

Achieving Social Change

TEACHER'S GUIDE

Supporting social studies initiatives that ask students to take informed action, Achieving Social Change tells the stories of important social reforms brought about by activism and encourages readers to consider how they can foster activism in their communities. Through the lens of activism, readers learn about global issues and how perspectives, laws, and practices changed over time. Readers will explore the tactics used by activists to inspire change and be motivated to think about how the achievements from the past can be applied to activism today.

The innovative and multimodal lesson plans in this guide are tailored for grade 6 and have a social studies and language focus. Students will learn to think critically about the information they read and draw connections between different sources of information, varying perspectives, and their own understanding. Overall, students will learn the importance of considering a variety of perspectives when considering any issue at a local or global level.

The lessons in this guide follow a sequential order that works to scaffold understanding. Alternatively, individual lessons can be adapted to stand alone. Reproducible worksheets and assessment tools accompany each lesson plan. The titles in Achieving Social Change include:

Working Toward Abolishing Poverty
Working Toward Abolishing Slavery
Working Toward Achieving Civil Rights
Working Toward Workers Rights
Working Toward Gaining Equality for Women
Working Toward Protecting the Planet

PACING CHART AND VOCABULARY

Lesson Plan Title	Pacing	Vocabulary
Issues All Around Us	1-2 class periods	issue local global personal problem regional
Perspectives Within An Issue	2-3 periods	argument influences perspective stakeholder viewpoint
Creating An Action Plan	2-3 periods	action audience impact plan

* 1 class period = 40 to 60 minutes

ACCOMMODATION STRATEGIES

Accommodations provide equal access to learning and equal opportunity to demonstrate what is learned. Accommodations allow a student access to the subject or course without any changes to the knowledge and skills the student is expected to demonstrate.

Educators are encouraged to adapt the instructional approach, activities, and assessments included in this guide to best meet the diverse interests, needs, and abilities of their students. Possible accommodations may include:

Instructional Strategies

- Break tasks into parts with accompanying time lines
- Provide extra time for processing of oral information
- Pair oral instructions with visual ones (writing or symbols)
- Pre-teach new vocabulary and regularly review previously taught vocabulary
- Provide model of completed work
- Frequently check with the student to get him/her started
- Provide oral and visual instructions and examples
- Provide a checklist of tasks for the student

Environmental Strategies

- Proximity to teacher
- Strategic seating
- Flexible or mixed-ability grouping
- Provide an alternative setting for learning that is free from visual and auditory distractions

Assessment Strategies

- Build in extra time to allow student to process questions asked and answers given
- Provide written instructions and rubrics for assignments
- Offer a choice of assessment activities so that the student can choose one suited to their strengths
- Space out or extend assignments to prevent student feeling overwhelmed
- Reduce the number of tasks used to assess skill or concept
- Allow students to use assistive devices or technology

LESSON 1

Issues All Around Us

Curriculum Correlations

C3 Framework for Social Studies
D4.6.6-8

Ontario Social Studies Standards
Grade 6: B2.5

Materials

- *Concentric Circles Worksheet*
- *Concentric Circles Worksheet Example*
- *Concentric Circles Diagnostic Checklist*
- Projector, or board to recreate the *Concentric Circles Worksheet* on
- Notebooks or loose lined paper

Objectives

Students will be able to:

- Explore issues that impact them personally and on a larger scale.
- Understand the difference between a problem and an issue.
- Reflect on issues and the impact they have on different groups.

Setting the Stage

Begin the lesson by asking students to reflect on how they would change the world. Encourage students to respond to this prompt in a notebook or on lined paper.

When complete, ask students to share some or all of their responses. Create discussion around the ideas presented by the class. Record the ideas shared on the board or on chart paper to refer back to throughout the lesson.

Ask students if they think we would have similar answers if we asked a group of young children or a group of adults. Discuss this as a group.

