

POWER & POWER SOURCES

Module 1 Defining Power •
Unit 4 The Power of Social Influence



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Unit Overview

Unit 4: Power Systems of Social Influence | 1-2 Weeks

William impacted his community through his many inventions. While "The Boy Who Harnessed the Wind" is about the windmill he built to power his home, he continued to work on the betterment of his community and communities throughout Malawi. He has helped improve the power systems, worked on clean water, used solar power for lighting, designed a solar powered pump to pump water from a deep well and created a drip irrigation system. In this unit, we will use William's story as a starting point to explore how social influencers gain power and spread the word about a cause and inspire action in others. Based on what students learn about influence, they will create a 'How to Be a Social Influencer' Guide (HTBASIG), detailing how to harness the power of influence. Students will learn about William Kamkwamba's organization, Moving Windmills, and will use their Influencer Guide to create a Ted Talk, Blog or Podcast that gains support for one of the organization's projects.

Lesson 1 Power in Literature - Guides	Students are introduced to the concept of influence as a form of power that can impact people's lives. They will begin to think about how they themselves might influence people to support an important cause. They will explore the genre of Guides as a tool for this work and explore Guide Question 1.	1 Hour
Lesson 2 Growing Your Influence	Students think about how influence spreads by looking at the Pay it Forward movement: the idea that kindness can multiply if you pay it forward. Students will explore guide Question 2.	4 Hours
Lesson 3 Distinguishing Yourself	Students explore Guide Question 3 to determine ways influencers distinguish themselves from other influencers focused on similar issues or causes.	1 Hour
Lesson 4 Knowing Your Audience	Students explore Guide Question 4 and consider strategies they would use based on their audience interests. The class will finalize their HTBASIG posters through a Gallery Walk.	1 Hour

Lesson 5 How to Become a Social Influencer Guide	Students co-create the HTBASIG by working in teams. Each team is assigned one of four guide questions to write about. Teams will present their chapters and participate in a Critique Protocol and make their final revisions and publish their guide.	4-5 Hours
Lesson 6 Becoming An Influencer: Researching an Important Cause	Students research Moving Windmills and based on their preference, learn about how to record a Ted Talk, write a blog or record a podcast. They then analyze how these different mediums can gain power and influence peoples' behavior.	4-5 Hours
Lesson 7 Becoming An Influencer: Presenting an Important Cause	Teams generate Poster Presentations to present their issue to their class and participate in a critique protocol to obtain feedback from their peers.	2-3 Hours
Lesson 8 Becoming An Influencer: Promoting an	Students continue to research their cause and learn about how to do a Ted Talk, write a blog or record a podcast that will inform others and inspire them to take action.	4-5 Hours
Important Cause		
Lesson 9 Becoming An Influencer: The Power to Act Event- Part 1	Students work on finalizing their product in preparation for sharing at the public event.	2-3 Hours
Lesson 9 Becoming An Influencer: The Power to Act	• • • • • • • • • • • • • • • • • • • •	2-3 Hours 2-3 Hours
Lesson 9 Becoming An Influencer: The Power to Act Event- Part 1 Lesson 10 Becoming An Influencer: The Power to Act	Students plan a "Power to Act" community event in which they invite parents, members of the school community, i2 Learning staff, Rotary Clubs and community members to present their work and inspire action around one of the causes	
Lesson 9 Becoming An Influencer: The Power to Act Event- Part 1 Lesson 10 Becoming An Influencer: The Power to Act Event - Part 2 Lesson 11 Becoming An Influencer: The Power to Act Event - Part 2	Students plan a "Power to Act" community event in which they invite parents, members of the school community, i2 Learning staff, Rotary Clubs and community members to present their work and inspire action around one of the causes important to William's Foundation. Students reflect on the power of social media and influencers to raise awareness and create social change. They consider both informal and formal	2-3 Hours

Power	to their definitions of Power. Students will complete Module 1 by writing a final reflection on	
	power and submit to their Learner Portfolio.	

Standards Assessed

Standard

Grade 6 Common Core Writing Standards

- W.6.2.A. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- W.6.3.D. Use precise words and phrases, relative descriptive details, and sensory language to convey experiences and events.
- RI.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 6.W 1. Write arguments (e.g. advocacy speeches) to support claims with clear reasons and relevant evidence.
- 6.SL.5. Include multimedia components and visual displays in presentations to clarify information.

Student Competencies

- 1. I can revise writing based on peer and teacher feedback to produce clear and coherent writing.
- 2. I can support my claims with relevant evidence.
- 3. I can use sensory language and descriptive details when writing.
- 4. I can cite evidence to support my analysis of the isse I am researching.
- I can use arguments to support my claims in the product I am creating (Blog, Podcast or Ted Talk) and use clear reasons and relevant evidence.
- I can use multimedia and visual displays and sounds in my presentation (Podcast, Blog, Ted Talk) to engage my audience and clarify information.

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Standards Addressed

C3 Social Studies Framework

- D2.Civ.1.6-8. Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.
- D2.Civ.6.6-8. Describe the roles of political, civil, and economic organizations in shaping people's lives.

Common Core ELA Standards

- RI.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.6.9. Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.
- RI.6.10. By the end of the year, read and comprehend literary non-fiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- W.6.2.A. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- W.6.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- W.6.b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- W.6.c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
- W.6.d. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
- W.6.e. Provide a concluding statement or section that follows from the argument presented.
- 6.SL.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate vocabulary, eye contact, volume, and pronunciation.

For a complete list of standards addressed in this unit, visit https://i2learning.org/curriculum/full-year and select the Unit's standards links

Lessons

<u>Lesson 1: Power in Literature-Guides 2.5</u> Hours

- O PBL Focus: Define the Problem
- O PBL Focus: Plan the Approach

Students are introduced to the concept of influence and how it is used to impact people's lives. They will begin to think about how they themselves might influence people to support an important cause. Students will also have a chance to explore an important yet often overlooked literary genre- guides, how-to books, manuals.

Objective

- I can describe different ways of influencing people.
- I can think about the impact that influencers have on me.
- I can identify and use the features of a useful guide or how-to.

Standards Focus

- Grade 6
 - W.6.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
 - D2.Civ.1.6-8. Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.

Vocabulary

- Influencer, n. one that affects a person's choices and beliefs
- Resonate, v. to relate harmoniously, to connect to another's lived experience

Preparation Notes:

1. Find some old guide books as samples for the students. Look for guides/manuals on a variety of topics- countries, building, hikes, computers. Also look for a variety of layouts and features. You can find these at libraries, travel agencies, thrift stores/yard sales, etc... Alternatively, you can print guide book covers and pages from the internet. You can also find some YouTube links as an alternative to physical guide books.

Resource Links

- Pete Frate ASL Ice Bucket Challenge
- Greta Thunberg Climate Activist
- First Time Hearing Phil Collins
- This 16-Year-Old Indigenous Activist is Fighting for Environmental Justice
- Kid President How to Change the World
- 7 Steps to Becoming a Social Influencer
 - How to Become a Social Influencer
 - How to Promote Your Cause
 - How to Make Your Social Justice Posts More Effective

Materials

For the whole class	For each group of 2-3	For each student
Chart paperColored markersInternet links	 Chart paper Colored markers Copy of a guide A guide book/manual 	Student Pages: Influencer Video Notes Power of Influence Prompt Guide Question Note Catcher

Activity Steps

Activating prior knowledge (5-10 minutes)

- 1. Ask students to recall the types of power they discussed in the last unit (mostly focused on formal/informal).
- 2. Let students Turn and Talk to someone near them-

Which do you think is the more effective type of power? In William's life? In your own?

