming class periods, they will continue to think about social issues, how they impact their lives and others' lives, and how we can work individually and collaboratively to create change.
	Remind students where the discussion norms will be made visible and their shared commitment to creating a positive classroom environment.
	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.
Day 2: The U.S.: United	or Divided?
Materials	 Print or digital access to David Lauter's LA Time article "Researchers asked people worldwide about divisiveness. Guess where U.S. ranked" Note: Students should stop reading at "Corruption charges roil California politics" Audio/video: Jesús Colón's "Little Things are Big" 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.)	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.
	 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.)	<u>10 minutes</u>
	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:
	 What is a social issue you feel currently divides American society? Why do you think people are divided about this? What is a social issue you feel currently unites American society? Why do you think people feel united around this issue?
	When finished: Ask 2-3 students to share their response to one or both questions.
	<u>30 minutes</u>

Read & Respond (30 mins.)Provide each student with a copy or access to David Lauter's LA Time article "Researchers asked people worldwide about divisiveness. Guess where U.S. ranked"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.Students will read Lauter's article and respond to the following questions. They can work individually or collaboratively to discuss and respond: 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 inegative 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 toerant? If yee, what are some examples of intolerance you've seen in the world today? If not, what are some examples of intolerance you've seen in the world today?Whole Class Discussions (10 mins).Remind students of the discussion norms before engaging students in a dialogue about their responses to the guided reading questions. Engage students in a dialogue about their r		
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Day 3: How Do We Make Hard Choices?		students to share something interesting a classmate said, how they honored
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Materials	 Audio/video: Jesús Colón's "Little Things are Big" Closed captions are available & should be enabled This also is available as a written text Digital/print access to "Do You Take the Oath?" A journal (notebook, folder, or digital document) to keep reflections over the course of the unit.
Opening (3 mins.)	Inform students: Yesterday, we discussed social division, and we discussed how people may feel fear and anger when faced with opposing viewpoints or challenging circumstances. Today, we are going to focus on the individual roles we play in responding to social issues and consider what makes us act or not act when we are faced with what we feel are hard dilemmas.
Journal (5 mins.)	<u>5 minutes</u>
	When was a time you had to make a hard choice? What were you feeling? What did you choose to do, and how did you make this decision? Would you change anything about your response?
Listen-Pair-Share (12 mins.)	<u>12 minutes</u> Inform students that they will be hearing two accounts from people reflecting about how they responded when met with choices, the impacts of their responses, and how they would change their responses.
"Little Things are Big"	Inform students that Jesús Colón is a writer, and what they will hear is the story of a subway ride he took in the 1950s. As students listen, they should think about:
	 What were the factors that influenced Colón's choice not to help the woman? How do our concerns about how others will perceive us affect our actions and choices?
	Play the <u>video</u> & enable captions. You also can provide students with the <u>written text</u> .
	<u>5 minutes</u>
	In groups of 2-3: Students will discuss their responses to the questions.
	<u>3 minutes</u>
	Ask 2-3 groups to share responses to each question.
"Do You Take the	Inform students that the next text they will read is a reflection from a

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 " <u>Do You Take the Oath?</u> " 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: What factors influenced the defense plant worker's decision whether to take the oath of allegiance? How do these factors arise when people meet other dilemmas and are faced with what they feel are hard choices? 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?
	<u>10-15 minutes</u>
	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.

