

SMALL MOMENTS THAT CALL FOR SOCIAL JUSTICE

A UNIT FRAMEWORK

RATIONALE:

WHEN WE TEACH YOUNG WRITERS TO USE THEIR WORDS TO ADVOCATE FOR SOCIAL JUSTICE, THEIR UNDERSTANDING OF WHAT IT MEANS TO BE OF INFLUENCE EXPANDS IN WAYS THAT INSPIRE HUMILITY AND SERVICE TO OTHERS.

THIS UNIT WILL EMPOWER WRITERS TO PRACTICE EMPATHY AS THEY INVESTIGATE AND DEFINE INJUSTICES THAT TOUCH THE LIVES OF THOSE WHO ARE DIFFERENT FROM THEM. THEY WILL LEARN HOW TO USE THEIR WORDS TO ADVOCATE ON THEIR BEHALF AS THEY CALL THEIR READERS TO SOCIAL ACTION.

THESE ARE SKILLS THAT ALL COMPASSIONATE, ENGAGED, AND EMPOWERED COMMUNITY MEMBERS POSSESS. THEY ARE SKILLS THAT ENABLE ALL GREAT LEADERS AS WELL.

COMMON CORE STATE STANDARDS:

CCSS.ELA-LITERACY.W.8.3 WRITE NARRATIVES TO DEVELOP REAL OR IMAGINED EXPERIENCES OR EVENTS USING EFFECTIVE TECHNIQUE, RELEVANT DESCRIPTIVE DETAILS, AND WELL-STRUCTURED EVENT SEQUENCES.

CCSS.ELA-LITERACY.W.8.3.A ENGAGE AND ORIENT THE READER BY ESTABLISHING A CONTEXT AND POINT OF VIEW AND INTRODUCING A NARRATOR AND/OR CHARACTERS; ORGANIZE AN EVENT SEQUENCE THAT UNFOLDS NATURALLY AND LOGICALLY.

CCSS.ELA-LITERACY.W.8.3.B USE NARRATIVE TECHNIQUES, SUCH AS DIALOGUE, PACING, DESCRIPTION, AND REFLECTION, TO DEVELOP EXPERIENCES, EVENTS, AND/OR CHARACTERS.

CCSS.ELA-LITERACY.W.8.3.C USE A VARIETY OF TRANSITION WORDS, PHRASES, AND CLAUSES TO CONVEY SEQUENCE, SIGNAL SHIFTS FROM ONE TIME FRAME OR SETTING TO ANOTHER, AND SHOW THE RELATIONSHIPS AMONG EXPERIENCES AND EVENTS.

CCSS.ELA-LITERACY.W.8.3.D USE PRECISE WORDS AND PHRASES, RELEVANT DESCRIPTIVE DETAILS, AND SENSORY LANGUAGE TO CAPTURE THE ACTION AND CONVEY EXPERIENCES AND EVENTS.

TEACHING TOLERANCE SOCIAL JUSTICE STANDARDS:

JU.6-8.12 I CAN RECOGNIZE AND DESCRIBE UNFAIRNESS AND INJUSTICE IN MANY FORMS INCLUDING ATTITUDES, SPEECH, BEHAVIORS, PRACTICES AND LAWS.

JU.6-8.14 I KNOW THAT ALL PEOPLE (INCLUDING MYSELF) HAVE CERTAIN ADVANTAGES AND DISADVANTAGES IN SOCIETY BASED ON WHO THEY ARE AND WHERE THEY WERE BORN.

AC.6-8.16 I AM CONCERNED ABOUT HOW PEOPLE (INCLUDING MYSELF) ARE TREATED AND FEEL FOR PEOPLE WHEN THEY ARE EXCLUDED OR MISTREATED BECAUSE OF THEIR IDENTITIES.

AC.6-8.19 I WILL SPEAK UP OR TAKE ACTION WHEN I SEE UNFAIRNESS, EVEN IF THOSE AROUND ME DO NOT, AND I WILL NOT LET OTHERS CONVINCE ME TO GO ALONG WITH INJUSTICE.

CCSS.ELA-LITERACY.W.8.3.E PROVIDE A CONCLUSION THAT FOLLOWS FROM AND REFLECTS ON THE NARRATED EXPERIENCES OR EVENTS.