At this point, some students might notice that it's not so simple to clearly identify formal and informal power, that power systems are complex and layered and that power within society is more of a spectrum than a binary concept. If they seem to be circling around this idea, you can help them craft some statements and offer vocabulary suggestions. On the other hand, if a student feel strongly that these types of power are distinct and can defend that thinking, it's fine

 Example of what a 6th grader might say: The types are mixed, most powerful people have both. - Example of teacher reply: Can you give an example of what you mean, who is a powerful figure you're thinking of, where do you see their formal and informal power?

Examining influence as power (30-45 minutes)

- 3. Ask students to open to their Student Pages, and let them respond to the prompt: Have you ever been in a situation where you felt more powerful than someone you were with? How about less powerful? How did each make you feel and why?
- 4. Let students share, either with a partner or as a whole class.
- 5. Ask students to think about if the example they gave would go in the "formal" or "informal" column of the chart they made earlier. It's also ok to create a "both" or "neither" column if they can explain their thinking.
- 6. Next, ask students to explain what they think an "influencer" is.
- 7. Let students name any influencers they know or follow and write them on the board.
- 8. Invite students to group them into any categories (athletes, entertainers, TikTok sensations, etc).
- 9. Ask students how they think these people gained their power to influence. What are the differences and similarities between the different groups? Between the people within the groups?
- 10. Ask students to turn and talk to someone next to them about something they wear, or eat because of an influencer. Walk around and facilitate conversations if students are struggling. Invite students to share their answers if they feel comfortable.
- 11. Explain that the class will watch three videos about people who are considered influencers. After watching each video, ask students to partner with another student and reflect on how the influencer is similar or different to the list of influencers on the board.
 - © Do you agree this person is an influencer? If so, how did they get their power? How did they use it?

Give each student 3 worksheets (one for each of the videos) to record their answers. (Choose any influencers you think appropriate. Pick people who are not celebrities, or at least didn't start that way.)

Note

After students watch <u>First Time Hearing Phil Collins</u> share with them"...that two days after their video went live "In the Air Tonight" saw an increase in sales of more than 1,100 percent compared with the previous two days. The song saw more than 4,600 digital sales in these two days, compared with a few hundred the weekend prior, according to data from Alpha Data. Sales from Friday and Saturday exceed nearly the rest of the month prior combined." Rolling Stone https://www.rollingstone.com/pro/news/phil-collins-in-air-tonight-sales-1042139/

Ask students how this data shows the "power of influence" or if it does not, why not?

Discussion and reflection (35-40 minutes)

- 12. After students have recorded their answers and discussed them with a partner, gather everyone together for a discussion.
 - Did you and your partner have any of the same responses to the videos? If so, what were they? If not, why do you think that was the case?
 - What did you find similar and different about the people and what they did?
 - What did you find similar and different about this group of influencers and the ones we talked about at the beginning of the lesson?

Features of useful guides (20-30 minutes)

- 1. Launch this activity by asking students what are the ways in which people learn things on their own? You can have a few examples such as a cook book, a training guide, a book etc.
- 2. Ask students how they learned to build a solar food dehydrator in lesson 12, Early Farming Innovations. Are YouTube videos considered how-to-guides? Introduce to students the <u>Essential Question</u>: How can we develop strategies to influence others around causes we care about?
- 3. Explain to the students that the overarching product for this unit is for the class to develop a guide about how to become an influencer (How To Be A Social Influencer Guide, i.e. HTBASIG.) At the end of the year, their final project will be focused on getting others to support a cause that's important to them and they will use their guide to inform that work.
- 4. First, they will get to practice with a cause from William Kamkwamba's organization: Moving Windmills, and use the guide to raise awareness and inform others about what they can do to support one of the causes of that foundation. To help students develop their guides, they will reflect on 4 "Guide Questions". Students will then choose a cause from the Moving Windmills Project that they care about and use the guide to raise awareness and inform others about this project and what others can do to support this cause. Explain to students that their final product for the unit will either be a blog, podcast or Ted Talk.
- 5. Ask students what they need to know in order to answer the <u>Essential Question:</u> How can we develop strategies to influence others around important causes? Chart student questions on a large sheet of paper and post where it is visible in the classroom. Check in with the class a few times a week to see if any of their questions have been answered and if they have any new questions.

✓ Formative Assessment: Need to Know List

Asking students what they already know and need to know can give you valuable insight into their current knowledge about the project topic Use the student generated questions as planning and assessment data. You can sort the Need to Know list into categories such as Process (How are we learning? How are we gaining new knowledge?), Content (What are we learning?) and Products (What will we make to share our learning?). Continually refer students back to the Need to Know list to track students' learning.

- 6. Explain that in order to create their guides, they are going to get some time to explore the literary genre of Guides and How-Tos. Ask students to get into groups of 3-4 and give each group one of the guides you have collected ahead of time.
- 7. Give each student a post-it and ask them to identify one interesting part or a part that really helped them in the book the group received. They should jot on the post-it what they like about that part.

EX: I like this page because the photo is so colorful and it explains what it is below.

- 8. Next, have students analyze one or more YouTube videos <u>How to Hold Chopsticks</u> <u>Correctly</u>, <u>How To Fold A Paper Airplane That Flies Far</u>; <u>Build the Best Solar Oven Ever</u>; <u>How to make Chocolate Cookies</u> and repeat the process.
- 9. Once everyone has used their post-it come back together and share what students found.
- 10. Record their ideas on chart paper and help them sort the features they find (ieheadings, maps, infographics).
 - a. If the kids are saying things like hotels, restaurants, shopping malls etc...help them phrase it in a general way:

EX: So they draw your attention to things that would be particularly interesting or helpful?

b. If students notice that there are guides for events, businesses, campuses and more, ask if someone can make a statement about that.

EX: It seems like you can make a guide to help with almost anything!

11. Once you have a list of features and ideas about guides, explain that to help students develop their guide, they will use this information as well as 4 "guide questions". Each question will help students complete a section of the HTBASIG.

PAUSE TO QUICK CAPTURE

Guide question one (20-30 minutes)

12. Give each student time to reflect on this question in the Guide Question Note Catcher in their student pages. Ask them to consider what they have learned already from TBWHTW and from ancient civilizations:

Guide Question 1: What does it take to influence people?



Note (**in this unit you will find possible answers to the Guide Questions in Note **Boxes after the Guide Questions)**

- 1) A message, activity or cause that can resonate with others
- 2) A medium or platform to get your message out
- 13. Provide time for students to research present-day social influencers. Ask students to record the following:
 - a. The message, activity or cause of one or two influencers.
 - b. The medium or platform they use to get their message out.
- 9. Direct the students back to Guide Question 1. Invite students to share their ideas in small groups. Have groups share out and record their responses on a large sheet of chart paper with the Guide Question. Keep these charts in a prominent place in the classroom so they can be added to. Groups will refer back to these ideas when they begin writing the guide book.



Note

Explain to students that on the large chart paper are the ideas that will be included in their HTBASIG. Each question represents a chapter in their guide. Students will be assigned a Guide question and work in teams to write their chapters in lesson 4. You might consider forming chapter groups by asking students their first and second choices for chapters they would like to write. Form groups based on these preferences.

Lesson 2: Growing Your Influence 3 Hours

O PBL Focus: Seek Knowledge

Students think about how influence spreads by looking at the Pay it Forward movement: the idea that kindness can multiply if you pay it forward.

Objectives

- I can consider different ways to measure the power of social influencers.
- I can understand how social influencers gain power.