	Closing: 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.
Day 4: Support in Insta	nces of Hate Speech
Materials	 Access to the internet (computers, tablets, phones, etc.) <u>History of the Swastika</u> website Support texts from the <i>Swastika Counter Project</i> database Pittsburgh: "<u>Catholic students learn that hate can hurt</u>" Chicago: "<u>Dominican community seeks to 'take back'</u> <u>campus after swastika graffiti discovered</u>" Note: You also might opt to search the <i>Support</i> texts in <u>The</u> <u>Swastika Counter Project School Incidents Database</u> to see if an example from your local community is available.
Opening (15 mins.)	Today, we're going to examine hate speech, which plays a significant role in many social issues and harms people face. Specifically, we are going to look at the way the swastika has been used throughout history and how it is used today. We also will look at examples of how people have responded to harmful uses of the swastika and consider how individuals and communities can change social issues. Remind students of the discussion norms.
Jigsaw: What is the history of the swastika? (15 mins.)	7 minutes Students should skim the resource and be prepared to share their findings. Using the site below as a resource, respond to the following questions in your group: • U.S. Holocaust Memorial Museum Encyclopedia: Swastika
	 Group 1: What are the origins of the swastika? What was its meaning in Europe before the Nazi regime? Group 2: How did the swastika become a Nazi symbol? What did it symbolize during the Nazi regime? Group 3: How were the Nazi flag and the swastika used to harm Jews? Group 4: What laws and policies exist or don't exist to prevent people from displaying swastikas? Everyone: Have you seen the swastika used in hateful ways?
	<u>8 minutes</u>

	Share out students' jigsaw responses
Swastikas, Hate Incidents, and	<u>30 minutes</u>
Responses (30 mins.)	Inform students that they will read one of the selected <i>Support</i> texts about how individuals and communities have responded to hate incidents involving the swastika.
	Each student should read their article and respond to the following individually or in groups:
	 Who was targeted by the use of the swastika in this hate incident? What impact did it have on the victims?
	 How did individuals and/or the community respond to the hate incidents?
	 Do you believe the response was effective? Why or why not? What might you have done differently in response to witnessing hate speech/the use of the swastika?
Closing Discussion (12 mins)	<u>12 minutes</u>
1111137	Bring students back together for a discussion about their responses.
	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
	Conclude the class by informing students they should think about a social issue they feel is important and consider how they can spread awareness and make efforts towards changing it in preparation for the next class.
Day 5: Introduction to F	Rhetorical Strategies for Persuasion
Materials	 <u>Slides 1-10</u>: Rhetorical strategies for persuasion. Note: Make a copy before you make any changes, so others can utilize this resource in its intended form. Today's focus: Ethos, pathos, logos & kairos Access to the internet or magazines (students will be choosing advertisements to analyze) Optional: <u>Stacey Lloyd's worksheets</u> on ethos, pathos & logos for additional practice
Opening (15 mins.)	Inform students that today, they will be thinking about a social issue they feel is important, how they can spread awareness about that social issue,

	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. <u>10 minutes</u> Inform students that they are going to learn about ethos, pathos, logos, and kairos, strategies used to persuade audiences. Use the <u>rhetorical strategies for persuasion slides</u> 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. Note: Stacey Lloyd has created a set of worksheets on ethos, pathos, and logos if you would like to provide students with additional practice.
Introduce audience, ethos, pathos & logos	<u>5 minutes</u>
	Ask students to define <i>audience.</i>
	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</u> <u>terms ethos, pathos & logos to describe their persuasive choices.</u> Draw students to consider how their argument changes based on the audience.
	 If you had to convince a friend to give you \$20, what would you say? If you had to convince a stranger to give you \$20, what would you say? How did your persuasive techniques change & why did you change them?
Examining Advertisements (30	<u>20 minutes</u>
mins.)	Each student should find three advertisements in any medium and respond to the following:
	 Who is the audience for this advertisement? How do you know? What examples of ethos, pathos, and/or logos can you identify? Do you believe this advertisement is persuasive based on the techniques used? Why or why not?
	<u>10 minutes</u>
	Bring the class back together and ask students to share some of the