Activity

On the board, write the terms problem and issue. Have students do a think-pair-share on the difference between a problem and an issue.

After thinking about it themselves, have students discuss it with a partner, then have students share their ideas with the class. Jot down ideas on the board under each word to help your class construct an understanding of the difference.

The overall impression students should gather from this is that a problem is something specific to an individual or single group of people. An issue is something that exists on multiple levels (local, national, global levels etc.), and can impact people in a variety of ways.

Hand out to students the *Concentric Circles Worksheet*. Draw a diagram on the board or project a copy of the *Concentric Circles Worksheet Example* so students can see an example and work through some of the stages together.

In the smallest circle, have students brainstorm a problem that affects only them. This may be a problem that others have as well, but it only affects them in their situation.

- For example: Disliking cleaning my room. This may affect others seeing your room or those who come into the room, but difficulty is only experienced by the person having to clean the room.

The center circle will have a problem, not an issue. As you move on to larger areas of the circles, challenge students to think of issues rather than problems.

Encourage students to write a few options in each level of the *Concentric Circles Worksheet*. When choosing an issue, remind students to choose something that is of interest to them or has some impact on them—even if it is a large global issue. This will allow their *Concentric Circles Worksheet* to be individualized to them.

As a class, talk through each of the examples given on the *Concentric Circles Worksheet Example* and discuss why it is placed at each level and the impact it has on the teacher. Feel free to adapt the examples to represent a perspective that better reflects your area and community.

Extensions

- To extend their learning and understanding about issues existing on multiple levels, have students work with one of the issues from their *Concentric Circles Worksheet*. Have students further explore how that issue exists on each level including the personal impact it may or could have on them.

Wrap Up

As students finish their *Concentric Circles Worksheet* have them share with a partner or small group what they put in each level. Encourage students to include ideas they hear from their peers on their own diagram.

Have students look specifically at their largest two circles and the issues included there. Prompt students to select one or two issues from their diagram that they would want to investigate further. The issue focused on should be something that could and most likely does exist on multiple levels.

On the bottom of the *Concentric Circle Worksheet* have students write the issue they are most interested in investigating and a sentence explaining why they are interested in this issue. If students have more than one issue they would like to investigate, have them write both.