Standards Focus

- Grade 6 Math
 - MATH.CONTENT.6.SP.B.4
 Display numerical data in plots on a number line, including dot plots, histograms, and box plots.
 - MATH.CONTENT.6.EE.A.1
 Write and evaluate numerical expressions involving whole-number exponents.

Vocabulary

- **Histogram**, n. a diagram consisting of rectangles whose area is proportional to the frequency of a variable and whose width is equal to the class interval.
- **Exponent,** n. a symbol written above and to the right of a mathematical expression to indicate the operation of raising to a power.

Resource Links

- Pay it Forward Day: https://payitforwardday.com/
- Life Vest video: https://www.youtube.com/watch?v=nwAYpLVyeFU

Materials

For the whole class	For each group of 2-3	For each student
Chart paperColored markersInternet links	Chart paperColored markers	Graph paperTwo different colored pencils

Differentiation Note

Use the Adapted version of Press Release to differentiate when reading. See Course Components - Student Pages for general differentiation tips.

Activity Steps

Launching the lesson (10 minutes)

- 1. Show the <u>Life Vest Video</u> and ask students what they think the message is. Students should notice the "ripple effect" and "pay it forward" message.
- 2. Ask students how we can measure the power of influence. Unlike physical power, which can be measured in horsepower or amps, social power is harder to quantify. Many use the number of people someone has influenced to measure their social power. Ask if students are familiar with Twitter and "tweeting."

Most followed people on twitter (45 minutes)

- 3. Show students a list of the most followed people on Twitter and comment on how that list compares to the list of social influencers they considered in the previous lesson. If possible, add the number of Twitter followers next to each name they had come up with and discuss how they compare.
- 4. Ask students to use the data on Twitter followers to create a histogram. They will need to determine the ranges of followers on the x-axis because a histogram is organized by a range of values for each bar.
- 5. After students have finished creating the histogram, lead a class discussion about which range of followers has the largest number of social influencers within it.
 - Would using a different range on the x-axis have changed your answer?
 - \bigcirc Why do you think that group is the largest?

Measuring the power of a movement (45 minutes)

- 6. Ask students if they have ever heard of the "Pay It Forward" movement. If they haven't, ask them what they think the phrase means, referencing the Life Vest video if need be. Have they ever heard someone say it before? Have they ever had someone do something nice for them, and did it make them want to do something nice for someone in return? How long do they think it would take, on Pay it Forward Day, for everyone in their town to have something nice done for them? How about in their state, country, or even the world?
- 7. Explain that whether it's "Paying It Forward" or getting people to subscribe to a blog, the goal is exponential growth. For example, if one person shared information about a cool blogger with two of friends, that blogger just gained two more followers. Great! But now, those two friends are going to each share with two of their friends. Now how many new followers does the blogger gain? Four! And we call this exponential growth because we can represent it using exponents.

As a whole class, reflect on the following discussion question.

Why do you think this type of spread of a blog post or video is referred to as

"going viral"?

Viruses spread the same way--one person infects two, who each infect two more, etc.



⊗ Note

Depending on your students' experiences with Covid-19, this may be a place to draw a connection between experiences during the coronavirus pandemic and exponential growth. There are a multitude of visuals that you can find to show students how the transmissibility of the virus was tracked and that the shape of those graphs resembles exponential growth.

It is also important to be aware that students may have experienced significant loss as a result of the pandemic so be aware of the situations at home when deciding how to address this topic.



8. Show students that the first row of sharing can be written as 21, or 2 new followers. The next row is 2², or 2 x 2, or 4 new followers. Ask students to represent the following 3 rows using exponents. Can they write the exponent for how many new followers the seventh row would hold?

9. Give students a piece of graph paper and help them graph an exponential equation by collaboratively creating a set of tables of values on the board or a piece of chart paper. For now only use positive numbers.

x	x²	х	2x
1	1	1	2
2	4	2	4
3	9	3	6
4	16	4	8
5	25	5	10

- 10. Once you create the tables of values, ask students what they notice about them. They should notice that on one side, numbers change by a value of 2 each time. On the exponential side, numbers increase by a greater amount each time. Students can then graph each set of values using a different colored pencil and discuss how the two different graphs reflect the difference between an exponential function and a linear function. Students do not need to use this vocabulary, but they can talk about how one line is straight and one line curves up quickly, etc.
- 11. As a whole class, reflect on the following discussion question.
 - Why is using forms of media important for gaining influence? Without media you need to rely on physically being with someone to spread the word, which will likely travel more slowly. With media you can spread word over a distance so it could be quicker.
- 12. Give students time to reflect on the next guide question in the Guide Question Note Catcher. Invite students to share their ideas in small groups and then with the larger group. Record their responses on a large sheet of chart paper with the Guide Question. Keep these chart papers in a prominent place in the classroom so they can be added to. Groups will refer back to these ideas when they begin writing the guide book.

Guide Question 2: How do influencers increase the number of people with whom they can share their message?



Note

- 1) Find a way of getting others to help you (going viral)
- 2) Use multiple mediums to get your message out

 Attract an important existing influencer or influencers to promote your message

Lesson 3: Distinguishing Yourself | 1 Hour

O PBL Focus: Define the Problem

O PBL Focus: Plan the Approach

Students explore Guide Question 3 to determine ways influencers distinguish themselves from other influencers focused on similar issues or causes.

Objectives

• I understand how standing apart from the crowd in some way is often necessary to maximize influence.

Standards Focus

- Grade 6 Speaking and Listening Standards:
 - RI.6.9. Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics..
 - W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Materials

For the whole class	For each group of 3-4	For each student
Chart paperColored markersInternet links	Chart paperColored markers	 Student Pages Power of the Influencer's Message Post-it Notes

Activity Steps

Comparing and contrasting approaches to influence (20-30 minutes)

1. Show two influencers promoting the same cause. Talk as a class about which one they thought was more influential. Why? What made them more effective, How did they stand out?

- 2. Individually or in pairs have students find two different influencers who also share the same message. (The message should be different from the message of the two influencers you started with.) Tell them the message could be about food, fashion, sports, music, video games, anything they are interested in.
- 3. Ask students to analyze how those two influencers are different and similar. What did they like or not like about one or the other? Who do they think was more successful and why? Next, ask students to write and draw what they would do differently to distinguish themselves from the two influencers message.

Guide Question 3 (10-15 minutes)

- 4. Ask students to complete their Note Catcher for the third guide question. Invite students to share their ideas in small groups.
- 5. Come together as a full class and record their responses on a large sheet of chart paper with the Guide Question.

Guide Question 3: How do you distinguish yourself from others trying to influence people?



- · Research what is already out there
- Find a competitive advantage or distinction over other potential influencers

Lesson 4: Knowing Your Audience 1 Hour

O PBL Focus: Define the Problem

PBL Focus: Plan the Approach

Students explore Guide Question 4 and consider strategies they would use based on their audience interests. The class will finalize their HTBASIG posters through a Gallery Walk.

Objectives

 I understand that I need to consider my audience in order to be successful in getting my message across.

Standards Focus

- Grade 6 Speaking and Listening Standards:
 - RI.6.9. Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics..

