The Activist Learner
Inquiry, Literacy, and Service to Make Learning Matter

Online Figures

Jeffrey D. Wilhelm
Whitney Douglas
Sara W. Fry
Contents

Online Figures
A. Identifying Unit Goals 3
B. Culminating Project/Writing Task 4
C. Foods Unit 9
D. Food Log and Processed Foods Activities 12
E. Writer’s Note 13
F. Angela’s Inquiry Unit Template 14
G. Real Friend Peer Revision Guide 17
H. Service to School Through Rivaling Template 18
I. Advocacy Research Project 19
J. Planning Guide: Community Needs as an Entry Point for Service 20
## Online Figure A. Identifying Unit Goals

<table>
<thead>
<tr>
<th>Essential Questions: Who am I (and who are we in Room 204), and how can I/we be heard?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Enduring Understanding:</strong> (What you want students to come to understand and transfer to new situations?)</td>
</tr>
<tr>
<td>1. That my students’ voices are critical to the world, and especially to problem-solving issues that affect them personally, but also affect the community and the wider culture on the micro, meso, and macro levels.</td>
</tr>
<tr>
<td><strong>Related:</strong></td>
</tr>
<tr>
<td>2. Writing is a vehicle through which one’s voice can be exercised and heard.</td>
</tr>
<tr>
<td>3. Writing can create the conditions for change and work toward implementing change.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Conceptual Knowledge: (What you want the students to know and be able to declare and talk about/think with?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I want my students to understand that identity is something people create—for others and for themselves. I want them to see how voice and agency are expressions of identity formation.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Procedural Knowledge/Skills <em>(see Common Core State Standards):</em> (What do you want the students to do?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I want students to have the ability to . . .</td>
</tr>
</tbody>
</table>

**Procedural Knowledge: CCSS**

**CENTRAL GOAL:** W.9–10.1

Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

**WS 1 on Argument**

I want the students to know how to produce and be able to notice and name . . .

*The elements of an argument*

- **Claims**
- **Evidence**
- Reasoning to connect data to claims
- How to notice and find counterclaims and respond respectfully to these
- How to check sources for reliability
- How to judge evidence for safety/verifiability, relevance, sufficiency, authority

**RELATED CCSS GOALS in service of central goal**

RI.9—10.5, RI.9–10.1, RI.9–10.2

W.9–10.3, W.9–10.5, W.9–10.10

SL.9–10.1
### Online Figure B. Culminating Project/Writing Task

<table>
<thead>
<tr>
<th><strong>Project Description:</strong></th>
<th><strong>Skills and Understandings Necessary for Completing Task:</strong></th>
<th><strong>Summative Assessment/Proof Positive of Learning (Including UNDERSTANDING and PERFORMANCE Criteria) Understanding</strong></th>
</tr>
</thead>
</table>
| Proposal Argument and Call to Action PSA—service learning to follow along the guidelines of proposal and of PSA | • Research  
• Identifying and framing problems  
• Identifying methods for collecting data that will help us understand a problem and what might be done to address it  
• Judging and evaluating data and methods  
• Analyzing data to see connections and underlying implicit themes  
• Representing what we’ve learned so that others will understand the problem, what is at stake, and what might be done to address it | Understanding  
A student who really understands will . . .  
• Express claims  
• Cite data  
• Reason from data to connect it to the claim  
• Consider respectfully all counterarguments  
• and address counterarguments  
Performance  
In the final product I want to see . . .  
All elements of an argument, particularly  
• Reasoning /warranting that connects data to the claim |

### Frontloading Activity:

- (Activate prior knowledge and build students’ background information, motivate inquiry, and set purposes for learning.)
- Using their “My Story” narratives as A SOURCE FOR evidence AND SUBCLAIMS, students write a one-page reflection answering the questions “Who are we in Room 204?” After writing their reflection, students pass their writing to another student who underlines the “best” (most powerful, beautifully written, etc.) line from the entry.
- Students create a Choral Montage using their lines answering “Who are we in Room 204?”
- Students film a rough draft version of the montage.
- The line they choose to recite in the montage becomes the claim they will be adjusting throughout the next few weeks.
Scaffold of Activities:
For exploring and practicing concepts—leading to capacity to complete culminating project—demonstration of developed understandings