Assessment

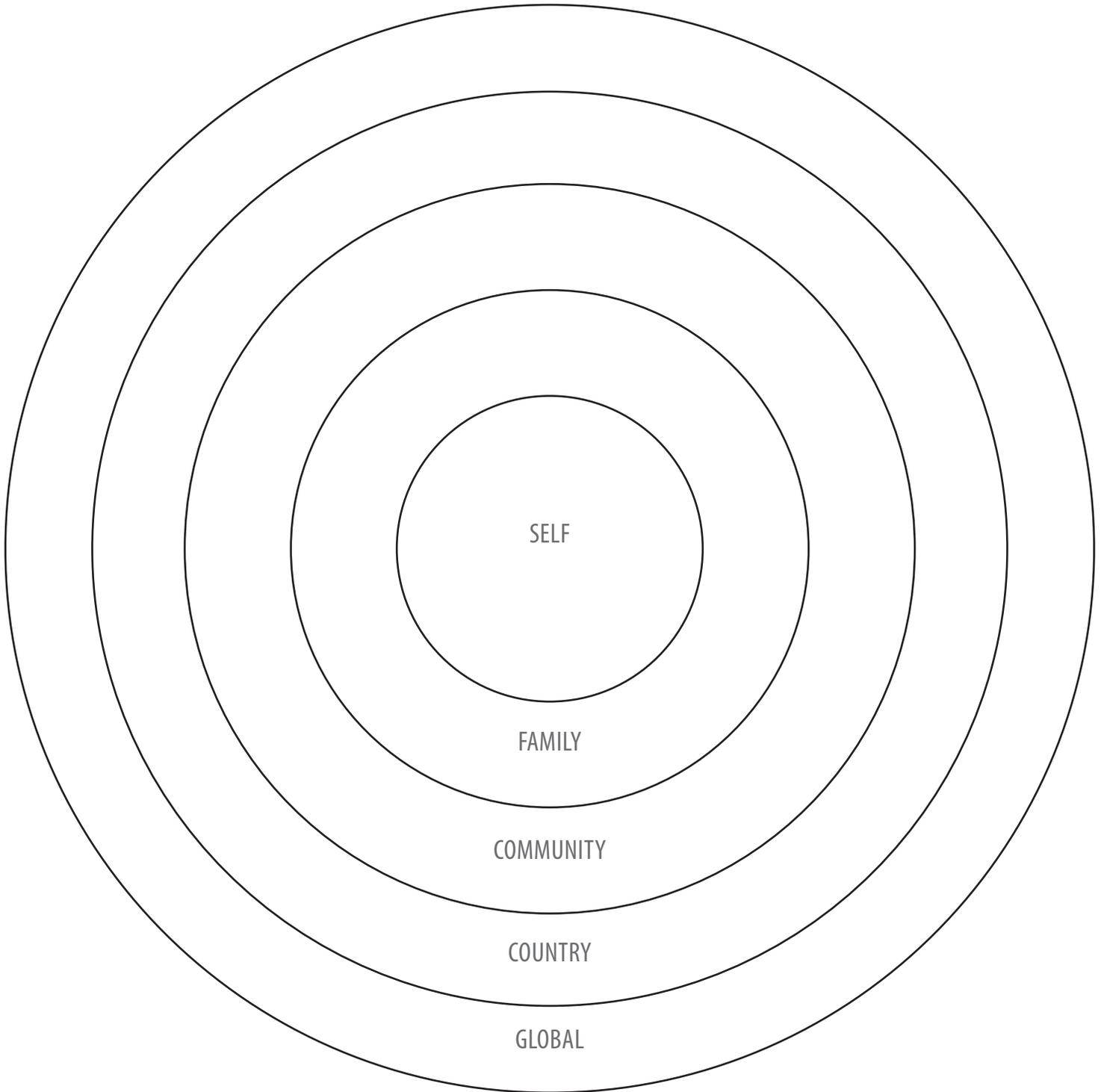
Assess students' understanding during lessons using observational and anecdotal notes.

Collect students' *Concentric Circles Worksheet* and use the *Concentric Circle Diagnostic Checklist* to assess students' understanding of an issue vs. a problem and ensure they have selected an appropriate issue to continue their investigation with. If not using the other lessons in the guide, encourage students to further research this issue at home or to discuss these topics with their family.