CCSS.ELA-LITERACY.W.8.5 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, FOCUSING ON HOW WELL PURPOSE AND AUDIENCE HAVE BEEN ADDRESSED.

CCSS.ELA-LITERACY.W.8.6 USE TECHNOLOGY, INCLUDING THE INTERNET, TO PRODUCE AND PUBLISH WRITING AND PRESENT THE RELATIONSHIPS BETWEEN INFORMATION AND IDEAS EFFICIENTLY AS WELL AS TO INTERACT AND COLLABORATE WITH OTHERS.

CCSS.ELA-LITERACY.W.8.7 CONDUCT SHORT RESEARCH PROJECTS TO ANSWER A QUESTION (INCLUDING A SELF-GENERATED QUESTION), DRAWING ON SEVERAL SOURCES AND GENERATING ADDITIONAL RELATED, FOCUSED QUESTIONS THAT ALLOW FOR MULTIPLE AVENUES OF EXPLORATION.

CCSS.ELA-LITERACY.W.8.8 GATHER RELEVANT INFORMATION FROM MULTIPLE PRINT AND DIGITAL SOURCES, USING SEARCH TERMS EFFECTIVELY; ASSESS THE CREDIBILITY AND ACCURACY OF EACH SOURCE; AND QUOTE OR PARAPHRASE THE DATA AND CONCLUSIONS OF OTHERS WHILE AVOIDING PLAGIARISM AND FOLLOWING A STANDARD FORMAT FOR CITATION.

CCSS.ELA-LITERACY.W.8.9 DRAW EVIDENCE FROM LITERARY OR

INFORMATIONAL TEXTS TO SUPPORT ANALYSIS, REFLECTION, AND RESEARCH.

CCSS.ELA-LITERACY.W.8.9.B APPLY *GRADE 8 READING STANDARDS* TO LITERARY NONFICTION (E.G., "DELINEATE AND EVALUATE THE ARGUMENT AND SPECIFIC CLAIMS IN A TEXT, ASSESSING WHETHER THE REASONING IS SOUND AND THE EVIDENCE IS RELEVANT AND SUFFICIENT; RECOGNIZE WHEN IRRELEVANT EVIDENCE IS INTRODUCED").

ESSENTIAL QUESTION: WHICH SMALL MOMENT STORIES DO OUR LEADERS NEED TO HEAR RIGHT NOW?

FORM: NARRATIVE WRITING INFORMED BY RESEARCH:

TASK: WRITERS WILL INVESTIGATE INJUSTICES THAT THOSE WHO ARE DIFFERENT FROM THEM STRUGGLE WITH.

THEY WILL IDENTIFY ONE PERSON WHOSE STORY MUST BE SHARED WITH A LEADER WHO MIGHT LISTEN.

THEY WILL PRACTICE EMPATHY, ENGAGING IN VARIED RESEARCH APPROACHES THAT WILL DEEPEN AND REFINE THEIR UNDERSTANDING OF THEIR SUBJECT'S NEEDS AND EXPERIENCES.

THEY WILL USE THEIR DISCOVERIES TO DRAFT A SMALL MOMENT STORY THAT WILL CALL READERS, INCLUDING LEADERS, TO SOCIAL ACTION.

PROMPT: HOW MIGHT YOU USE YOUR WORDS TO ADVOCATE FOR SOCIAL JUSTICE ON BEHALF OF SOMEONE WHO IS DIFFERENT FROM YOU?

LEARNING TARGETS:

I CAN WRITE A STORY ABOUT A SOCIAL JUSTICE ISSUE THAT IMPACTS THE LIFE OF SOMEONE WHO IS DIFFERENT FROM ME, IN ORDER TO ADVOCATE FOR HIM OR HER.

I CAN ENGAGE IN DIFFERENT KINDS OF RESEARCH TO GATHER EVIDENCE ABOUT THE SOCIAL JUSTICE ISSUE AT WORK INSIDE MY STORY.

I CAN RECOGNIZE AND DESCRIBE UNFAIRNESS AND INJUSTICE IN

USING GUIDING QUESTIONS TO CREATE A COHERENT PATHWAY THROUGH THE PROCESS:

WHY IS ADVOCATING FOR SOCIAL JUSTICE WORTHY WORK FOR WRITERS? HOW MIGHT WE DO THIS?

