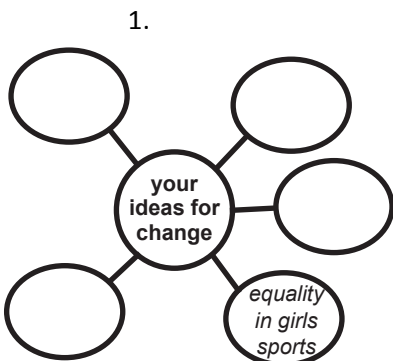
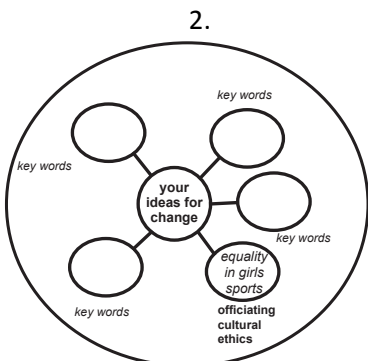


**Subject:** Language Arts  
**Grade:** 10<sup>th</sup> Grade  
**Standard:** CCLA - Standard: 1. Oral Expression and Listening  
**Unit of Study Description:** Make Change Happen: For Things that Matter to You  
**for Presenting Change**  
**Number of days:** 3  
**Owner:** Robert Seth Price

**STARTING AND ENDING POINTS**




**Defining Excellence**  
 By completing this unit your goal is to ‘make change happen’ with things that matter to you. You will learn to research, provide supporting evidences, and organize your thinking with patterns and structures to create influential oral presentations for diverse audiences and varied purposes. Your goal will be to create a highly effective presentation to make change happen for something that matters to you. As a presenter you will use precise vocabulary appropriate for your purpose and audience. You will use digital media as a learning tool to enhance your presentations.

**Starting Point:**  
 1. In your composition notebook, use a visual map to brainstorm (figure 1) ideas on things for change you are passionate about and have a personal interest to affect change (e.g. equality with girls in sports, environment, eating choices, or ?). Your audience are people that are you are trying to develop an understanding of your change and support your change.


2. On the same page in your composition notebook, write (figure 2) 5-10 key words for each idea in the frame analysis oval to provide vocabulary for researching each idea to impact change. For example, you idea ‘equality in girls sports’ would generate key words such as: officiating; ethics; cultural; statistics; trends; rules.

**Ending Point:**  
 Today you will be determining things you’d like to bring about persuasively to make change happen. You will do research on your area of interest, then create a highly effective presentation to bring change for something that matters to you. Read through the Learning Objectives box below, determine if you completely understand the objective, and plan how you are going to accomplish the learning for this unit, how this connects to other subjects, and how you will apply with your daily life

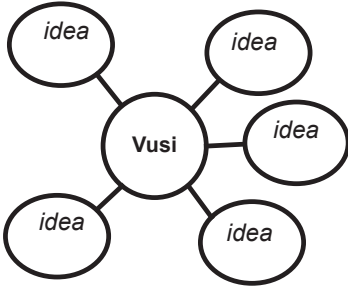
<p><b>Learning Objectives</b></p>	<p><b>CCLA - Standard: 1. Make Change Happen in the Present for YOUR Future</b> Content that is gathered carefully and organized well successfully influences an audience. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. (CCSS: SL.9-10.4)</p> <p><b>Standards:</b></p> <ul style="list-style-type: none"> <li>• Colorado HS Language Arts Standard 1: Oral Expression and Listening CCSS: SL.9-10.4</li> <li>• Evidence Outcomes: You the student creates and presents a presentation for change in your community and present through digital media and public place.</li> <li>• 21st Century Skills:             <ul style="list-style-type: none"> <li>○ Inquiry: How can digital media be used for preparation with oral presentations?</li> <li>○ Relevance/Application: How can electronic presentation tools be used to facilitate change?</li> <li>○ Nature of Discipline: How do skilled presenters effectively use presentation methods and skills for active persuasive change through digital media and in public spaces?</li> </ul> </li> </ul>
<p><b>RESEARCH</b></p>	
<p><b>Resources</b></p>	<p>Your resources</p> <ol style="list-style-type: none"> <li>1. A mobile phone to take video or digital camera that takes video</li> <li>2. Composition Notebook.</li> <li>3. Watch the short video clip on Vusi Mahlasela: <a href="https://www.ted.com/talks/vusi_mahlasela_sings_thula_mama#t-364400">https://www.ted.com/talks/vusi_mahlasela_sings_thula_mama#t-364400</a></li> <li>4. Vusi Mahlasela biography: <a href="http://vusimahlasela.com/bio">http://vusimahlasela.com/bio</a></li> <li>5. Watch the TEDx video clip on McKenna Pope with her video: Want to be an activist? Start with your toys. <a href="https://www.ted.com/talks/mckenna_pope_want_to_be_an_activist_start_with_your_toys">https://www.ted.com/talks/mckenna_pope_want_to_be_an_activist_start_with_your_toys</a></li> <li>6. Use <a href="http://www.change.org">www.change.org</a> to facilitate change in your community.</li> <li>7. Go to <a href="http://www.ted.com">www.ted.com</a> and do a search for a video clip(s) on areas that interest you for change and/or similar expertise.</li> </ol> <div style="text-align: right;">    </div>