Concentric Circle Worksheet

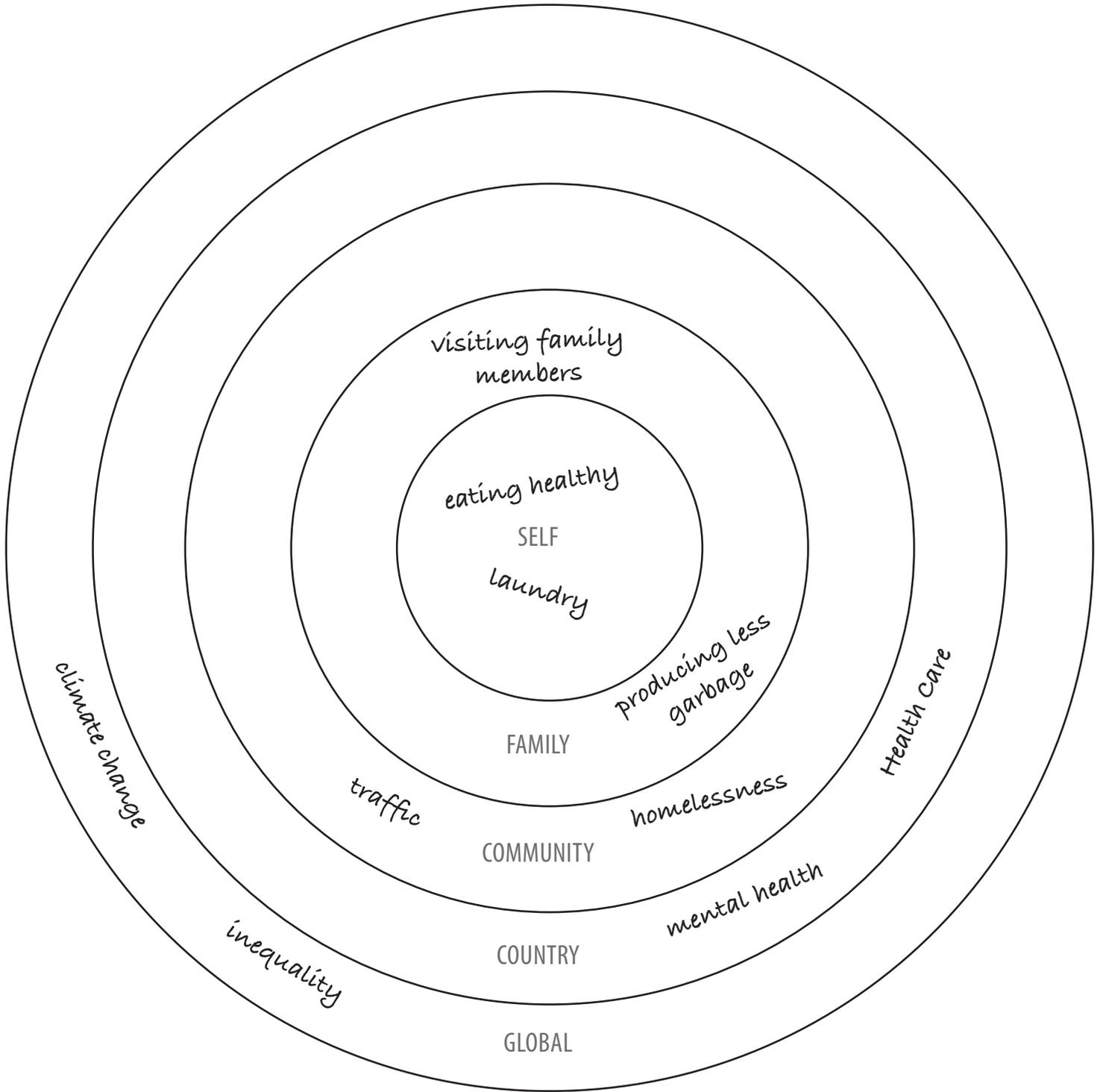
Name: _____

Date: _____



I am interested in further exploring _____

Concentric Circle Worksheet - Example



Concentric Circles Diagnostic Checklist

Student name: _____

The student was able to complete the Concentric Circles Worksheet with a variety of issues at each level.	Achieved	Somewhat Achieved	Has not yet Achieved
The student selected an issue to further research that impacts multiple levels.	Achieved	Somewhat Achieved	Has not yet Achieved
Chosen Issue:			

Concentric Circles Diagnostic Checklist

Student name: _____

The student was able to complete the Concentric Circles Worksheet with a variety of issues at each level.	Achieved	Somewhat Achieved	Has not yet Achieved
The student selected an issue to further research that impacts multiple levels.	Achieved	Somewhat Achieved	Has not yet Achieved
Chosen Issue:			

LESSON 2

Perspectives Within An Issue

Curriculum Correlations

Ontario Social Studies Standards

Grade 6: B2.1

C3 Framework for Social Studies

D2.His.3.6-8.

D2.His.4.6-8.