 W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Teacher Resource Links

• 20 of the Best Marketing Campaigns: talkwalker.com

Materials

For the whole class	For each group of 3-4	For each student
 Chart paper Colored markers Internet links 	Chart paperColored markers	 Student Pages Guide Question 4 Note Catcher Post-it Notes

Thinking about audience (45 minutes)

- 1. Go back to the question about an article of clothing they wear or a food they eat because of an influencer. Do their parents or caregivers (grandparents, brothers or sisters, etc) wear those clothes or eat that food? Why or why not? Are their parents or caregivers influenced by the same people? Why or why not?
- Show two of the three videos of influencers aiming at very different audiences.
 CVS:Beauty Unaltered



CVS:Beauty Unaltered

Explain that this campaign is designed to promote wellness and self-esteem by creating new standards of beauty. The Beauty Mark Campaign features authentic and diverse images of models in store beauty aisles. To support the issues on social media, CVS created the hashtag #beautyunaltered and encouraged consumers to post unfiltered and unaltered pictures of themselves. The results: 2.9k mentions and over 1,000 interactions.

Chobani Pays of Students' Lunch Debts



Note

Explain to students that this example is one of the most important traits for a brand on social media. Hamdi Ukulaya's video was authentic, genuine and from the heart. It doesn't come off as a brand promotion effort around a donation. Instead it was a call to action.

Pepsi is Okurrrr



Note

Pepsi used social influencers during a superbowl commercial with the campaign, Is Pepsi Ok? Age-old debate Coke vs. Pepsi wars. This is a humorous commercial using macro and micro influencers. The hashtag #PepsiMoreThanOk took off. In a related sweepstakes, people were encouraged to share the hashtag each time they heard "OK" during the game and commercials to win prizes.

- 11. Ask students to share their thinking on the following:
 - a. What is different about these influencers?
 - b. About their message?
 - c. About their approach?
 - d. Who is the audience they are targeting?
- 12. Ask students to complete their Note Catcher for the last guide question. Invite students to share their ideas in small groups. Record their responses on a large sheet of chart paper as with the last 3 guide questions.

Guide Question 4: How does the audience you are trying to influence impact the strategies you should use to influence them?



Note

- 1) Understand the needs and wants of the group of people you are trying to influence
- 2) Learn the channels they are most likely to see or use
- 3) Tailor your message and platform of delivery appropriately
- 13. Bring the class together for a whole group discussion and record their ideas.
 - Are there any other ideas we should include?
 - What else do we need to know to be able to write chapters for Guide **Questions 1 - 4?**

How might we find additional information?

PAUSE TO QUICK CAPTURE

Lesson 5: How to Become a Social Influencer Guide 4 - 5 Hours

- PBL Focus: Adapt the Approach
- PBL Focus: Develop the Solution

Students co-create the HTBASIG by working in teams. Each team is assigned one of the guide questions to write about. Teams will present their chapters and participate in a Critique Protocol.

Objectives

- I can organize my facts to write a coherent chapter using reliable sources.
- I can write an engaging introduction.
- I can write a conclusion for my topic.
- I can use graphics and multimedia to support my topic.
- I can use transitions to clarify relations among ideas and concepts.

Standards Focus

- Grade 6
 - W.6.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
 - W.6.3.D. Use precise words and phrases, relative descriptive details, and sensory language to convey experiences and events.
 - W.6.2.c. Use appropriate transitions to clarify the relationships among ideas and concepts.
 - W.6.2.b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
 - Grade 6, W.6.2 Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts,

and information through the selection, organization, and analysis of relevant content.

Vocabulary

• **Storyboard** n., a sequence of drawings, typically with some directions and dialogue, representing the shots planned for a movie or television production

Preparation Notes

1. Create chapter writing teams ahead of time.

Resource Links

• Praise, Question, Suggest Protocol

Materials

For the whole class	For each group of 2-3	For each student
 Chart paper Colored markers Internet links 	 Chart paper Colored markers 	 Student Pages How to Become and Influencer Guide Outline Organizer Resource Links: 7 Steps to Becoming a Social Influencer How to Become a Social Influencer How to Promote Your Cause How to Make Your Social Justice Posts More Effective
		Storyboard
		YouTube Video

Activity Steps

Gallery walk: Adding tips and ideas to the HTBASIG posters (15 -20 minutes)

- 1. Provide students with Post-its. Have them review their Note Catchers for each Guide Question. Next, ask them to read all the ideas generated for each of the Guide Questions and to think about any other tips or ideas to add. Have them place their post-its on the appropriate posters.
- 2. Explain that students will now begin the process of creating "How to Become an Influencer Guide" to help themselves and others to become influencers. Remind students that much of the work is already done because they have been adding ideas throughout this unit to the posters.
- 3. Explain that students will be working in teams to write each section. There will be one chapter for each of the Guide Questions for a total of four chapters and an introduction and conclusion.



Note

If you want to provide students with more voice and choice you can decide as a class, the best way to present the information i.e., YouTube video, Booklet or a digital book. For a YouTube video they will need to create a storyboard and write a script for each Guide Question.

Outlining the chapter (1 - 2 hours)

- 4. Assign students to teams. Provide time for teams to share their Note Catchers from the previous lessons and review the Guide Question poster for the chapter they have been assigned. If you have created a team to write the introduction and conclusion, they should review all of their notes. As teams are reviewing their notes, check in with each team to answer any questions and to discuss if they need to do any additional research.
- 5. Provide students with the resource links under Student Pages to explore additional tips for becoming a social influencer and ask teams to add 1-2 tips to their section. Ask them to write their ideas on post-its and add them to their poster.
- Introduce students to the HTBASIG Outline Organizer for them to complete as a team before they begin writing or use a format your students are already familiar with. Using their chart paper, post-it notes and additional research have them complete the outline. Check-in with teams as they are working on their outlines.



Note

If your class has decided to create a YouTube video, you might replace the outline step with a storyboard. A storyboard is a tool mostly used by videographers, filmmakers, animators, directors in the film-making industry. Storyboard-making is essential in the initial creation of films since a particular sequence and order of scenes should be followed. Once their storyboards have been approved by you, students can begin writing the scenes and scripts.

Review basic elements of informative/explanatory writing (20 - 30 minutes)

7. Introduce or review the basic elements of informative/explanatory writing. If you use the Writers' Workshop process, you can model the writing process and demonstrate skills and strategies for effective informative/explanatory writing. Introduce or review organizational strategies such as definition, cause/effect etc. For any strategy students have not yet mastered, teach a mini-lesson. If appropriate, teach a mini-lesson on how to introduce their topic and to give them time to practice writing different hooks and decide the most effective opener for grabbing the readers' attention.

Work time (1 hour)



Note

There are a couple approaches to collaborative writing. You can have each team member write a draft, then the group comes together and takes the best of everyone's draft and compiles it into one piece. Students' individual writing can be used for assessment purposes.

Another option is to divide the chapter into four parts: Intro, 2 paragraphs for the body and conclusion and assign sections to individual students. When each section is drafted, have students review each other's work looking for coherency, making any revisions and adding appropriate transitions.

- 8. Provide students with an hour of work time to begin drafting their sections. Remind them to pull main ideas from the posters. During work time check in with teams and provide coaching and support as they apply these writing strategies.
- 9. Support students as they write their first drafts. Once teams have completed their first draft, have them refer to the writing rubric and self assess their work before presenting to their peers for feedback.

Feedback and revision (30 minutes)

- 10. Select a feedback protocol your students are familiar with or use Praise, Question, Suggest Protocol. Students can specify what type of feedback they want by asking the group specific revision questions to address. Pair writing teams up to provide each other feedback. Provide 10 minutes for each round of feedback.
- 11. Provide students with work time to revise and polish their work based on the feedback they received.

Compile and organize (1 hour)

12. Have students compile and organize their work in one google doc and provide enough time for everyone to read the entire guide. Students can comment and make suggestions as they read. Whether you are going to publish the guide digitally or traditionally, make sure students all have access to the final document.