Activity 1: Watching and responding to the video clip *Vusi Mahlasela* (resources #3):

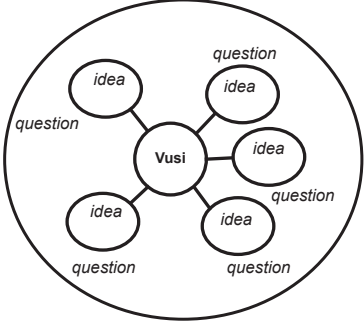
- Watch the video clip and use a brainstorm map (like in figure 1. below) for the key ideas you learned about Vusi Mahlasela in regards to his background for activism, his music as a tool for change and his positive spirit (e.g. importance of women);
- Watch the video clip a second time, and write or draw outside each key idea in the frame analysis oval (like in figure 2. below) your reactions to each of the key ideas with questions (e.g. Why does Vusi have a focus on women?);  
Watch the video clip a third time, and add to your frame analysis oval with ideas of how you can ‘voice’ change (e.g. through music, public presentations, online social media, and others);
- Go to Vusi’s bio online at <http://vusimahlasela.com/bio> (resource #4) and read the article. After reading the article, respond to the article with the Organizational Grid below (figure 3. below)



1.



2.



3. The Organizational Grid: A Thinking Framework

	What did he do?	How did he do it?	What did he learn?	What have you learned?
What are some of the most important things Vusi learned when he was young?				
How did music become an				

important part of Vusi's life?					
How did Vusi's mastery of music influence his life, other famous musicians lives, and the people of his country?					

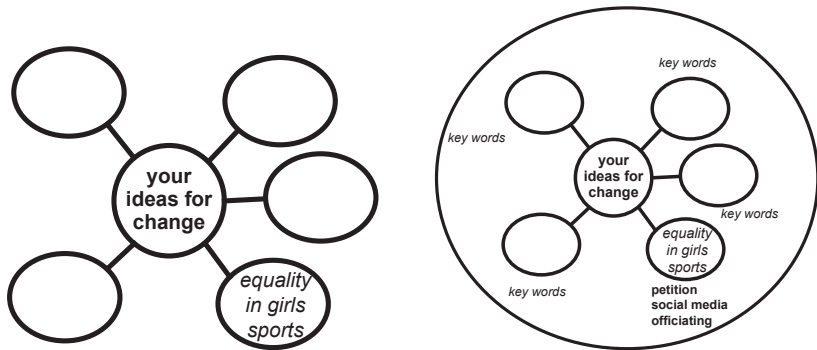

Activity 2: Watch the TEDx video clip with McKenna Pope (resource 5) [https://www.ted.com/talks/mckenna\\_pope\\_want\\_to\\_be\\_an\\_activist\\_start\\_with\\_your\\_toys](https://www.ted.com/talks/mckenna_pope_want_to_be_an_activist_start_with_your_toys). Using a brainstorm map (like in figure 1. above) take brief notes of key ideas while watching. Then after watching the video, using your notes and what you remember, respond to the following questions with written responses in your writing journal (use a composition notebook). Please label your entry with a title, reference to this unit of study, and today's date.



- How did the personal knowledge of McKenna Pope's brother influence her personal interest?
- Why did Hasbro invite McKenna Pope to their headquarters?
- How did McKenna Pope's experience affect her thinking and actions as a person?
- Why is listening and viewing McKenna's Pope's experiences important for your personal thinking and actions with change?

Activity 2: Go to [www.ted.com](http://www.ted.com) and do a search for a video clip(s) on something and someone that is interested in change similar to your interests. Use key words for your search like 'activism', 'change', and the word(s) with something you are personally interested in. Watch the video clip. What new ideas did you learn about activism? How will you use these ideas? Map or write these ideas in your composition notebook.