Journal: Applying ethos, pathos & logos10 minutesIournal: Applying ethos, pathos & logosTell students to open their course journals and read the response they wrote on Day 1: 		examples they found. Highlight the use of ethos, pathos, and logos and how they are used to persuade the identified audience. Also encourage students to consider what they might change in advertisements they believed were ineffective.
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 What is a social issue you care about? Why is it important to you? How does it impact you, your community, and/or the world? What would you do to change this issue? Ask students to select a social issue about which they want to spread awareness. Tell students that in the following class periods, they will be creating posters to accomplish this goal of spreading awareness. Note: Students can work independently, or they can choose to work together to create a series of posters related to 1) the same social issue or 2) social issues they want to connect. Ask students to take a moment and reflect in their journal about: Who will be the audience for your awareness posters? Why have you chosen this audience? What are some possible ways you might use ethos, pathos, logos, and kairos to help spread awareness and inspire action about your chosen social issues. This also would be a good time for students who want to work collaboratively to see who shares their social issue or has chosen one they feel is connected to their own social issue. 	ethos, pathos & logos	
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		create a poster to spread awareness about their chosen social issue.

Materials	 <u>Slides</u>: Rhetorical Strategies for Persuasion Note: Make a copy before you make any changes, so others can utilize this resource in its intended form. <u>Video</u>: Prince EA's "Everybody Dies, but not Everybody Lives" <u>Lyrics</u> for annotation (provide students with printed copies or digital access)
Opening (10 mins.)	Inform students that today, they will learn about some additional persuasive rhetorical strategies & analyze a model text to consider how an author uses rhetorical strategies to craft an effective speech.
	Begin by asking students to define ethos, pathos, logos & kairos to confirm their understanding from the previous lesson.
	Then move into slides 11-13 to cover additional rhetorical strategies: Repetition, rhetorical questions, allusion, metaphor, and simile.
	 Note: You may want to add additional devices like restatement, parallelism, and antithesis.
	 Note: You may want to provide students with access to the slides so that they can reference definitions & examples as needed.
Analyzing Rhetoric in	<u>30 minutes</u>
Speeches (30 mins.)	Inform students that they will examine rhetorical devices in Prince EA's " <u>Everybody Dies, but not Everybody Lives</u> ." While this is not a traditional speech, Prince EA uses rhetorical strategies to inspire his audience.
	Provide students with printed or digital access to <u>the lyrics</u> so they can annotate during and after viewing/listening.
	Play <u>the video</u> (5:40) and enable captions.
	 Note: There are many speeches great for rhetorical analysis, so choose a text that will interest your students. Other options include Dr. Martin Luther King, Jr.'s "<u>I Have a Dream</u>" speech and Malala Yousafzai's <u>speech to the UN Security Council</u>
	 If you choose one of these speeches, the texts include hyperlinks for students to explore allusions
	Once the video has finished, take a few minutes for students to share their initial reactions.
	Then, provide students with an opportunity to work individually or in pairs/small groups to analyze Prince EA's "speech" using the following

	guiding questions:
	 What is the purpose of this speech? Write a 1-2 sentence summary of Prince EA's message. Find an example of each of the following in Prince EA's speech. For each example, write 1 sentence explaining <u>how the example</u>
	 <u>contributes to Prince EA's message</u>: <u>Choose two</u>: Ethos, pathos, logos & kairos Repetition Rhetorical question Allusion Metaphor Simile
Discussion (10-15 mins.)	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.
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
Materials	 <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 <u>rhetorical</u> <u>strategies slides</u>, and conduct research.
Opening (15 mins.)	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.
	Students should follow along as you walk through the <u>Tips for Writing</u> <u>Speeches</u> handout, covering the big ideas:
	 Determining purpose Choosing an audience

	3. Creating an effective introduction
	4. Making your speech easy to understand & engaging
	5. Creating an effective conclusion
Speech Writing (40	
mins.)	<u>40 minutes</u>
	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:
	 A clear message/purpose (What should your audience think/feel/believe/do after hearing your speech?) An engaging opening ("the hook") Use of rhetorical strategies (label these in your speech)
	a. ethos, pathos, logos, and/or kairosb. 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
	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.
Closing (5 mins.)	As students work, visit with them to discuss their ideas, progress, and any lingering questions or concerns.
	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.
	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.