Materials

- *Different Perspectives Graphic Organizer*
- Access to Internet for research
- Achieving Social Change Series
- *Stakeholder's Perspective KWL Chart*
- *KWL Checkbrick*

Objectives

Students will be able to:

- Explore the variety of perspectives related to a larger global issues.
- Gather information to represent viewpoints of each perspective.

Setting the Stage

Begin the lesson by focusing on the word perspective. Either discussing the word's meaning as a class or have students discuss it with a partner or small group to develop their own understanding. As a class, develop a common understanding of what perspective means.

As an example, choose a simple event to discuss the variety of perspectives that would exist. You may wish to choose your own event that is more relevant to your students. An example is a referee's call in a professional basketball game. Have students list the different stakeholders that would have a perspective in the event and how their perspective may be influenced.

Event: Referee's call in a professional basketball game

Stakeholders and their Perspectives:

- Referee- believes he has made the right call based on what he has seen
- Coaches- may agree or disagree with the call based on how it affects their team and what they could see from the sidelines
- Players directly involved in the call- may agree or disagree with the call based on their experience in the event (i.e. which player touched the ball, etc.), and how it might impact their team or their team's view of them
- Players not directly involved- may agree or disagree with the call based on what they saw from their position, as well as how it may impact their team and the score.
- Viewers at home- may agree or disagree with the call based on the camera angles they are being shown at home and the opinions of the commentators. Also, they may be influenced by which team they are cheering for.

End this discussion and brainstorm by highlighting that within every situation there are a variety of perspectives that can be influenced by a variety of factors.

Activity

If following the sequence of lessons, have students return to their completed *Concentric Circles Worksheet* from the previous lesson. As well, introduce students to the Achieving Social Change books, leaving the books out for students to access.

Assign students to groups of 3 to 5 students. If possible, allow students to choose an issue they are interested in exploring further and create the groups from there. Or, you may wish to assign students to one of the Achieving Social Change books and that topic.

Allow students time to skim the Achieving Social Change books and explore their topic.

Once students have settled into their groups, have them discuss what they know about their issue already. They should brainstorm a list of people or groups who would be stakeholders in the issue. Encourage students to brainstorm a list of stakeholders before beginning their research. They may wish to add more to the list once they become more knowledgeable about their issue.

Have students fill in the Stakeholders column of their *Different Perspectives Graphic Organizer*. Assign each person in the group 1 or 2 stakeholders to research. Each student needs a *Stakeholder's Perspective KWL Chart* for each stakeholder they will research.

Together as a group, have students discuss each stakeholder on their list, and what they know about them. This will allow each person to complete the "Know" column of their *Stakeholder's Perspective KWL Chart*. Groups may wish to also co-create their list of questions about each stakeholder for the "Wonder" column of their *Stakeholder's Perspective KWL Chart*.

Send individuals to research their assigned stakeholder. Groups should work near each other to continue to share ideas and discuss the addition or removal of stakeholders from their *Different Perspectives Graphic Organizer*. Students should only be making jot notes on their *Stakeholder's Perspective KWL Chart*.

Once students have come back to their groups, they should work together to complete the *Different Perspectives Graphic Organizer*. Each student can share what they completed on their *Stakeholder's Perspective KWL Chart*. Then, the group should discuss how to complete the other two columns on the *Different Perspectives Graphic Organizer*. Give students time to complete these sections.

Extensions

- Have students research how their issue is impacting a specific region of the world or county, list the stakeholders specific to that area. Explore how the issue presents differently in that location.
- Contact a representative of a person or group included in your list of stakeholders, create interview questions to gather primary research on this stakeholder.

Wrap-Up

Have students reflect on what they learned through their research process. Mix students from different groups together to form new groups. Have students share what they learned about their issue and the stakeholder they researched. Encourage the other members of the groups to ask questions about the issue and stakeholder.

Assessment

Assess students' understanding during lessons using observational and anecdotal notes.

Collect student's individual *Stakeholder's Perspective KWL Charts* using the *KWL Checkbric*.