Note

If students are creating a digital guide, encourage them to include multimedia elements, such as video, visuals and audio.

Presenting the work (15 minutes)

13. Have students brainstorm how they can share their guide beyond the classroom, i.e., school website, school library etc. Remind them that they will also have an opportunity to share their guide at the "Power to Act" Community Event where they will be putting the guide into action and sharing their causes.

Reflecting on the process (30 minutes)

- 14. Ask students to write a written reflection using the following prompts:
 - a. What ideas did you get for your section by reviewing the work of other teams?
 - b. What was the most useful feedback you received? Explain why it was useful.
 - c. What are you most proud of?
 - d. What was the most challenging?
 - e. What would you do differently?
- 14. Ask if any students would like to share their thoughts.



PAUSE TO CAPTURE

<u>Lesson 6: Becoming An Influencer:</u> <u>Researching an Important Cause | 4 Hours</u>

O PBL Focus: Plan the Approach

O PBL Focus: Seek Knowledge

In this lesson, students research a cause that they care about from the Moving Windmills Project. They conduct some basic inquiry into the cause and what has already been done. Students write an informative/explanatory essay about their cause, why people should care about the issue, and how the Moving Windmills Project is addressing the issue.

Objectives

- I can use both primary and secondary sources to learn about a cause.
- I can apply the steps from the PBL Gantt Chart to increase the quality of my work.
- I can cite evidence to support my analysis of a particular issue or set of data.
- I can reflect on what I learned and how my research may have shifted my thinking/perspective about an issue.

Standards Focus

- Grade 6 Speaking and Listening Standards:
 - RI.6.9. Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics..
 - W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
 - D2.Civ.1.6-8. Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media in a variety of governmental and nongovernmental contexts.

Resource Links

- Appendix: Digital Research
- Moving Windmills Project

Here are some websites that have tips for doing online research and safe search engines.

- How to Teach Online Research Skills to Students in 5 Steps
- Safe Search Engines for Elementary Students
- https://www.kidzsearch.com/
- Nat Geo Kids

Materials

For the whole class	For each group of 3-4	For each student
Chart paperColored markersInternet links	Chart paperColored markers	 Student Pages: Student Pages Research Note Catcher

Activity Steps

Launch the activity (30 - 45 min)

- 1. Give students time to explore the Moving Windmills project website.
 - What are some of the causes represented in the Moving Windmills project? Building water wells, solar powered pumps, improving local schools, etc. (Start a class anchor chart listing these causes.)
 - What is the focus of these projects on the Moving Windmills website? They are all focused on making change locally.

✓ Formative Assessment: Need to Know List

Asking students what they already know and need to know can give you valuable insight into their current knowledge about the artifact (Ted Talk, Podcast or Blog) they will be creating and the issue they are exploring. Use the student generated questions as planning and assessment data. You can sort the Need to Know list into categories such as Process (How are we learning? How are we gaining new knowledge?), Content (What are we learning?) and Products (What will we make to share our learning?). Continually refer students back to the Need to Know list to track students' learning.

PAUSE TO QUICK CAPTURE

Need to knows/choosing the cause (30 minutes)

- 2. Introduce the <u>Essential Question</u>: How can we influence others to raise awareness about the Moving Windmills Project? Share the project rubrics. Ask students:
 - What do you need to know in order to answer this question? What questions do you have about the final product, the rubric?
- 3. Record students' questions on chart paper.

- 4. Ask students to think about a cause they are personally interested in from the Moving Windmills website. Ask them to do a quick write about why this cause is important to them.
- 5. Based on student interest, create project teams of three to four students to focus on the causes highlighted on the Moving Windmills website. This can take a little while so you might have students do some quiet reading while you make the groups.
- 6. Pass out one **Project Contract** per group to complete. Go over the Agreements in the contract and ask teams to come up with one additional agreement they feel is important for them to work well as a team. Check in with each group.

Online research (2-3 hours)

7. Before students begin the research process, you may want to conduct the activities located in the appendix called Appendix: Digital Research. In this unit, students learn how to use and refine search terms to get relevant sources on google. It focuses on Google Fluency (Gooency), Trusting a Source, Who is Behind the Source and teaching students about lateral reading: using multiple tabs in the browser when researching and fact checking as students read.

Note

Before you start the research process, explain to students that they will be following the PBL Gantt Chart throughout this unit. Review as needed. Explain that they will

- Defining the problem;
- Planning their approach;
- Seeking knowledge;
- Adapting their approach along the way as needed;
- Developing solutions;
- Reflecting on their experience and;
- Presenting their work at a community event to launch their campaign.

As students enter different phases of the PBL process, point out which step they are working on.

- 8. Explain to students that they will research a cause and define the problem they want to address. For this project they will have a choice in creating a Ted Talk, Blog or Podcast to share with community members at a "Power to Act" Event where they will **present the work**.
- 9. Explain that the purpose of these artifacts is to raise awareness about the issue by providing information, sharing the background of the Moving Windmills Foundation, and to provide a "Call to Action" for audience members. This will include tangible action items individuals can do to help these causes locally and globally.
- 10. Provide students with work time to **define the problem**. For example, if the issue is community hubs, they might define the problem as, "What does a community hub need to best support its community?" Check in with teams as they are defining the

- problem. Remind them that when they **seek knowledge** they may revise their definition of the problem.
- 11. Next, ask them to **plan their approach** for researching the problem and complete the Teamwork Plan and Schedule located in Student Pages. This plan should include how they will go about researching the issue. Remind them to consider both primary and secondary sources of information.
- 12. Ask students to consider what information and resources are needed as they begin seeking knowledge about the issue. Introduce students to the Research Note Catcher to record their research. Point out that they will include 3 research questions in the Note Catcher to guide their research. As part of their research into the issue, encourage them to research current influencers to find out what they are saying and doing to influence others about the issue. Provide students with an hour of work time.
- 13. After work time, students meet with their team members and provide them with 20 minutes to share what they discovered from their individual research.

Reflection (10 - 20 minutes)

14. Ask students to write a brief reflection answering the prompt, "I used to think (about (issue) Now I think....." which will be their exit ticket at the end of today's lesson to capture any shift in their thinking about the issue based on their research.

▼ Homework

Have students ask family members and friends about what they know about this issue. Have them gather ideas about what individuals can do to support this cause. They can use this information when they are Developing Solutions.

<u>Lesson 7: Becoming An Influencer:</u> <u>Presenting a Cause | 3 - 4 Hours</u>

O PBL Focus: Adapt the Approach

O PBL Focus: Develop the Solution

Teams generate Poster Presentations to present their issue to their class and participate in a critique protocol to obtain feedback from their peers.

Objectives

- I can present my information, findings, arguments and supporting evidence in a clear, concise and compelling manner.
- I can revise based on peer and teacher feedback to produce clear and coherent writing.
- I can speak loud enough for everyone to hear me and change my tone and pace to maintain interest.

Standards Focus

- Grade 6
 - W.6.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
 - W.6.2.A. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
 - W.6.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
 - 6.SL.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
 - 6.SL.b Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
 - 6.SL.c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
 - 6.SL. 5. Include multimedia components and visual displays in presentations to clarify information.