SKILL DEVELOPMENT

<p><b>Activities</b></p>	<p>Activity 1: What would you like to see changed (e.g. gender consideration, climate, school change). Create a brainstorm map in your composition notebook with ideas of things you would like to change. In the frame analysis oval, write key words and specific ideas to do that you have to create this change (e.g. starting a petition like on change.org, publicize your interest on social media, find an expert to interview, and/or ?).</p>  <p>Activity 2: Decide on one of the ideas for change that you have in your brainstorm map, one that is important personally to you and you would like to facilitate change with. Next storyboard (sequence map) an order of the events. Begin with the 'problem', add the steps to initiate and lead change.</p>  <p>Activity 3: Lead this same process (an idea to change, and the sequence to do) with another student, or an educator. First share your example, then develop an idea of change that is of interest to the student and/or educator.</p>
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RELATION

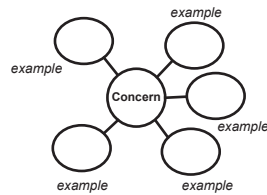
<p><b>Activities</b></p>	<p>Choose between Activities 1 or 2. Also complete a Reflection (see directions below after Activities 1 &amp; 2) after doing one of the activities.</p> <p>Activity 1: You will decide on one area of concern and interest you would like to influence change. You will use <a href="http://www.change.org">www.change.org</a> to share your interest, and get people to sign your petition.</p> <ol style="list-style-type: none"> <li>1. go to <a href="http://www.change.org">www.change.org</a> and read several examples of petitions</li> <li>2. pick a concern that you have a personal interest in</li> <li>3. brainstorm with a visual map key ideas on the concern (figure 1)</li> <li>4. for each key idea you will write examples of the ideas (figure 2)</li> <li>5. sequence your key ideas and examples to write (figure 3)</li> <li>6. write two or three paragraphs on your area of concern for change and post it on <a href="http://www.change.org">www.change.org</a></li> <li>7. add a photo or video like the examples you see on <a href="http://www.change.org">www.change.org</a></li> <li>8. seek people you know to support your petition through email and social</li> </ol>
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media. Reach out to them personally with a direct message asking for a reply. Reach out to at least 20 personally in addition to Facebook or similar that you are already using.

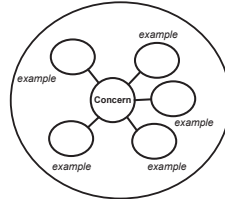
9. print out your petition on paper to share with your educator.
10. write a report in your composition notebook about the outcomes of your petition. Who responded, how many people looked at your posting, what were the comments?



1.



2.



3.



Activity 2: You will decide on one area of concern and interest you would like to influence change. You will implement your idea in your local community..

1. Go to [www.change.org](http://www.change.org) and read several examples of petitions
2. Pick a concern that you have a personal interest in
3. Brainstorm with a visual map key ideas on the concern (figure 1)
4. For each key idea you will write examples of the ideas (figure 2)
5. Sequence your key ideas and examples to write (figure 3)
6. Write two or three paragraphs on your area of concern for change and create a one page handout
7. Add a photo similar to examples on [www.change.org](http://www.change.org)
8. Seek people you know to support your petition through door to door canvassing, local church or schools, in public spaces.

Reflections: In your composition notebook create a visual map and/or write responses to the following guiding questions:

- What were the most important discoveries with this unit?
- How will you apply these discoveries to your formal speaking presentations in public?
- How will you apply these discoveries with informal speaking?



## Unit of Study Criterion Checklist

Adapted for CO Implementation

Subject/Area: Unit #: Revised by:	Excellent	Revision Required
<b>STAGE 1: Starting/Ending Points</b>		
<b>Defining Excellence</b> field is aligned with the Learning Objectives, paraphrased in the most explicit and clear way, within reach for the Student		
<b>Starting Point</b> includes questions/activities that access student's prior knowledge, hooks his/her attention and will later relate to the overall objective		
<b>Ending Point</b> indicates the goal and focus of the unit of study and asks student what he/she wishes to gain from the learning objective		
<b>Learning Objectives</b> align with CO standards: Evidence Outcomes and 21 <sup>st</sup> Century Skills		
<b>STAGE 2: Research</b>		
Includes beyond the minimum resources required		
Includes a variety of material forms (videos, articles, slide presentations, etc.)		
Requires the student to produce his/her own tools to organize the information (rather than copy-paste material)		
<b>STAGE 3: Skill Development</b>		
Includes at least one activity to develop each element of the unit's objective(s).		
Students are provided choices within the required activity work		
Includes activities that promote higher order thinking via 1) analysis, 2) connection/application between objectives (synthesis), 3) open ended questioning and 4) creative (multisensory) tasks		
<b>STAGE 4: Relating</b>		
Includes activities/questions that relate the content learned with student's life		
Includes activities/questions that relate with previous unit of study objectives		
<b>OVERALL UNIT OF STUDY DESIGN</b>		
<b>The title</b> of this unit of study uses key words from the learning objectives		
<b>The grade-level and Subject-Area</b> are identical to those indicated in units of study that coincide with this one		
<b>The overall workload</b> is manageable within the goal completion date stated		
<b>Wording</b> is student-friendly; avoids complexities that could cause confusion		
<b>Formatting</b> is neat; and text within the 4 stages clearly outlines task directions and is chunked appropriately based on task		
<b>Task directions</b> state exactly what materials to use & how to access them		
<b>Guidelines</b> are provided for certain activities to indicate itemized expectations for work production		