WHY SHOULD WE INVESTIGATE THE INJUSTICES EXPERIENCED BY THOSE WHO ARE DIFFERENT FROM US?

HOW DO WRITERS SERVE AS ALLIES TO THOSE WHO ARE DIFFERENT FROM THEM? WHY IS IT

ATTITUDES.

I CAN RECOGNIZE AND DESCRIBE UNFAIRNESS AND INJUSTICE IN SPEECH.

I CAN RECOGNIZE AND DESCRIBE UNFAIRNESS AND INJUSTICE IN BEHAVIORS.

I CAN RECOGNIZE AND DESCRIBE UNFAIRNESS AND INJUSTICE IN PRACTICES.

I CAN RECOGNIZE AND DESCRIBE UNFAIRNESS AND INJUSTICE IN LAWS.

I CAN DESCRIBE THE ADVANTAGES AND DISADVANTAGES MY SUBJECT HAS IN OUR SOCIETY, BASED ON WHO HE/SHE IS AND WHERE HE/SHE WAS BORN.

AS A RESEARCHER, I CAN PURSUE GUIDING QUESTIONS THAT HELP ME DISCOVER THINGS ABOUT MY TOPIC AND SUBJECT THAT I MAY NOT HAVE INTENDED TO.

I CAN EVALUATE THE CREDIBILITY OF MY SOURCES AS WELL AS THE

IMPORTANT TO CONSIDER THE UNINTENDED CONSEQUENCES OF OFFERING HELP? HOW IS THIS BEST ACCOMPLISHED?

HOW SHOULD OUR STORIES REFLECT THE ADVANTAGES AND DISADVANTAGES THAT OUR SUBJECTS EXPERIENCE, BASED ON WHO THEY ARE AND/OR WHERE THEY WERE BORN?

HOW DO STORIES HELP WRITERS ADVOCATE FOR SOCIAL JUSTICE?

HOW DO WRITERS CHOOSE WORTHY SOCIAL JUSTICE ISSUES TO ADDRESS?

HOW DOES RESEARCH PREPARE WRITERS TO ADVOCATE FOR SOCIAL JUSTICE?

HOW CAN WE USE TECHNOLOGY TOOLS TO CURATE FACTS AND IDEAS, CREATE OUR DRAFTS, AND COLLABORATE WITH OTHERS?

WHAT KINDS OF RESEARCH HELP WRITERS DEEPEN THEIR UNDERSTANDING OF SOCIAL JUSTICE ISSUES? HOW WILL WE USE THESE APPROACHES?

HOW DO WE RECOGNIZE INJUSTICE IN ATTITUDES? SPEECH? BEHAVIORS? PRACTICES? LAWS? HOW CAN EXPLORING EXAMPLES OF EACH MAKE US BETTER RESEARCHERS AND WRITERS?

HOW DO WRITERS EVALUATE THE CREDIBILITY OF THEIR SOURCES AND THE STATEMENTS

STATEMENTS THEY MAKE.

I CAN USE EFFECTIVE TECHNIQUES, LIKE FOCUSING ON ONE SMALL AND MEANINGFUL MOMENT, TO DRAFT MY STORY.

I CAN HOOK MY READER WITH AN HONEST LEAD THAT SURPRISES THEM, DELIGHTS THEM, PULLS ON THEIR HEARTSTRINGS, OR PROVIDES AN UNCOMMON PERSPECTIVE.

I CAN SEQUENCE THE EVENTS OF MY STORY IN A WAY THAT HELPS READERS UNDERSTAND AND APPRECIATE THEM.

I CAN USE RELEVANT DETAILS THAT DEEPEN MY READERS' UNDERSTANDING OF THE EXPERIENCE I'M RETELLING.

I CAN USE MY STORY TO COMMUNICATE AN IMPORTANT POINT OF VIEW AND MESSAGE.

I CAN USE DIALOGUE TO REVEAL MY SUBJECTS' THOUGHTS AND FEELINGS ABOUT HIS OR HER EXPERIENCES.

I CAN USE TRANSITIONS TO SEQUENCE MY STORY, TO DEMONSTRATE CHANGES IN TIME OR PLACE, AND TO SHOW HOW DIFFERENT EVENTS CONNECT INSIDE OF MY SMALL MOMENT

THAT THEY MAKE?

