**Tami Ewell, West Hills Middle School, West Jordan, Utah**

**Course/Grade: English 9th Grade**

**Lesson Title: Global Perspectives Fair**

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| **Stage 1 Desired Results** | | |
| ESTABLISHED GOALS  **Common Core Goals:**  **9. RI.5** Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text. (e.g., a section or chapter)  **9.RI.6** Determine an author’s point of view in a text and analyze how an author uses rhetoric to advance that point of view or purpose.  **9.RI.7** Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.  **9.RI.8** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.  **9.W.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  **a.** Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.  **b.** develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.  **c.** Use words, phrase, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.  **d.** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.  **e.** Provide a concluding statement or section that follows form and supports the argument presented.  **9.W.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.  **9.W.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.  **9.W.7** Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.  **9.W.8** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.  **9.W.9** Draw evidence from literary or informational texts to support analysis, reflection and research.  **9.W.10** Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.  **EG 1** Students will assess their knowledge of a country/culture  **EG 2** Students will choose a global issue they would like to focus on and the region/country they will focus on from a particular country.  **EG 3** Students will explain how the history of a culture/country has shaped the global issue it is facing  **EG 4** students will examine the political and economical results and concerns in their global issue.  **EG5.** Students will act as a global mentor to a younger child. | ***Transfer*** | |
| *Students will be able to independently use their learning to…*  **T1.** Explore a range of domestic and international texts and media to identify and frame researchable questions of local, regional, or global significance.  **T2.** Use a variety of domestic and international sources, media, and languages to identify and weigh relevant evidence to address globally significant researchable questions.  **T3.** Analyze, integrate, synthesize, and appropriately cite sources of evidence collected to construct coherent responses to globally significant researchable questions.  **T4.** Develop and logically and persuasively present an argument based on compelling evidence that considers multiple perspectives and draws defensible conclusions about a globally significant issue. | |
| ***Meaning*** | |
| UNDERSTANDINGS  *Students will understand that…*  **U1.** There are multiple perspectives to an issue  **U2.** Our experiences develop our perspectives  **U3.** Perspective influences action  **U4.** It is important to look at an issue through other’s perspectives to come to a course of action  **U5.** Data and information must be assessed for validity and bias  **U6.** They must withhold judgment about information about an issue when that information is in opposition to their own perspective and look at the reasoning behind the differing perspective | ESSENTIAL QUESTIONS  **E1.** What are the most pressing global issues within a particular country?  **E2.** What are the different perspectives of that issue?  **E3.** What experiences have led to that perspective?  **E4.** How does the student’s experience relate to those involved in the global issue?  **E.5** How does knowing all perspectives involved in an issue change/enhance your won perspective of the issue?  **E.6** How does discussing information on an issue/country reveal your own and others’ perspective and bias? |
| ***Acquisition*** | |
| *Students will know…*  **K1.** The importance of looking at an issue through the different perspectives involved.  **K2.** How to help a younger child understand a global issue within a particular country in an appropriate manner.  **K3.** How perspectives are developed  **K4.** The importance of looking at global issues through multiple perspectives.  **K5.** How global issues are relevant to students’ lives  **K6.** That there are universal connections between their own culture and other global cultures | *Students will be skilled at…*  **S1.** Analyzing multiple perspectives of an issue and comparing and contrasting them with their own perspective  **S2.** Researching a variety of articles that show the different sides of an issue  **S3.** Developing an argument paper that explores a global issue without bias  **S4.** Recognizing where a particular perspective comes from  **S5.** Representing the perspectives involved in an issue in an accurate and authentic voice.  **S6.** Using technology to present the different perspectives to an issue.  **S7.** Using technology to collaborate on a project and to share perspectives, information, and ideas. |
| **Stage 2 - Evidence** | | |
| **Evaluative Criteria** | **Assessment Evidence** | |
| 1. Can identify similarities and differences from both sides of a global issue that they have chosen to research 2. Demonstrates research skills by finding two articles for each side of the global issue. 3. Asks questions to understand and research the issue. 4. Can present research findings in a manner that demonstrates thorough analysis of both sides 5. Presents information in a creative and engaging manner 6. Can assess the validity of a research source in regards to bias of the issue 7. Presents a well written argument for a student generated solution to the global issue or in support of an established solution for one side of the argument while still recognizing and addressing a counter argument. | TRANSFER TASK(S):   1. **KWL:** Students will fill out a KWL chart for the country they would like to focus on. They will fill out what they know about the cultures/issues/perspectives in the country. In the W section, they will write questions they have and would like to find out. They will write what they learn and answers to their questions in the L section. They will use the KWL to decide on an issue to focus on for their research. 2. **Venn Diagram:** Students will choose a country/global issue they would like to further research. They will then create a Venn diagram comparing/contrasting the different perspectives/cultures involved in the global issue. 