Resource Links

• Two Stars and a Wish Feedback Protocol

Materials

For the whole class	For each group of 3-4	For each student
 Chart paper Colored markers Internet links 	Chart paperColored markers	Student Pages • Poster Presentation Guidelines and Checklist • Team Contract • Teamwork Plan • Post-it Notes

Activity Steps

Prepping for work time (15 minutes)

- 1. Explain to students that they will have an additional two hours of work time to complete any additional research and plan their Poster Presentation to the class.
- 2. Introduce the Poster Presentation Guideline and Checklist. Explain that if possible, each poster should include a written summary about the issue, a problem definition, statistics about the issue, images, quotations from experts and/or influencers, a current newspaper or magazine headline about the issue and actions of what people can do to help. Adapt as appropriate for the issue students select. Students can use colored markers, computer printouts of the summary, statistics etc. about the issue to paste on the poster. Encourage them to gather images that show the issue or solutions being tried.



During work time, conduct check-ins with teams.

✓ Formative Assessment: The individual writing checklist located in Students Pages can be used to gather data about student learning and writing. Use the Checklist to identify areas that students may need more instruction or practice. Students and teachers can look at the checklist in progress to provide "just in time" feedback. Ask students to use the checklist to analyze their piece of writing.

Work time and poster presentation preparation (75 minutes)

3. After 45 minutes of work time, check in with the class to see where they are within the process. Explain at this point they should begin working on their Poster Presentation. Give teams 15 minutes to look at their research and see what they have that they could use and then decide if they need any additional research. Give teams 10 minutes to plan their approach by completing the Team Work Plan. For example each team member might take one poster guideline they are interested in doing.

Carousel protocol and revision (1 hour)

- 4. Explain to the class that they will be engaging in Carousel Protocol for the Poster Presentations:
 - One member from each team will stay with the poster and present for three minutes, saving one minute to answer any clarifying questions.
 - Provide the listening team with three minutes to write their feedback on post-it notes using **Two Stars and One Wish** and a **Resource or Idea** they have for the team. Adjust time as needed.

⊗ Note

Two Stars and a Wish is a peer feedback protocol that is used to encourage a structured approach to peer critiques. Students review their peer's work in order to identify two elements of the work that they like (two wishes) and an element that may need revision (Wish). You may want to provide students with sentence starters for framing their feedback. Check out Two Stars and a Wish Feedback Protocol for sentence starters.

Place teams at different posters so that they are evenly distributed. Teams
will rotate clockwise to the next poster. It is recommended that after each
rotation, another team member stays with their poster so everyone has an
opportunity to hear some of the presentations as well as the opportunity to
present.

✓ Formative Assessment:

Ask students to use a different colored marker to indicate the revisions they are making. Use this as evidence to determine if they can use feedback to improve their writing and ideas. Have students use the Writing Checklist to guide them in their revisions.

W.6.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

PAUSE TO QUICK CAPTURE

- After the final rotation, give teams time to read and discuss the feedback provided by their classmates. At this time they should discuss the changes and revisions they might want to make.
- 5. Explain to the class that this feedback will support them when they begin working on the final artifact (Blog, Ted Talk or Podcast).



Have students write their feedback on the sticky side of the Post-it's then adhere their feedback on the poster. This keeps the feedback anonymous.

Debriefing the process and reflecting on the learning (15 minutes)

- 6. Conduct a whole class discussion debriefing the process and protocol:
 - What did you like about this protocol?
 - What was challenging?
 - How did it feel to provide feedback to classmates?
 - Did the feedback help you to think about what to include in the creation of the final artifact?

PAUSE TO CAPTURE

<u>Lesson 8: Becoming An Influencer:</u> <u>Promoting a Cause | 4 - 5 Hours</u>

- O PBL Focus: Seek Knowledge
- O PBL Focus: Adapt the Approach
- O PBL Focus: Develop the Solution

Students continue to research their cause and learn about how to do a Ted Talk, write a blog or record a podcast.

Objectives

- I understand how to write a blog, create a podcast or Ted Talk.
- I can apply what I learned to creating my final artifact.

Standards Focus

- Grade 6
 - W.6.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
 - D2.Civ.14.6-8. Compare historical and contemporary means of changing societies, and promoting the common good.
 - 6.RL.1 Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 7 Writing Standard 8 for more on quoting and paraphrasing.)
 - 6.SL.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate vocabulary, eye contact, volume, and pronunciation.
 - 5. Include multimedia components and visual displays in presentations to clarify information.
 - 6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Preparation Notes

- 1. The links with student podcasts,
- 2. Ted Talks and blogs provide a variety of options for students to select from. You might also select specific ones for students to look at or add your favorites.

Resource Links

- Have Students Create Their Own TED Talks
- How to Make a Great Presentation
- What Should You Ask Before Starting a Story
- Getting More Out of Student Blogging
- <u>TED-Ed Student Talks Program</u>
- Praise, Question, Suggest Protocol

Materials

For the whole class	For each group of 2-3	For each student
 Chart paper Colored markers Internet links 	 Chart paper Colored markers 	Student Pages Podcast Tips Ted Talk Tip Sheet Writing a Blog Tips Teamwork Plan Team Contract Resource Links: NPR Student Podcasts Being Young and Making an Impact Ted Talk Ted Talks by Kids and Teens Teen Blogs

Activity Steps

Launching the activity (1 hour)

Launch this activity by having students read a blog, listen to a podcast and view a
Ted Talk. Examples are listed under Resource Links. As they explore these mediums
for their final product, ask them to keep notes about what they liked about each
medium, what stood out to them, what made each engaging and grabbed their
attention.

Choosing the medium (30 minutes)

- 2. Explain to students that each team will be selecting one medium to produce. Have students work in their teams and learn about each format using the resource links.
- 3. Once they have read through the Tip Sheets and explored the resource links, ask teams to decide what medium they plan to use. Explain that the Ted Talk or podcast can be no longer than 5 minutes. Confer with teams as they make their choice.

Project work plan (10-20 minutes)

4. Refer students to the Team Contract to complete. Ask them to plan their approach and complete the Teamwork Plan and Schedule and assign roles to group members. Check in with each team to see if their plan is complete and if they have considered everything they will need to do to accomplish this task.

✓ Formative Assessment:

Provide feedback on the draft outlines students create. Look for sequencing ideas logically and citing several pieces of textual evidence. Check for revisions students made based on the feedback they received from their peers and you,

(6.RL.1, W.6.10.)

PAUSE TO QUICK CAPTURE

Drafting the outline (1 hour)

5. Explain that like they did with their HTBASIG, students will be creating an outline of what they want to share about our causes. Remind them to include compelling statistics about the issue, images, quotes from experts and/or influencers, perhaps a current newspaper or magazine headline about the issue and actions of what people can do to help. Have them consider if additional information is needed.

Differentiation Note:

Some students will benefit from a written note-taking guide that reminds them to gather the types of information listed in step 5.

Work time (2 hours)

6. Once outlines have been approved have students begin writing their scripts for the podcast or Ted Talk. Students writing a blog can begin the writing process. Conduct regular check-ins with teams and individual students during work time.

Critique and revision (45 - 60 minutes)

- 7. Select a feedback protocol your students are familiar with or use Praise, Question, Suggest Protocol so teams can get feedback on their outlines.
- 8. Provide time for teams to make any revisions.
- 9. At the end of work time, check in with all teams. Have them share their next steps, what they need help with and any questions they have.

<u>Lesson 9: Becoming An Influencer: The</u> "Power to Act" Event - Part 1 | 2 - 3 Hours

O PBL Focus: Adapt the Approach

O PBL Focus: Develop the Solution

Students work on finalizing their product in preparation for sharing at the public event.

Objectives

- I can support my claims with relevant evidence.
- I can write an engaging introduction to present finished work.