PRINCIPLES OF SEQUENCING
- Close to home → Far from home
- Current knowledge → Need to know
- Visual → Written
- Short → Long
- Easy → Hard
- Concrete → Abstract
- Directly stated → Implied
- Supported → Independent
- Whole → Part → Whole
- Learning → Doing → Reflecting
- Model → Mentor → Monitor

Things I Am Thinking About as I Sequence Activities:
- Necessary skills for completing culminating projects
- How can I create engaging activities that are also meaningful?
- How can I support students before, during, and after reading (for the text as a whole and each day)?:
- How can I use models and modeling?
- How to support them early on and gradually release the responsibility as the unit progresses?
- How can I design and include activities that guide them to “Big Ideas” and then “teach” through direct instruction and naming what we did?
- How can I blend reading, writing, and language instruction?
- How can I use a diverse blend of activities (drama, argument, discussion, visual representation, and so forth)?
### Five Kinds of Knowledge

- Knowledge of Purpose and Context
- Declarative knowledge of form: knowing how to name the major concepts
- Procedural knowledge of form: starting to learn how to generate the structures of an argument
- Declarative knowledge of substance:

### Texts and Overview

- Student work: kids will be reading one another’s writing—they will practice identifying claims and evidence and reasoning in one another’s writing
- Pew Report: Writing Technology and Teens

### Activities

- Partner read and summarize the text according to cde—claim data warrant
- Create Anchor Chart: What do I need as a writer?
- Choose the most important used
- 4 Corners Activity with statement about our identity
- Students will debrief what they did in the 4 Corners Activity.
- Students will label any elements of argument from the 4 Corners Activity that they can identify. I will provide the Toulmin language as they identify the moves they made in the 4 Corners Activity.
- Journal Write: “Everything is an argument either won or lost”
- Students will be introduced to the PMI (plus, minus, interesting) heuristic working with partners on “All teachers should wear mood badges” and “Starting NJH dances at 6:00 p.m. on Thursdays is the best idea”
- Journal Write: Respond to Socrates’s view of youth according to Plato.
- Evaluate Socrates’s claim with PMI.
- PMI to generate claims with student work form the “My Story” narratives and displays

### Skills—What Do the Students Need to Be Successful? (See Common Core State Standards)

- Determine a central idea of a text.
- Cite strong and thorough textual evidence.
- Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

### Formative Assessments

- 4 Corners Activity
- PMI Sheet
### Week 2

| Declarative knowledge of substance: knowing how to name the major concepts and insights that apply to the inquiry |
| Procedural knowledge of substance: learning how to get the stuff to write about—mining texts, finding key details, and so on |

#### Student work:

- Journal Write: “Oh Socrates, you are so _____ about us”. Then explain why you say so.
- After closely analyzing four examples of student displays, write an evidence-based claim either refuting or supporting Socrates, using the template. Be able to defend your claim

**Debate: 3-minute countdown**

*We will include and reward reasoning in the debate, that’s the one part of basic argument I think the kids will need more practice in. Again, this is an opportunity to practice reasoning.*

#### Week 3

| Declarative knowledge of form: knowing how to name aspects of a good argument, of sound evidence |
| Read “8 Reasons Young Americans Don’t Fight Back: How the US Crushed Youth Resistance” |

#### Student work:

- What is good evidence?
- RAFT assignment (attached)
- Create a semantic scale for evaluating evidence
- What is good reasoning?