3. Students will use computers to research the issue they have chosen. They will need to find articles that present both sides of the issue and articles from each side of the issue. Students will also find other types of literature on their issue (personal memoirs, short stories, fables, etc.) Students must also use at least two non-print resources (videos, podcasts, recordings, etc.) 4. **Author Worksheet:** Students will fill out a worksheet where they analyze an author’s perspective, purpose, and experience in regards to the article they have written. They will identify the claim and the supporting detail and decide whether or not the evidence is valid. 5. **Validity Worksheet:** students will fill out a worksheet for the articles they find to determine if it is a reliable source as well as to determine the stand or perspective of the article in regards to the issue. 6. **Class Blog:** Students will blog back and forth with a sixth grade student who is also studying the same country. Students will share the information learned about the country. 7. **My Access writing tool:** Students will use their graphic organizers to develop a written argument about their chosen issue. In the essay, students will follow correct formant and structure. Students will identify and address counterclaims in their argument. Students will use the on-line writing program My Access. 8. **Two-Voice poem:** Students will write a two-voice poem on their issue. They will use their Venn diagram to determine the separate voices as well as the common voice in the middle. 9. **Perspectives Fair:** On a designated evening, parents of both the elementary students and the ninth grade students will be invited to come and view the displays and listen to the two-voice poems. 10. **Reflection:** Students will write a brief reflection after the unit on what they have learned and on the experience. | |
| Shows appreciation for the different perspectives of the global issue. Can make connections to self in regard to his/her perspective on the issue and understands the significance and importance of being a global citizen. | **OTHER EVIDENCE:**   1. Observations of students during the research process 2. Observations of students during the Perspectives Fair 3. Class discussions on issues 4. Teacher interaction with students 5. Rough draft of argument. 6. Peer review sheets (students will review each other’s rough drafts to check for errors in conventions and meaning). 7. Class blog responses with mentee | |
| **Stage 3 – Learning Plan** | | |
| *Summary of Key Learning Events and Instruction*  **Country Auction:** Students will “buy” the country they want to research with reasons why they want to research it. The student with the most valid reasons will win that country. This will ensure that no student is studying the same country in any class and will add to a variety of countries and perspectives. (9.W.1, EG.2)  **Global Mentee:** Students will then be paired with a sixth grade student who is studying the same country. The students will communicate and collaborate with each other through a class blog. Mentor and mentee students will both share their class work and research with each other through the blog. Students will watch a video and receive instruction on correct blogging etiquette. Mentor students will be reminded to keep their posts appropriate for the sixth graders in regards to violence and situations involved in the issue they have chosen to research (E6, K2) Source: <http://www.youtube.com/watch?v=QCfRqDIrpyg>  **Background Assessment:** Mentor students will spend a couple of days assessing their own background knowledge and the background knowledge of their mentee by filling out a KWL chart on what they know, want to know, and learned about their country, a Venn Diagram that compares the country to his/her own country. This information will be shared with their mentee and the mentee will share his/her information from his/her own KWL and Venn Diagram. (U!, U2, U3, U4, S1, 9W7):  **Research and Validity:** After receiving direct instruction on evaluating sources, mentor students will conduct research on a chosen issue/conflict within their country. They will fill out worksheets that identify the author’s perspective and purpose and whether or not the source is reliable. Students will identify claims and counterclaims in the sources. Students will again share this research with their mentee through the class blog. (RI5, RI6, RI7, RI8, W8, W9, S2, E2, E3, EG3, EG4) Sources:  <https://www.cia.gov/library/publications/the-world-factbook/>  <http://travel.nationalgeographic.com/travel/countries/>  <http://www.state.gov/r/pa/ei/bgn/>  <http://www.countryreports.org/>  **Written Argument:** Mentor students will take their research and use it to write an argument on the researched issue within his/her country. In the argument, students will analyze how the history and economic situation of the country has shaped the different perspectives involved in the issue. Students will receive direct instruction on the format of an argumentative paper, practice looking at mentor texts to identify the parts of an argument, and participate in peer revision with fellow classmates to edit and revise their written arguments. Students will then type their arguments into the on-line writing program My Access to receive a point evaluation and score. (9W1b-e, 9W4, 9W5, 9W7, T4, U6, S3, E3, E4)  **Two Voice Poem:** Mentor students will use their graphic organizers, research, and argument paper to generate a two-voice poem. Students will see examples of two voice poems and will use a graphic organizer to write a two-voice poem on the issue he/she research that clearly represents both perspectives in an accurate and non-biased manner. (U1, U4, U6, RI7, W10, E2, S4, S5 K1) Source: *Joyful Noise: Poems for Two Voices* by Paul Fleischman  **Two-Voice Presentation:** Mentor students will gather/create images that represent both perspectives of the issue they research. They will use either PowerPoint or Movie Maker to combine the images and their voice and the voice of their mentee reading the two-voice poem. (S6, S7)  **Perspective Fair:** For one evening mentor and mentee students and their parents will be invited to attend a Perspectives Fair, where students will display their two-voice poems, using iPads. Students will provide the visitors background information about the issue/country they studied and then show their two-voice poem video. (K1, K4)  **End of Unit Reflection:** Mentor students will finish the unit by writing a reflection in which he/she analyzes how the project has changed/enhanced their perspective on the issue/country they studied. They will also reflect on the experience of being a global mentor to a younger student and how that affected their perspective and how his/her perspective was similar to or different from his/her mentee and why. Students will also elaborate on what it means to be a global citizen and why it is important to look at all perspectives involved in global issues, including their own (E5, K5, K6) | | |