




# “The Power of Words”

Grade 9, English



# Purpose

- Connect students to the power of language
  - Recognize how it relates to their life
- Analyze how advocates use language
  - Looking into different SJ movements
- Empower students to be advocates
  - The unit will end with students creating a project on a social justice issue of their choosing



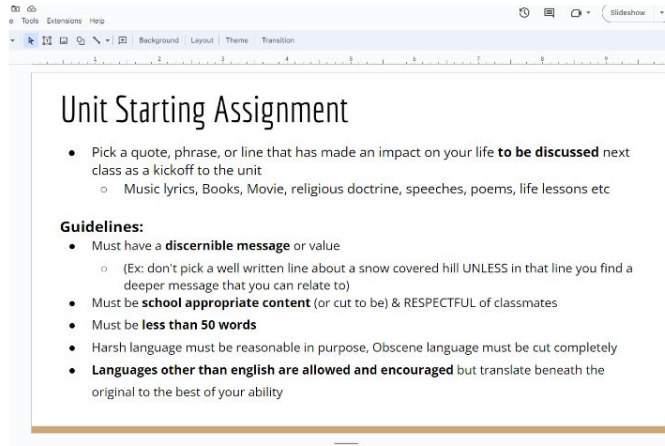
# Standards

- Comprehension and Collaboration: SL. 9-10.1
  - “Initiate and participate effectively in a range of **collaborative discussions** (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, **building on others’ ideas and expressing their own clearly and persuasively.**”
- College and Career Readiness, Research to Build and Present Knowledge W.11-12.7
  - “Conduct short as well as more sustained **research projects** to answer a question (including a self-generated 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.”

# Unit Activities & Objective Day 1

1. Students will be able to investigate how language has impacted their own lives

Sharing & Discussion of meaningful phrase, quote, or line



The screenshot shows a presentation slide with the following content:

## Unit Starting Assignment

- Pick a quote, phrase, or line that has made an impact on your life **to be discussed** next class as a kickoff to the unit
  - Music lyrics, Books, Movie, religious doctrine, speeches, poems, life lessons etc

**Guidelines:**

- Must have a **discernible message** or value
  - (Ex: don't pick a well written line about a snow covered hill UNLESS in that line you find a deeper message that you can relate to)
- Must be **school appropriate content** (or cut to be) & **RESPECTFUL** of classmates
- Must be **less than 50 words**
- Harsh language must be reasonable in purpose, Obscene language must be cut completely
- **Languages other than english are allowed and encouraged** but translate beneath the original to the best of your ability

## Day One: Class Discussion

What similarities do we see?

What gives this language power?

- Values & Messages being shared
- Formatting
- Word Choice



# Unit Activity & Objective Day 2

## Objective

2. Students will be able to analyze the way other advocates have used language to persuade their audience

- Activity with Protest signs



- Stationary Group Activity (Speeches)

- **Climate Change:** Greta Thuberg
- **Civil Rights:** MLK jr "Give us the Ballot"
- **Women's Suffrage:** Emmeline Pankhurts "Freedom or death"
- **Holocaust Survivor:** Elie Wiesel "The Perils of Indifference"

## Day Two Stationary Activity

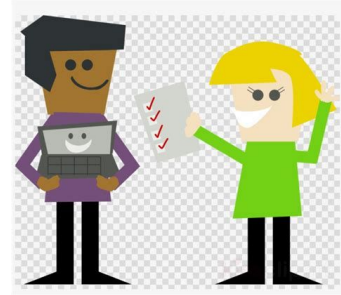
With your group do the following:

1. Highlight the most impactful lines in one color, and impactful words in another color
2. Discuss
  - a. How is this impactful?
  - b. What does it make you think? How do you feel?
  - c. How do they get their point across?