### Online Figures B. (continued)

- Evidence-based claim
- Choral montage final Debate:
  *Structure this to give student practice on cdw and counterclaims.*

Cite strong and thorough textual evidence.
### Student work:

**Videos:**
- Daily Show [http://www.youtube.com/watch?v=gjGL6YY6oMs](http://www.youtube.com/watch?v=gjGL6YY6oMs)
- Readings: “Beyond Malala: Six Teenagers Changing the World”
- Watch Excerpts from *Freedom Writers*

**Jigsaw**
- Revise your choral montage line based on your support or refutation of Socrates’s quotation on youth.
- “SLAM your claim”
- Final filming and Graffiti Wall creation: “Who are we in Room 204?”
- Ranking Activity: *Great place to teach reasoning*
- Pilot/Copilot Socratic Seminar
- Journal Write: Can writing really help change the world?
- Procedual knowledge of substance: Knowing how to get the material for the piece
- Procedual knowledge of form: Knowing how to shape the piece

**Evidence search:**
- Reasoning practice: warrant workouts
- Call to Action Proposal
- Class write claim: about how to address a problem/issue regarding how people/society view/identify youth
- Write your own problem/solution argument*

**Report on an action plan and implementation schedule**

*See Smith, Wilhelm, & Fredricksen, *Oh Yeah?*, for more about argument activities*
### Essential/Existential Question:

**Are we what we eat? That is—**

How does what I eat affect me, my family, and the environment?

And why should I care?

### Conceptual Knowledge

Students will be able to identify, name, discuss, and consider answers to the following:

- How can we become more informed food consumers?

**Related:**

- What are my current food choices? My culture’s food choices? Why?
- What are the different reasons why people eat? Why they eat what they eat? Why they prepare food the way they do? Costs and benefits of each practice and reason? How is this food produced, packaged, and marketed? How has this changed over time? Costs and benefits of this change?
- What are the “hidden ingredients” that go into our foods? Why?
- What are we putting into our bodies when we eat, and what is it doing to us?
- What are health-related issues of our diet locally and globally?
- What environmental, health, or political impacts do hidden ingredients have?
- What are alternative cultures of foods and how do they compare to my own and my culture’s “culture” of food?
- How should our personal thinking and personal behavior change after learning about different foods, their effect on us, and about how foods are produced and the effect of this on the environment?

### Procedural Knowledge

Students will be able to:

- Engage in short personal and extended cultural research into food production and eating habits, and create a guide to be shared in the community. The guide should help others to think through these issues in a wide-awake way that leads to heightened awareness and choices.

**Related:**

- Use questioning strategies to enhance comprehension of text and concepts, e.g., before, during, and after; QARS, and three-level guides that get at literal, inferential, and critical/applicative levels of textual understanding (see Wilhelm, 2007).
- Implement reading strategies that promote engagement and lead to demonstrating deeper understanding and exploration of texts: think-alouds, visualization strategies, drama/action strategies (see Wilhelm 2012a, 2012b, 2012c).
- Nonfiction reading and writing strategies of informational text structures such as listing, summarizing, describing, comparing, process analysis, cause-effect, problem-solution (see Wilhelm, Smith and Fredricksen, 2013).
- Practice research skills of note-taking, Interviewing, surveying, summarizing, identifying key points, displaying and sharing new material in different informational text structures, and through creative and multimodal ways through a food guide.

### Frontloading Activity:

See, think, wonder with pictures (*What the World Eats*). Look at photos from *What the World Eats* of a week’s worth of food for a family in Sudan, in Japan, and in the United States. What do you notice/see, what does this make you think/infer, what does this make you wonder/question?

Choral montage (Wilhelm, 2012b): Identify powerful words and phrases from “See/Think/Wonder” responses and do a choral montage with these, then reflect on our inferences and wonderings to phrase research questions for our unit. Could do a comparison/contrast choral montage on how we eat vs. how others eat. We . . . They . . .
### Scaffold of Activities:

- Explore and practice concepts.
- Move from where the students are to a more expert and informed position.
- Mix with modeling, small-group work, and individual work.
- Gradual release of responsibility until students can independently use all strategies and compose the guide on their own.
- Lead to a culminating project that allows students to textually and visually show their procedural and conceptual knowledge in a creative way.