Different Perspectives Graphic Organizer

Group members: _____

Issue: _____

Stakeholders: (can be a group or individual)	Perspective	Influences on their Viewpoint

Stakeholder's Perspective KWL Chart

Stakeholder: _____

Know (What do I already know about this stakeholder and their perspective?)	Wonder (What do I wonder about their stakeholder and their perspective?)	Learn (What did I learn about this stakeholder and their perspective?)

KWL Checkbrick

Student: _____

Issue: _____ **Stakeholder:** _____

Criteria	Yes!	Starting to	Needs assistance
Created questions about their stakeholder to drive their research process			
Considered how the stakeholder's perspective was impacted by the issue			
Gathered information related to their generated questions.			
Comments:			

KWL Checkbrick

Student: _____

Issue: _____ **Stakeholder:** _____

Criteria	Yes!	Starting to	Needs assistance
Created questions about their stakeholder to drive their research process			
Considered how the stakeholder's perspective was impacted by the issue			
Gathered information related to their generated questions.			
Comments:			

LESSON 3

Creating An Action Plan

Curriculum Correlations

C3 Framework for Social Studies

D4.8.6-8

D4.7.6-8

Ontario Social Studies Standards

Grade 6: B2.2

Materials

- Achieving Social Change Books
- Four corners headings posted in each corner of the room
- Sticky notes (3 different colors)
- Chart paper (optional)
- *How Can You Take Action? Handout*
- *Creating an Action Plan Organizer*
- *Creating an Action Plan Rubric*

Objectives

Students will be able to:

- Analyze the information they gathered to create an action plan.
- Determine the best reason for taking action related to their issue.
- Organize and plan to execute their chosen action.

Setting the Stage

Set up a four corners debate, with one of the following headings in each corner of the room:

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

On the board display the idea “one person can change the world”.

Have students think about the idea on their own for a minute. Then ask them to go to the corner that connects with how they feel about that statement. Do not allow students to stand in the middle. Remind them that they could be chosen to explain their choice.

Once all students have settled into their corner, have the groups discuss with each other why they have chosen to land in the corner. Select one student at random from each corner to share their reasoning. Once each corner has stated their perspective, allow students to relocate if they want. For any students who change corners, ask them to share what caused them to change their thinking.

If time allows, have groups create arguments that prove their perspective. Have each group share their argument and rebut the arguments of other groups.

Activity

If following the lesson sequence have students return to the work they did in the past two lessons. Have students select an issue (either one from the Achieving Social Change books or that was discussed in class) that they would like to further explore. Either create groups based on the issues of interest or place students in groups and have them select an issue to focus on. Groups may need to narrow into their issue in order to create an action plan.

With the class, discuss what it means to take action. What does it look like, sound like, and feel like to take action on an issue?

Give each student three sticky notes: one of each color. Leave a section of sticky notes close by to students can grab more if needed.

On the board or on chart paper, create three charts: “What does action look like?”, “What does action sound like?” and “What does action feel like?”.

Designate a color of sticky note to each question. Have students brainstorm their own ideas for each question on the appropriate sticky note. Then place them in small groups to discuss their responses. As a group, they may add new ideas to their sticky notes or fill in new sticky notes. Have them post their sticky notes on the chart. Discuss their responses as a class to generate their understanding of what it means to take action on an issue.

Have students seated in their issue groups and give them a copy of the *How Can You Take Action? Handout*. As a class, go through the different types of action and discuss examples students may have seen before in their school, community, or on a national or global scale.

Hand out the *Creating an Action Plan Organizers* to each group as well. Discuss who they want their action to impact. Who is the audience they are trying to reach? Try to guide groups who are getting hung up on the specific type of action they would like to take. If completing all the lessons in this guide, have students return to their previous brainstorms regarding the perspective associated with their issues to help narrow their focus.