HOW DO WE DEFINE OUR PURPOSES AND POINTS OF VIEW AS STORY WRITERS? WHAT WILL OUR MESSAGES CONVEY? HOW?

WHO SHOULD READ OUR STORIES? WHY?

WHICH OUTLETS WILL HELP US REACH OUR INTENDED AUDIENCES? WHERE MIGHT WE AMPLIFY OUR LEARNING AND WORK, SO THAT OTHERS BENEFIT FROM IT AS WELL?

HOW DOES FOCUSING ON SMALL MOMENTS HELP US TELL BIG STORIES WELL?

HOW DO WRITERS CRAFT HOOKS FOR SMALL MOMENT STORIES THAT MAKE THEIR AUDIENCES WANT TO KEEP READING?

HOW DO WRITERS CREATE A POWERFUL SEQUENCE FOR THEIR SMALL MOMENT STORIES?

HOW DO WRITERS USE TRANSITIONS TO TELL THEIR STORIES WELL?

WHICH DETAILS MUST BE ADDED, IF WE'RE TO HELP OUR READERS EMPATHIZE WITH THE SUBJECTS OF OUR STORIES? WHICH DETAILS WILL HELP THEM UNDERSTAND THE STRUGGLES THAT THEY FACE? HOW WILL WE ADD THEM?

HOW DO WRITERS USE DIALOGUE TO REVEAL THE THOUGHTS AND FEELINGS OF OUR SUBJECTS?

STORY.

I CAN USE PRECISE WORDS AND SENSORY LANGUAGE TO CREATE RICH IMAGES THAT BRING THIS EXPERIENCE TO LIFE FOR MY READERS.

I CAN CREATE A CONCLUSION THAT REFLECTS ON THE EVENTS OF THE STORY AND CALLS READERS TO ACTION.

I CAN USE FEEDBACK FROM MY PEERS AND TEACHER TO DRAFT MY STORY AND IMPROVE IT OVER TIME.

I CAN USE TECHNOLOGY, INCLUDING THE INTERNET, TO CREATE MY DRAFT.

I CAN USE TECHNOLOGY, INCLUDING THE INTERNET, TO COLLABORATE WITH OTHERS.

I CAN USE TECHNOLOGY, INCLUDING THE INTERNET, TO SHARE MY STORY WITH AUDIENCES WHO WILL BENEFIT FROM HEARING IT

I CAN SPEAK UP OR TAKE ACTION WHEN I SEE UNFAIRNESS, EVEN IF THOSE AROUND ME DO NOT, AND I WILL NOT LET OTHERS CONVINCE ME TO GO ALONG WITH INJUSTICE.

HOW DO WRITERS MAKE THEIR WORDS MORE PRECISE?

HOW DOES THE USE OF SENSORY LANGUAGE DRAW READERS CLOSER TO A STORY'S SUBJECT AND THE EXPERIENCES HE OR SHE FACES?

HOW DO WRITERS USE WORD CHOICE AND SENTENCE FLUENCY TO CREATE VOICE?

HOW CAN STORY WRITERS CREATE CONCLUSIONS THAT CALL READERS TO ACTION?

HOW DO I ASK FOR AND PROVIDE HIGH QUALITY FEEDBACK?

WHICH REVISION STRATEGIES HELP ME IMPROVE THE CONTENT OF MY PIECE?

HOW IS EDITING DIFFERENT FROM REVISION?

WHICH TOOLS HELP ME EDIT MY WORK WELL?

HOW DOES PUBLISHING HELP US IMPROVE OUR THINKING AND OUR WORK?

HOW DO ADVOCATES FOR SOCIAL JUSTICE RESPOND WHEN OTHERS CHALLENGE THEM, IN ORDER TO ENCOURAGE PEACEFUL PROBLEM SOLVING?

FREE RESOURCES TO SUPPLEMENT YOUR LEARNING AND WORK:

[TEACHING FOR SOCIAL JUSTICE](#)

[SUPPORTING THE WRITING PROCESS AND CRAFT](#)

[COACHING PEER REVIEW AND PROVIDING HIGH QUALITY FEEDBACK](#)