<table>
<thead>
<tr>
<th>Activities</th>
<th>Connection to Conceptual and Procedural Knowledge</th>
<th>Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Directed Reading and Thinking Activity: Article Exploration—Modeling: Teacher think-aloud that models three-level questioning strategies and how to notice and unpack &quot;crux moves&quot; of informational text structures and how these contribute to meaning and effect.</td>
<td>Develop knowledge of informational text structures, and procedural reading strategies for identifying &quot;crux moves&quot; and &quot;key details&quot; as highlighted by these moves.</td>
<td>Identify text structures and crux moves—meanings and effects of these moves</td>
</tr>
<tr>
<td>Mentoring: Students begin to help teacher and take over the think-aloud, noticing and questioning strategies.</td>
<td>Develop conceptual knowledge about food production, both industrial and traditional/organic.</td>
<td>Summarize key ideas in articles related to the inquiry.</td>
</tr>
<tr>
<td>With excerpt from Salt, Sugar, Fat (Moss, 2013)</td>
<td>Develop procedural knowledge in terms of questioning strategies to get after literal meaning (on the lines), inferential meaning (between the lines), and critical/applicative meanings related to personal service and social action (beyond the lines).</td>
<td>Develop own Before, During, After Questions Organizer for your group's article. Share with another group.</td>
</tr>
</tbody>
</table>

### Challenges:

- Explore concepts and practice through activities that involve reading, notetaking, and group work.
- Mentor students to help them develop their own thinking and understanding.
- Use various reading strategies to have participants become experts in their area.

### Activities:

- **Reading 1:** Preservatives: Why do fries taste so good? (Fast Food Nation—fries) (Schlosser, 2001)
- **Reading 2:** "What Are GMO Foods?" Culture’s impact on eating
- **Reading 3:** Excerpt from Animal, Vegetable, Miracle (Kingsolver, 2007)
- **Reading 4:** Food Processing (the omnivore’s dilemma: processing plant . . . corn) (Pollan, 2006)
- **Reading 5:** Industrialization of eating . . . from In Defense of Real Food (Pollan, 2007)

### Reading 1:

**Preservatives: Why do fries taste so good?**

(2014)

1. **Salt, Sugar, Fat** (Moss, 2013)
2. **Animal, Vegetable, Miracle** (Kingsolver, 2007)
3. **The Omnivore’s Dilemma** (Pollan, 2006)
4. **In Defense of Real Food** (Pollan, 2007)

### Reading 2:

"What Are GMO Foods?" Culture’s impact on eating

(2014)

1. **Salt, Sugar, Fat** (Moss, 2013)
2. **Animal, Vegetable, Miracle** (Kingsolver, 2007)
3. **The Omnivore’s Dilemma** (Pollan, 2006)
4. **In Defense of Real Food** (Pollan, 2007)

### Reading 3:

Excerpt from Animal, Vegetable, Miracle (Kingsolver, 2007)

(2014)

1. **Salt, Sugar, Fat** (Moss, 2013)
2. **Animal, Vegetable, Miracle** (Kingsolver, 2007)
3. **The Omnivore’s Dilemma** (Pollan, 2006)
4. **In Defense of Real Food** (Pollan, 2007)

### Reading 4:

Food Processing (the omnivore’s dilemma: processing plant . . . corn) (Pollan, 2006)

(2014)

1. **Salt, Sugar, Fat** (Moss, 2013)
2. **Animal, Vegetable, Miracle** (Kingsolver, 2007)
3. **The Omnivore’s Dilemma** (Pollan, 2006)
4. **In Defense of Real Food** (Pollan, 2007)

### Reading 5:

Industrialization of eating . . . from In Defense of Real Food (Pollan, 2007)

(2014)

1. **Salt, Sugar, Fat** (Moss, 2013)
2. **Animal, Vegetable, Miracle** (Kingsolver, 2007)
3. **The Omnivore’s Dilemma** (Pollan, 2006)
4. **In Defense of Real Food** (Pollan, 2007)

### Assessments for learning:

- **Assessment for learning**
  - Identify text structures and crux moves—meanings and effects of these moves
  - Summarize key ideas in articles related to the inquiry.
- **Assessment for learning**
  - Develop own Before, During, After Questions Organizer for your group’s article. Share with another group.