	Note: You should determine how many class periods students need to finish their speeches. You may opt to provide students with time for peer workshopping in the following class period so they can see how their peers are developing their ideas & receive feedback on their work. You also can conduct individual or small group conferences with students. Additionally, you should determine how students will present their speeches. Students should be encouraged to present their speeches in different mediums and styles. Examples include: traditional speech vs. spoken word/rap/poem; inperson vs. recorded delivery/video; etc.
Day 8: Creating Social A	wareness Posters
Materials	 Materials to create social awareness posters (art supplies) Access to computers/laptops <u>Color Meaning and Symbolism</u> website
Opening (5 mins.)	Inform students that today, they will be working on posters that help spread awareness about their chosen social issue. To begin, they will view model awareness posters and consider strategies such as symbolism, color, and organization. They also will consider how the posters utilize ethos, pathos, logos, and kairos.
Exploring models: Protest & awareness posters (40 mins.)	40 minutes Provide students with 5 examples of protest/awareness posters. Move students into groups of 3-5, and have each person choose a poster they are drawn to. Have students discuss and make brief, bullet point notes about their observations & responses to the following:
	 What are the most prominent colors in your poster? (Choose 2-3 that stand out) Use this resource to find the meanings behind the colors you noted. How do the meanings of the colors relate to the message in the poster? How is color used to catch the viewer's eye? Are there any symbols in your poster? What do they represent? How do they convey the message? What examples of ethos, pathos, logos & kairos can you see in your poster? What are the similarities and differences between the different posters your group members chose? Consider the text, colors, imagery, and organization, and how the poster seeks to capture our attention or convey a message.
	After students have had time to work in their groups, bring them back

findings	r to discuss some of the posters they chose. As students share their b, be sure to draw their attention to the following: 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 I 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?)
posters can app creation help cap Encoura achieve medium etc. As stude • • • • • • • • • • • • • • • • • • •	students that they will now begin developing their own awareness for their chosen social issues. Each student should consider how they ly some of the effective strategies from the model posters in the not their own work. They also should consider how their poster can other the central message in their speech. age students to create their posters in the medium that best is their vision. They may create posters with digital resources, is like paint, markers, crayons, etc., or magazines to create collages, ents create their posters, they should consider and implement: 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) Students that along with their posters, they will submit a brief rationale explaining their creative choices and how they attend to erria listed above (a clear audience & effective use of rhetoric). he closing minutes of class to inform students that they will e to work on their posters (Note: You may decide to choose the in advance or discuss with students to determine the most effective or exhibit their work). ne following class period should be utilized as a work day for is to conduct necessary research about their social issue, create their wareness posters, and write their rationale.

Day 9: Finalizing Awareness Posters & Writing Rationales	
Materials	 Materials to create social awareness posters (art supplies) Access to computers/laptops <u>Color Meaning and Symbolism</u> website
Opening (5-10 mins.)	 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: 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.)	Remind students that if they need models, they can reference the resources from the previous day's class (e.g., the <u>color meaning &</u> <u>symbolism</u> 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.
Closing (5-10 mins.)	 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. 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. 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.
Day 10: Presenting Speeches & Posters	
Materials	• Video projector (to display posters & play speeches as needed)

	 Optional: Feedback Form Note: You may choose to create a feedback form for students to provide brief written comments about something they learned, appreciated, or enjoyed about their peers' speeches and/or posters. This feedback can be provided to students at the end of the unit and after your review.
Opening (5-10 mins.)	Inform students that today, they will be presenting their speeches and social awareness posters to each other. Remind them of the discussion norms created at the beginning of the unit to ensure students listen actively, respectfully, and thoughtfully as others present. Address any questions or concerns students have. Give students ~5 minutes to access and briefly review their speeches and posters if needed.
Presentations (50 mins.)	 As each student begins their presentation, invite them to share any additional information they feel you and the class need to hear/know about their work. If technology allows, display students' posters in the background as they give their speeches. Note: If you choose to have students complete a feedback form for their peers, give them 1-2 minutes after each speech. Their comments should be brief and highlight something they learned or something they
Closing (3-5 mins.)	Take a moment to thank students for their work & collect feedback forms if necessary. If speeches will continue the next day, remind students to come prepared to share and listen.