Standards Focus

- Grade 6
 - W.6.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
 - 6.W 1. Write arguments (e.g. advocacy speeches) to support claims with clear reasons and relevant evidence.
 - a. Introduce claim(s) and organize the reasons and evidence clearly in paragraphs and sections.
 - b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
 - c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
 - d. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
 - e. Provide a concluding statement or section that follows from the argument presented.

Preparation Notes

 Based on where your students are in finalizing their work product, you will want to adjust time accordingly

Materials

For the whole class	For each group of 2-3	For each student
Chart paperColored markersInternet links	Chart paperColored markers	

Activity Steps

Finalizing the product (determine how much time students need)

- 1. Explain to students that they are in the final stages of finalizing their projects. Provide work time as needed.
- 2. For students doing a podcast or Ted Talk have them do a dress rehearsal before recording. If students who are blogging are done, they can be the audience for the Ted Talk or podcast dress rehearsals.
- 3. As students work, confer with groups. Once you have checked students' work, they are ready to video, record or write their final product.

Note

If you have teams creating different products you might solicit the help of parents, high school students or community experts to help with production.

If other classrooms are working on the same artifacts at the same time, you might have those working on a Ted Talk do their production with one teacher, podcast students meet with another teacher etc. This organizational strategy depends on the number of teachers, timing and student numbers.

Production (2 hours)

4. As students work on producing their final products, spend time with each group to see how they are progressing and where they need support.

Next steps (30 -45 minutes)

- 5. Gather students together for a team discussion to talk about the public event. Explain that each team will have 3 minutes to introduce their cause and then share their final product at their community event.
- 6. This introduction should also include a brief reflection on what they learned from doing this project and highlight one or two DSO's that are evident in their work. They will then share their work and have 2 minutes for questions from the audience. Have them create a plan and write their introductions.
- 7. Ask the students to share their thinking about the following and jot ideas to refer back to when the groups go back to working:

let

8.	3. Check-in with groups, review their written introductions and provide time for practice. If you have time, you can have each team present their introductions and get feedback from their classmates i.e., what they like and ideas for improvement.		

<u>Lesson 10: Becoming An Influencer: The</u> <u>"Power to Act" Event - Part 2 | 2 - 3 Hours</u>

O PBL Focus: Present

Students plan a "Power to Act" event in which they present their work to parents, members of the school and larger community and i2 Learning Staff.

Objectives

- I can finalize and polish my artifacts for the event.
- I am prepared to share my work with an audience.

Standards Focus

- Grade 6
 - W.6.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
 - 6.W 1. Write arguments (e.g. advocacy speeches) to support claims with clear reasons and relevant evidence.
 - a. Introduce claim(s) and organize the reasons and evidence clearly in paragraphs and sections.
 - b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
 - c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
 - d. Establish and maintain a style appropriate to the audience and purpose (e.g., formal for academic writing).
 - e. Provide a concluding statement or section that follows from the argument presented.
 - SL. 4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate vocabulary, eye contact, volume, and pronunciation.
 - SL.5. Include multimedia components and visual displays in presentations to clarify information.
 - SL.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Preparation Notes

1. You can decide if you want to involve students in planning the event or you can plan the logistics yourself. If you decide the latter, you can skip the planning portion of this activity with students and move to work time and final preparation.

Materials

For the whole class	For each group of 2-3	For each student
Colored markersInternet links	Colored markers	Student PagesAudience FeedbackForm

Activity Steps

Launch the activity (1 hour)

- Explain to students that one of the hallmarks of project based learning is presenting their work to others beyond the classroom. The work they have been creating is designed to increase awareness around an issue from the Moving Windmills Foundation and to inspire action in others around that issue.
- 2. To kick off the event identify a team of students who will present the HTBASIG to the audience and to explain the purpose of the guide. Make sure audience members have access to the guide.
- 3. The next step is to organize and plan the community event. Ask students to think about what they need to do in order to plan this event. Have them think about how they have gone about planning a birthday celebration, for example.
- 4. Ask students to share their ideas and write them on chart paper. Items should include invitations, who they think should attend, where to hold the event, signage, room setup, equipment needs etc. Use this list as a checklist for students.
- 5. Once the list is completed, assign teams with different responsibilities and set a deadline for completion.

⊗ Note

Organizing the Event

To keep the event to 1 hour, explain that each team will have a total of 10 minutes (3 minutes to introduce their work, five minutes to share their TedTalk, blog or podcast and 2 minutes for answering questions at the end). It's suggested that audience members rotate in small groups every 10 minutes for a total of 40 minutes so that they can see 4 different presentations. You can form groups of 3-5 audience members who will rotate together. You can also have audience members select 4 presentations they want to see, making sure every group has an audience for each rotation. As a result, students will be presenting their work four times to different audience members.

Spend 10 minutes introducing the event, what students have been working on and why. This can also be tasked to a student. Explain to the audience the process for sharing the presentations. At the conclusion, distribute the Audience Feedback Form to complete. If time, you can have participants share what they liked, learned and any actions they plan to take as a result of coming to this event.

Final work time and preparation (1-2 hours)

- 6. Provide students with work time in preparation for the event. Final signage should be completed by each team. Talk with students about room setup and equipment
- 7. Check in with teams to see if they have any additional questions or prep to do before the event.
- 8. Consider ways to celebrate the students' work after the community event.



⊗ Note

Make copies of the Audience Feedback form to distribute to audience members so they can provide feedback.

Lights, Camera, Action!

<u>Lesson 11: Becoming An Influencer:</u> <u>Reflection | 1 - 2 Hours</u>

O PBL Focus: Reflect on the Experience

Students reflect on the power of media and influencers to raise awareness and create positive change in the world.

Objectives

• I am able to understand and reflect on the informal power of influencers.

Standards Focus

- Grade 6
 - W.6.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Materials

For the whole class	For each group of 2-3	For each student
Colored markersInternet links	Chart paperColored markers	Post-it NotesColored Markers

Activity Steps

Launch the activity (20-30 minutes)

1. Begin the activity by having students read the audience feedback forms. Ask them what stands out to them?

Reflecting on the event (30 minutes)

- 2. In teams, have students discuss the following questions:
 - What are you most excited about as a result of sharing your products with others?
 - What was challenging?
 - What would you do differently?
 - \bigcirc Do you feel your presentations influenced audience members to think

differently about the cause you presented?

© Do you think your influence will encourage people to change their behavior or take individual action?

3. Next convene the class and have them share their reflections.

The Power of Social Media and Influencers written reflection (30 minutes)

- 4. Ask students to write a brief reflection on their understanding of the informal power of social media and social influencers, both positive and negative forces.
- 5. Ask if any students would like to share their reflections.

DSO reflection (10 minutes)

- 6. Give students 5-10 minutes to complete a DSO reflection focused on their process and learning during this project. Have students upload their Informal Power of Influencers Reflection.
- 7. Consider supporting students in creating an artifact for their Learner Portfolio where they reflect on the power, the project process and the cause they explored.
- 8. Celebrate their work!

PAUSE TO QUICK CAPTURE

<u>Lesson 12: Module One Reflection -</u> <u>Redefining Power | 1 - 2 Hours</u>

O PBL Focus: Reflect on the Experience

In this lesson, students reflect on Power based on what they learned in this module by engaging in the protocol, What, So What, Now What. Through this discussion protocol they will revise and/or to add to their definitions of Power. They will complete this module by writing a reflection on power for their Learner Portfolio.

Objectives

- I can reflect on what I learned about Power and how it relates to my life.
- I can engage effectively and make contributions to the group using discussion protocols.