### Assessment as learning:

(Do some form of reflection writing here, providing procedural feedback to yourself)

- **Assessment as learning**
  - Track my thinking? How did I use questioning and noticing strategies to find and retain key details, make inferences, make judgments?
  - Do a PMI (Plus- Minus – Interesting moves) for your readings feel and what would they say about my diet?
  - Three-level questioning guide pro forma
  - Assessments
  - Change thinking diagram
  - Create a group concept map relating to the essential question

### Flip turn your world around

Exploring Ingredients Labels

- Participants further connect their understanding from the articles to everyday life (text-self).
- 48-hour self-study of eating habits
- From the food packaging that is brought in, participants will use a three-level questioning guide to ask questions about: The “hidden ingredients” The processing and packaging of foods and the implications that these have on the consumer

### Return to Home Groups

- At this stage, there is an emphasis on jigsaw group members to explain and share other’s ideas and thinking by returning to their base groups to report out.
- Do short research projects about questions that come up. Create food fact cards as personal reminders, then archive and share with class.
- Extended research: Identify a research interest and pursue it through reading of one of the books excerpted above, plus Internet research, plus individual and group survey and interview data

### Online Figures

- **The Activist Learner**
- **Online Figures**
## Culminating Project

### Project Description

- **Service to Self:** Create a series of commitment cards—how will you change your diet? Who will you report to? How will you keep track and measure success? Take a one-week eating challenge to get started.

- **Service to others:** Create an action plan for changing some of the food culture of a friendship group or your family to make it healthier and more sustainable. Track the steps you take and the effects of these steps. Report out with procedural feedback describing what you did and what the effects were.

- **Create a small group magazine/food guide for teenagers that informs them about one or more of our inquiry topics relating to food and provide service to self challenges to the audience.**

- **Each student in the group writes a feature article and one other written or visual artifact (e.g., advertisement, book review, blog and so forth).**

- **Students summarize key findings in a podcast PSA.**

- **In groups, participants create a podcast that presents the key content of the magazine to the audience.**

*Please note:* These are the major activities from the unit, not all of the activities.

### Sequence of Project

- **Annotated bibliography**—looking at different sources of evidence
**Online Figure D. Food Log and Processed Foods Activities**

You are what you eat and that can be big bad news!

**Food Log Activity**

*Keep a track of everything that you eat in the space of 48 hours. Hold onto the wrappers and packaging where possible.*

<table>
<thead>
<tr>
<th>See</th>
<th>Think</th>
<th>Wonder</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data: Time. What did I eat? Where did it come from? Calories? How cooked and by whom? Nutritional information, and so on.</td>
<td>My thoughts about why I ate, why I ate what I did, why I ate when I did, how I felt while eating and afterwards, and so forth.</td>
<td>My questions, evaluation of the food I ate, its content, packaging, and so on. How could this experience inform my future thinking and behavior?</td>
</tr>
</tbody>
</table>

**Processed Foods**

<table>
<thead>
<tr>
<th>Plus</th>
<th>Minus</th>
<th>Interesting/Significant</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are the positive things about processed foods?</td>
<td>What are the negative things about processed foods?</td>
<td>What are some interesting and significant things about processed foods?</td>
</tr>
</tbody>
</table>
Online Figure E. Writer’s Note

A writer’s note demonstrates to me (your teacher) and to your peers how you are making careful choices as a writer, and serves as a map to guide us as we respond to your writing in progress. Most important, it gives you ownership over your writing and your goals for your writing project. A writer’s note includes three components: a rhetorical statement, your assessment of your project, and the specific feedback you want your readers to provide.

1. Rhetorical Statement

   The rhetorical statement is a sentence or two that states the subject, purpose, and audience for your piece, and who you are as a writer in relation to your audience.

   *My project is about how summer camp can help kids become more independent. I’m writing to middle school students as a senior who has seen how my summer camp experiences have helped me in high school.*

2. Your Assessment of Your Project Progress

   What do you think of your project so far? What have you done? How well does it meet the project criteria? What will you do next? When will you have it done?

   To say “My project is going well so far but needs some work” doesn’t show how you are thinking about your writing. Notice how the assessment below gets at something more specific and shows the writer reflecting on her work.