- Ted talk: "Five Steps to Becoming an Advocate" Joseph R. Campbell

# Unit Activity & Objective Day 3



## Objective

3. Students will be able to effectively research and create their own project on a social justice issue including a title and product

- “One Liner” One-Two sentence line that establishes point of view on a SJ issue
  - Students will look to the protest signs and news headlines for inspiration
  - Act as a title to Final Product
- Conduct Research
- Final Product

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### Product Guidelines

- Short essay (using your three sources)
- Art piece
- Speech
- Poem
- Other (to be discussed)

#### Guidelines Repeated:

- No Inflammatory, offensive, or overall disrespectful language
- Social justice stance must be researched with evidence-based, factual, and trustworthy sources

# Assessments

## Informal - Holistic Rubric

- Exit ticket (Day 1)
- Evidence of Brainstorm (Day 2)
- Draft of "One-Liner" (Day 3)
- Peer Editing (Day 4 → only a workshop and peer edit day)

## Formal - Analytical Rubric

- Project: one line title, research, & product

### Holistic Rubric

Informal Assessments (Exit Ticket, Evidence of brainstorm, Draft of "One Liner", Peer edit completion)

Needs Improvement	Developing	Strong	Excellent
Incompletion of the task with no evidence of attempt.  (Please receive clarification from the instructor)	Incompletion or misinterpretation of the required task. Evidence of attempt.  (Please receive clarification from the instructor)	Total completion of the assigned task with a clear understanding of the assignment.	Completed the task with a clear understanding of the assignment, and provided more detail & evidence of thought than what was required.

### Analytical Rubric

Formal assessment of the cumulative project

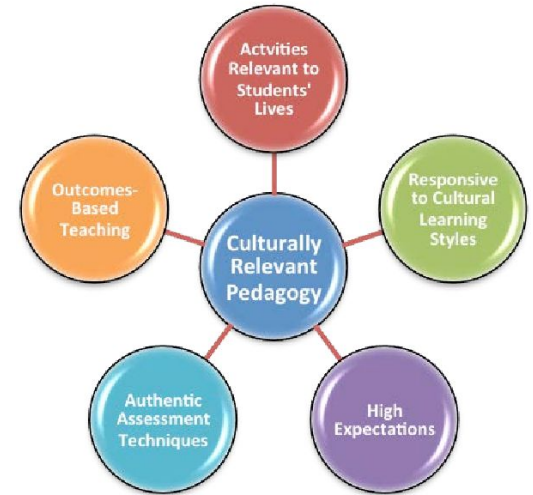
	Needs improvement	Developing	Strong	Excellent	Commentary
Research	The student did not provide three required sources, and therefore could not complete the task.	The student provided at least three required sources but had inadequate evidence of inquiry and did not properly interact with the text, leading to poor analysis.	The student provided at least three cited credible sources with proficient inquiry and analysis shown in the note guide.	The student provided at least three cited credible sources with exceptional inquiry and profound analysis shown in the note guide.	

"One Liner"	The student did not produce the required material.	The student produced a "One Liner" but it lacked originality, effort, or a true reflection of ability.	The student produced a quality, thought-provoking, and creative "One Liner"	The student produced a high-quality, thought-provoking "One Liner" with an exceptional demonstration of passion and creativity.	
Product	The student did not produce any version of the required product.	The student's product lacked clarity, effort, and originality necessary to succeed.	The student's product was well-executed, interesting, and original.	The student's product was extremely well-executed and interesting. The student's product provides an excellent display effort and originality.	
Engagement	The student did not demonstrate any effort to engage properly with texts, group work, or discussions throughout the unit.	The student demonstrated limited engagement with texts, group work, and discussions throughout the unit.	The student demonstrated adequate engagement with the texts, group work, and discussions throughout the unit.	The student demonstrated profound engagement with texts, group work, and discussions throughout the unit.	

# Inequity

- Social Action Approach
- Developing “Critical consciousness”
- Empowering students to connect to their own lives (Day 1)
- Freedom in Final Project to support different learning styles

**Level 4: The Social Action Approach**  
Students make decisions on important social issues and take actions to help solve them.



# References

Banks, James A. "Approaches to Multicultural Curriculum Reform" Multicultural Education 2004.

[https://moodle.trincoll.edu/pluginfile.php/613077/mod\\_resource/content/2/Banks%202004.pdf](https://moodle.trincoll.edu/pluginfile.php/613077/mod_resource/content/2/Banks%202004.pdf)

Ladson-Billings, Gloria. Theory into Practice, Vol. 34, No. 3, Culturally Relevant Teaching. (Summer, 1995), pp. 159-165.

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## Images:

<https://ai2-s2-public.s3.amazonaws.com/figures/2017-08-08/c2116825d4070e265c0b51256946f8deebb1bd1d/9-Figure1-1.png>

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<https://www.youtube.com/watch?v=nlo31mMB4P8&list=TLPQMTgwNDlwMjR4gKqggsaSrg&index=2>