Standards Focus

- Grade 6 Speaking and Listening Standards:
 - Engage effectively in a range of collaborative discussions (one-on-one), in groups, and teacher-led) with diverse partners on the topic of Power, building on others' ideas and expressing their own clearly.

Preparation Notes

1. Make sure the definitions of power students completed at the beginning of this module are displayed prominently in the room.

Resource Links:

- What, So What, Now What Protocol
- I Used to Think...Now I Think...

Materials

For the whole class	For each group of 2-3	For each student
Chart paperColored markersInternet links	Chart paperColored markers	Post-it NotesColored Markers

Activity Steps

Launching the activity (15 minutes)

- 1. Remind students that they developed definitions of power at the beginning of the module. The definitions should be posted prominently in the classroom. Let students know that over the course of the whole year they will be returning to their definitions to see if they still fit with what they are learning about power and if they think it needs to be revised based on any new learnings and/or insights about the nature of power.
- 2. Remind students that they created definitions for power using the following categories: Formal, Informal, Physical/Natural. If students created different categories, use those.
- 3. Let's reflect back on Module 1. Discuss the following with the whole class:
 - What did we learn about power?
 - Based on the categories of power we came up with during the Block Party activity to help us define power, what types of power did we explore in this Module?
- 4. Let's go back to our original definitions. Read the definitions for the categories explored in this module. Individually write down any additional ideas you want to add to our class definitions of Power.

What, So What, Now What Protocol (45 - 60 minutes)

Note

What, So What, Now What Protocol is a reflective model that helps students reflect on a shared experience. The protocol works in three phases: Understanding the experience (what); making sense of the facts and implications (so what); and identifying a course of action, new definitions and/or solutions (now what).

- 5. Place students in groups of 3 4. Provide students with post-it notes to individually write down what they are thinking for three minutes for each step of the protocol. Have teams discuss their ideas and chart their ideas on paper. After each step in the protocol, ask students to share their ideas. Probe students' thinking by asking both clarifying and probing questions as appropriate.
- 6. What? (8 minutes)
 - a. What did you observe or learn about power?
- 7. So What? (10 minutes)
 - a. How did this Module change your thinking about power?
 - b. What questions about power do you have now?
 - c. What impacted you most about how you view natural, formal and/or informal power?
- 8. Now What? (10 minutes)
 - a. What learning occurred as you explored power?
 - b. How can you apply this learning to yourself and the real world?

c. What would you like to learn more about, related to power?

Redefining power (20 -30 minutes)

- Ask students to refer back to their notes about additional ideas they want to add to
 the class definitions of Power. Give them time to add any additional ideas based on
 their discussions during the protocol and have them share their ideas in their
 groups.
- 10. Ask groups to decide on one or two ideas to share with the class. Chart their ideas.
- 11. Ask students, "based on these ideas what might we add, take away or revisions we might make to our definition?"

Power reflection (30 minutes)

- 12. Ask students to write 1 to 2 paragraphs using the following questions to guide their writing.
 - Describe what you learned about power.
 - Describe how power is reflected in your life.
 - What are your biggest takeaways as a result of this module?
- 13. Have students include this reflection in their Learner Portfolio after you have read through them and made any comments as appropriate.
- 14. In closing, have students write on a post-it, "I used to think....Now I think....If you like you can have students form a circle share out what they wrote on a volunteer basis.

Differentiation Note

You might have students Mindmap their reflection prior to writing or in lieu of writing. In addition, you can have students choose to draw their reflections or record their ideas verbally.

✓ Summative Assessment

Students conduct research on an important cause.

Summative Assessment | Mobilizing Society

Learning Targets:

- W.6.2.A. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension.
- W.6.3.D. Use precise words and phrases, relative descriptive details, and sensory language to convey experiences and events.

- RI.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- 6.W 1. Write arguments (e.g. advocacy speeches) to support claims with clear reasons and relevant evidence.
- 6.SL.5. Include multimedia components and visual displays in presentations to clarify information.

Student Product: Podcast, Blog, Ted Talk

In this culminating product for Unit 4: Mobilizing Society students choose a cause that they are passionate about and conduct thorough research using both primary and secondary sources. From this research they create a podcast, blog of Ted Talk to raise awareness and call people to action.

In this culminating project for Unit 4 their final product represents the following competencies:

- Students can research an issue and write a compelling script or blog that informs their audience.
- In their presentations students clearly support their claims with relevant evidence.
- Students' presentations use sensory language and descriptive details to communicate the urgency of the issue and actions their audience can take.
- Students' presentations cite the evidence they used to support their analysis of the issue.
- Students use reasonable arguments to support their claims and actions, including clear reasons and relevant evidence in their final product.
- Students use multimedia effects (sounds, visual displays) to engage, inform and clarify information for their audience.

Student choice is critical in PBL and key to this fairly open unit project. However, student products should demonstrate a deep understanding of the above competencies. Due to the open nature of this project, it is important that students have the skills and tools necessary to create the artifact they choose, otherwise, the product can serve as a barrier to learning. Below is a rubric for the final product that can be used to assess student learning on the learning targets above. Students may assess themselves and other students using this rubric before completing a self-assessment to include with the artifacts captured for their learner portfolio. In addition, students have a checklist for the guidelines that they should include in their final product preceding the rubric in their student pages.

Launching an Influencing Campaign (Podcast, Blog, Ted Talk)

Next Steps	Competencies	Evidence
	I can revise writing based on peer and teacher feedback to produce clear and coherent writing.	
	2. I can support my claims with relevant evidence.	
	3. I can use sensory language and descriptive details when writing.	
	4. I can cite evidence to support my analysis of the issue I am researching.	
	5. I can use arguments to support my claims in the product I am creating (Blog, Podcast or Ted Talk) and use clear reasons and relevant evidence.	
	6. I can use multimedia and visual displays and sounds in my presentation (Podcast, Blog, Ted Talk) to engage my audience and clarify information.	

Podcast Product Rubric

Next Steps	Competencies	Evidence
	Establishes the purpose and maintains a clear focus throughout the podcast.	
	Supporting evidence presents a solid argument.	
	3. The pace, rhythm, and voice helps the audience connect with the issue.	
	4. Music and sound effects create an emotional response to the urgency of the issue.	
	5. Transitions are connected and smooth and sound effects enhance the podcast.	
	6. The conclusion of the podcast provides a clear call to action and provides in detail what people can do to impact the issue.	

Ted Talk Product Rubric

Next Steps	Competencies	Evidence
	Establishes the purpose and maintains a clear focus throughout the blog.	
	2. The blog shows insight, depth and understanding of the issue.	
	3. The blog includes relevant links and supporting materials.	
	4. Personal opinions are expressed in an appropriate style and are clearly related to the issue.	
	Supporting evidence presents a solid argument.	
	6. The Ted Talk uses slides that are visual and easy to read.	
	7. Images, graphs and visual effects are powerful and enhance the message.	
	8. The conclusion of the Ted Talk provides a clear call to action and provides in detail what people can do to impact the issue.	

Blog Product Rubric

Next Steps	Competencies	Evidence
	Establishes the purpose and maintains a clear focus throughout the blog.	
	2. The blog shows insight, depth and understanding of the issue.	
	The blog includes relevant links and supporting materials.	
	4. Personal opinions are expressed in an appropriate style and are clearly related to the issue.	
	5. Supporting evidence presents a solid argument	
	Images and graphs are powerful and enhance the message.	
	7. The conclusion of the Blog provides a clear call to action and provides in detail what people can do to impact the issue.	

STOP TO SELF-ASSESS