   *My project is going well so far because I’ve been able to write in detail about my experiences in summer camp. I think I’m doing a good job of describing my experiences, but I haven’t really analyzed them yet, so I need to do some work in that area so my audience will understand why these experiences are so important.*

3. Feedback You Want Your Readers to Provide

   What kind of feedback do you want and need as a writer? The feedback you request should be specific to your goals for this piece and can also be specific to your general needs as writer.

   “I’m looking for any kind of feedback my readers want to give” is vague, and does not demonstrate how you are carefully thinking about your writing. However, comments and questions like those below give your readers a clear sense of how you are thinking about your writing and the feedback you need to help you achieve your goals in terms of your chosen audience and purpose.

   *I really want you to look at page 4 because I know it doesn’t fit with the rest of the draft.*

   *I think what I am saying is important, and shows how I became more independent, but I’m not sure how to connect it with everything else yet.*

   *I’m concerned that I don’t describe my experience in the science workshop in enough detail. What questions do you have as you read about it?*

   *I have a hard time with transitions. Are there any places where I am not making a good transition? If so, can you help me think of how to make a smoother transition?*
Online Figure F. Angela’s Inquiry Unit Template

Inquiry Unit

Curricular Topic or Text: Friendship and Community

<table>
<thead>
<tr>
<th>Essential Question:</th>
<th>“How can we be better friends and citizens?”</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Conceptual Knowledge:</th>
<th>Procedural Knowledge:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>[What you want the students to know]</strong></td>
<td><strong>[What you want the students to do]</strong></td>
</tr>
<tr>
<td>- Define helpful “friend,” “citizen,” “community member.”</td>
<td>- Learn how to work with others.</td>
</tr>
<tr>
<td>- Language communicates and offers invitations and possibilities.</td>
<td>- Tolerate and even welcome differences.</td>
</tr>
<tr>
<td>- Body language communicates and offers invitations and possibilities.</td>
<td>- Learn how to use inviting language and body language.</td>
</tr>
<tr>
<td>- Understand different relational roles.</td>
<td>- Learn how to play different relational roles: inviter, peacemaker, problem-solver.</td>
</tr>
<tr>
<td>- Learn how to use dynamic, open language.</td>
<td>- Learn how to use dynamic, open language.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ideas to consider:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Making acquaintances—What attracts you? Learn to approach others.</td>
</tr>
<tr>
<td>- How can you be cordial, open, and inviting to others?</td>
</tr>
<tr>
<td>- What’s the difference between a best friend and an acquaintance? How should this affect your thinking and behavior?</td>
</tr>
<tr>
<td>- What characteristics or conditions and situations draw you to or repel you from another person?</td>
</tr>
<tr>
<td>- What does “tolerate” mean in a friendship?</td>
</tr>
<tr>
<td>- Group dynamics—awkward, how to walk on sidewalk, where to sit at a table together?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Frontloading Activity:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Naturally occurring scenarios: List concerns about playground, learning together, being a community.</td>
</tr>
<tr>
<td>- Possible follow-up with drama scenarios and movie clips about bullying, isolation, and relational problems. What do you notice? “Guess My Thoughts” of all characters. Brainstorm possible solutions.</td>
</tr>
<tr>
<td>- <strong>Cartoons of different relational situations:</strong> Fill in dialogue bubbles to see what different people are thinking or could be thinking to deal with a situation more positively.</td>
</tr>
</tbody>
</table>
### Scaffold of Activities: For exploring and practicing concepts, leading to capacity to complete culminating project, demonstration of developed understandings