Once groups have decided on an audience for their action, allow them to begin creating their action plan. Meet with each group once they have decided on their course of action and audience to ensure that these two areas align. Use the *Creating an Action Plan Rubric* to assess their process so far, reassessing if they decide to change their plan after conferencing.

Allow students to go through the full planning process, completing the *Creating an Action Plan Organizer* as a group. Tell students that their organizer may be completed in point form, but it is still to be detailed and thorough. They should be sure to keep their action plan realistic.

Extensions

- After reviewing the completed action plans, allow students to embark on completing their actions and taking this issue to the community (classroom, school, local community etc.)
- Have students create a pitch about their action plan and present it to the class or a panel of judges etc. to approve their plan
- Choose one of the action plans from the class to complete as a class initiative involving everyone on the action plan.

Wrap-Up

Pair up groups to discuss their completed action plans. Create a list of success criteria as a class to use as a guide when providing feedback to other groups on their action plan. Students may wish to adapt or change parts of their action plan after meeting with other groups and seeing their ideas.

Have students submit their completed action plans to be assessed using the *Creating an Action Plan Rubric*.

Assessment

Observe and record anecdotal notes throughout the process regarding, researching, teamwork and leadership skills. After each group has chosen their audience and course of action conference with the group to review their ideas using the *Creating an Action Plan Rubric*. Give immediate feedback to the group so they are able to implement this as they prepare their action plan.

Use the *Creating an Action Plan Rubric* to assess each group's final action plan.

How Can You Take Action?

Informing Others	Changing Behavior & Inspiring Others	Building/ Designing a Solution to Prevent or Improve the Situation
<ul style="list-style-type: none"> • Poster to inform an audience <ul style="list-style-type: none"> ▶ Infographic • Contacting an Expert <ul style="list-style-type: none"> ▶ Phone-call interview ▶ Video interview ▶ Survey questions • Video to inform an audience <ul style="list-style-type: none"> ▶ Infomercial ▶ Skit ▶ Podcast ▶ Public service announcement ▶ Stop-motion • Social Media campaign <ul style="list-style-type: none"> ▶ Website ▶ Series of images with a hashtag • Writing a letter <ul style="list-style-type: none"> ▶ To the editor of a newspaper ▶ To a level of government ▶ To an organization or company • Presentation/ Activity/Lesson to inform a group of people <ul style="list-style-type: none"> ▶ Another class ▶ An organization 	<ul style="list-style-type: none"> • Online petition • Daily/Weekly challenges • Documenting a personal change so others can be inspired • Social media campaign <ul style="list-style-type: none"> ▶ Website ▶ Series of Images with a hashtag • Running an activity to inspire a group of people to change their behavior <ul style="list-style-type: none"> ▶ Another class or grade 	<ul style="list-style-type: none"> • Designing an invention or product that will create a solution • Organize a live virtual event • Building a model
<p>Have a different idea? Reach out to your teacher to get it approved!</p>		

Creating an Action Plan

Group members:

Form of Action (Highlight one)

- Informing
- Changing Behavior/Inspiring Others
- Building/Designing a Solution to Prevent or Improve A Situation

Issue:

Who is the audience for your action? Why did you choose this audience?

Specific Action:
(see list of examples)

What steps do you need to take to complete your action?

What will you need to complete your action?(materials)

Who can help your group?

How can they help?

Creating an Action Plan - Rubric

Group members: _____

Issue: _____

The group was able to identify an audience that was relevant to their chosen issue.	Achieved	Somewhat Achieved	Has not yet Achieved
The group chose a course of action that was relevant and realistic based on their issue and chosen audience.	Achieved	Somewhat Achieved	Has not yet Achieved
All areas of the action plan were complete and done in detail, so that the action plan could be utilized.	Achieved	Somewhat Achieved	Has not yet Achieved
The group seemed well informed and knowledgeable about their issue as demonstrated through their created action plan.	Achieved	Somewhat Achieved	Has not yet Achieved
Comments:			