<table>
<thead>
<tr>
<th><strong>Activities</strong></th>
<th><strong>Connection to Conceptual and Procedural Knowledge</strong></th>
<th><strong>Formative Assessments and Proof of One’s Learning</strong></th>
</tr>
</thead>
</table>
| - Read district-mandated health book — sections on family health, intellectual health, emotional healthy, community health.  
- Read character trait books and jigsaw findings.  
- Rules of notice for key details: Practice noticing and summarizing.  
- Create anchor charts.  
- Brainstorm ways to help everyone be healthier. | - Being a friend to oneself and others  
- Being a good citizen  
- Developing positive character traits  
- Reading for key details and main ideas | - Summaries  
- Anchor charts  
- Action plans and gut checks |
- Study other videos and photos/pictures:  
  - How do we know friendship is being displayed?  
  - Rules of notice for key details: putting details together in summaries, topic-comment strategy for main ideas  
  - Four Corners:  
  - Vote with your feet about personal identity issues and about friendship. Journal write responses  
  - Revisit Frayer chart: How can we enact these aspects of friendship? Rehearse through drama; name and try strategies in our lives.  
  - Create and act out a drama scenario about a relationship conflict and how to solve by being a good citizen/friend.  
  - Make a book about friendship that explores how to deal with a relational issue as a good citizen/friend. | - Defining friendship  
- Examples and nonexamples of friendship  
- Key details, summary, main ideas, and themes  
- Going to the corner is a claim. Practice answering: What makes me say so/be here (evidence), and so what? Reasoning that connects the evidence to the claim.  
- Practice finding examples and nonexamples, comparing them and explaining their difference and how they relate or don’t relate to a definition of friendship.  
- Enacting our definition in narratives. | - Frayer charts  
- Topic — comments  
- Journal write with claim-data-reasoning  
- Frayer chart entries  
- Process analysis reflections of how drama and picture books demonstrate problem-solving strategies of a good friend and citizen |
### Shared central reading:
- Cynthia Lord’s *Rules*
- Group discussion structures: Paired pattern reading; Think-Pair-Share
- Reading like a Writer: Try out peer editing protocols on our reading.
- Free choice literature circles
- Group discussion structure, lit circle roles

### Reading like a Writer:
- What do you notice that you could use in your writing—writer’s notebook?
- Group-created criteria for trading cards, for definition, for simple argument
- Semantic feature analysis of trading card features
- Brainstorm content of cards and jigsaw who will cover what

### Culminating Project

#### Writing Project Descriptions
- Micro arguments about what a good friend/citizen would do in featured problem scenarios
- Definition of a good friend or citizen
- Friendship trading cards to be put in archival album

#### Sequence of project/ways students will get after the five kinds of knowledge necessary to writing throughout the unit:
- Students have already practiced claim-data-reasoning and planned/practiced content regarding friendship and what friends do.
- Students have compared examples and nonexamples, tested out gray areas, and looked at structures of definitions.
- Students have practiced finding key details and main ideas about friendship, and have identified features of trading cards and how to generate these features.

#### Summative assessment/proof positive of learning
- Create rubrics and analytical scales for each.
- Provide peer editing about critical standards for three peers and provide causally phrased feedback
- Students complete self-evaluations that reflect knowledge of friendship and the different kinds of writing.
Online Figure G. Real Friend Peer Revision Guide

Getting started with peer response:

- Ask your partner if you have permission to help them.
- Ask your partner what kind of help they want, what specific focus/foci there should be to the feedback, and what kind and form of feedback works best for them.

Providing the feedback:

- Carefully read the work you’ve been given and consider how to give the following advice:
  - First, tell your partner at least one really good thing you want them to KEEP in their paper, and tell them why by using a process or causal statement.
  - Now, make sure you give really good advice that will help them, and consider their requests of how to help and what to help with.
- Provide your partner with at least 5 more pieces of SPECIFIC advice from the following menu:
  - I wonder what would happen if YOU MOVED . . .
  - I wonder what would happen if YOU ADDED . . .
  - I wonder what would happen if YOU DELETED . . .
  - I wonder what would happen if YOU CHANGED . . .
  - If you can justify your advice as a process or causal statement, all the better.
    (For example, I wonder what would happen if you moved this part to the beginning because I think it might let the reader know your character and his problem sooner.)
- Remember to phrase your advice in such a way that you are offering helpful advice, and you know that your partner is the BOSS of his or her own writing!
- WRITER, if you accept the advice as helpful, you are done. If you refuse the advice, be prepared to explain why with a causal explanation: BECAUSE . . .
### Online Figure H. Service to School Through Rivaling Template

| Identify a problem | • What is the problem?  
• Who or what is in conflict?  
• Why does this problem matter? |
|-------------------|-----------------------------------------------------------------|
| List stakeholders | • Who is affected, involved, or able to help—or, in other words, who has a stake in this problem and in addressing or resolving it?  
• How does the problem matter differently to different people and groups? |
| Consider alternative explanations | • What are some alternative explanations of the problem, based on the stakeholders we’ve identified? |
| Conduct research on stakeholder perspectives | • What kind of research could we do to learn more about the past experiences and knowledge connected to each stakeholder’s perspective? What research methods will be most useful? |
| Brainstorm options and outcomes based on reflections and research | • What are possible options that each stakeholder has for addressing the problem?  
• What are the positive and negative outcomes of each stakeholder’s options?  
Acceptable and unacceptable outcomes?  Compromise positions that might be acceptable? |
| Decide on an option that works toward positive outcomes and avoids negative outcomes for the majority of stakeholders | • What are some options we can imagine that avoid negative outcomes for the majority of the stakeholders we’ve identified?  That avoid unacceptable outcomes for all, if possible?  
• How should we make a decision?  In ways that involve and/or satisfy all?  
• What does our decision say about what we value? |
| Create a plan for carrying out the chosen option | • What is our plan for proceeding? How can we decompose the task into manageable steps?  
• What role will each of us play to implement our solution? How will we monitor our progress? How will we monitor how well all stakeholders’ needs are being considered and met? |
| Connections with CCSS | Rivaling requires that students:  
• Integrate and evaluate content presented in diverse formats and media; including visually, quantitatively, and orally (RS 7 and SL 2);  
• Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take (RS 9);  
• Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism (WS 8);  
• Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric (SL 3);  
• Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively (SL 1);  
• Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate (SL 6);  
• Present information, findings, and supporting evidence such that listeners can follow the line of reasoning, and the organization, development, and style are appropriate to task, purpose, and audience (SL 4);  
• Write arguments to support claims about identified problems with clear reasons and relevant and sufficient evidence (WS 1); and  
• Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience (WS 4). |
Online Figure I. Advocacy Research Project

- For your research project, you will investigate a critical situation (issue, problem, question for which people are interested in determining what happens next) that faces your community. Your critical situation should lend itself to investigation that involves reading textual sources as well as interviewing at least one person who cares about the critical situation.
- The critical situation you choose should be something about which you are both passionate and curious. In other words, you should pursue a line of inquiry that matters to you, but that still raises some questions and/or concerns for you.
- After you have researched your critical situation and have thought, discussed, and informally written about it, you will be ready to begin planning your advocacy piece.

Questions to consider as you research and plan:

- Who is your audience? What is your purpose for addressing this audience as an advocate?
- How are you positioned as an advocate? For example, are you writing as a daughter who is concerned about the potential for your mother to get breast cancer in the future, or are you writing as a community member who is concerned about the potential for cancer to increase given the toxic waste that’s being dumped into a nearby river?
- What is the need for your advocacy piece? What is it doing that other advocacy pieces have not done? This might include, but is not limited to: addressing a new audience, presenting an idea that builds on existing ideas, or presenting the idea in a new and creative way.
- How will you establish your credibility with your audience?
- How will you appeal to the emotions, values, and beliefs of your audience?
- What evidence will best enable you to appeal to reason?
- How will you also reasonably appeal to the emotions and values of the audience?
### Online Figure J. Planning Guide: Community Needs as an Entry Point for Service

<table>
<thead>
<tr>
<th>Brainstorm:</th>
</tr>
</thead>
<tbody>
<tr>
<td>What environmental issues are of concern in your community? How can students be connected to these compelling issues? How can these issues be connected to curricular topics and procedural goals? How can this, in turn, be connected back to real-world applications?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Brainstorm:</th>
</tr>
</thead>
<tbody>
<tr>
<td>What local organizations are working to better some aspect of your community? What are those organizations doing to better the community? What additional help and/or resources might they need to function even more effectively?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Consider:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Which of the issues and organizations you brainstormed above address topics that you can relate to your curriculum? What resources and guidance can they provide?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Consider:</th>
</tr>
</thead>
<tbody>
<tr>
<td>What can kids do to understand the environmental issue and contribute in some way to addressing it?</td>
</tr>
</tbody>
</table>