

Fulbright TGC Fellow Unit Plan Template

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School/Location: Northridge Middle School
Middlebury, IN

Subject: Language Arts

Grade: 8

Interdisciplinary Unit Title: Then and Now: Working Conditions in Clothing
Factories

Unit Summary:

This unit serves as a literature/nonfiction tie to an argument writing unit. The unit will open with student inquiry surrounding clothing and an examination of SDG 8: Promote sustained, inclusive and suitable economic growth, full and productive employment and decent work for all. Emphasis on Target 8.8: Protect labour rights and promote safe and secure working environments for all workers, including migrant workers, in particular women migrants, and those in precarious employment. Students will read an excerpt from the novel *Uprising* by Margaret Peterson Haddix and will explore a variety of non-fiction texts exploring the modern ties to the novel and SDG 8. Students will study speeches by Cesar Chavez, conduct research on modern working conditions, and will compose an argumentative letter that will be sent to the company of their choice. Integrated throughout the unit are Skype connections with experts (global partner from Nike, Fair Trade expert, and other partnerships TBD), Flipgrid responses to big questions, and collaboration opportunities with other classrooms through a student-run Skype Collaboration Project. The unit will culminate with a student created actionplan to address SDG 8 (Target 8.8). In total, this unit will span approximately 6 weeks.

Important Context Information:

My classroom is a cross-curricular classroom, shared with 8th grade Social Studies. We have 50-65 students in our classroom and have a 1.5 hour class block. In order to maintain our connection to early American history (Social Studies requirement), the historical lens of Industrialization in America and the Triangle Fire is our starting point.

STAGE 1: Desired Results

ESTABLISHED GOALS: Indiana Academic Standards for Grade 8 Language Arts

8.RL.2.1 Cite the textual evidence that most strongly supports an analysis of what a text says explicitly as well as inferences drawn

Transfer

Students will be able to independently use their learning to:

- T1. Critically read, comprehend, and apply literary analysis skills to a variety of texts.
- T2. Connect modern and historical issues.

<p>from the text.</p> <p>8.RL.2.3 Analyze how particular lines of dialogue or incidents in a work of literature propel the action, reveal aspects of a character, or provoke a decision</p> <p>8.RL.3.2 Analyze a particular point of view or cultural experience in a work of world literature considering how it reflects heritage, traditions, attitudes, and beliefs</p> <p>8.RN.2.1 Cite the textual evidence that most strongly supports an analysis of what a text says explicitly as well as inferences drawn from the text.</p> <p>8.RN.2.2 Analyze the development of a central idea over the course of a text, including its relationship to supporting ideas; provide a detailed, objective summary of the text.</p> <p>8.RN.3.3 Determine an author’s perspective or purpose in a text, and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.</p> <p>8.RN.4.1 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced</p> <p>8.W.3.1 Write arguments in a variety of forms that –</p> <ul style="list-style-type: none"> ● Introduce claim(s), acknowledge and 	<p>T3. Conduct research using relevant, credible, and unbiased sources through the use of efficient search terms.</p> <p>T4. Connect a global issue to the local community.</p> <p>T5. Engage in collaborative discussions.</p> <p>T6. Write arguments to share ideas and persuade.</p> <p>T7. Plan and execute an action plan that will impact a global issue.</p>	
	<p><i>Meaning</i></p>	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that:</i></p> <p>U1. The global issue of labor rights is a historical and modern issue.</p> <p>U2. People around the world have the power to create change.</p> <p>U3. Using a variety of sources to learn about a topic creates a deeper level of understanding.</p>	<p>ESSENTIAL QUESTIONS:</p> <p>E1. How does the modern world issue of fair and safe labor practices have historical ties?</p> <p>E2. How can reading about a historical event teach us about our modern world?</p> <p>E3. How can writing be used to support a cause?</p> <p>E4. How do global problems impact our local communities?</p>
	<p>Acquisition</p>	
<p><i>Students will know:</i></p> <p>K1. Key terms related to literary and nonfiction analysis.</p> <p>K2. Key terms related to argument writing.</p>	<p><i>Students will be able to:</i></p> <p>S1. Read and analyze literature and nonfiction texts.</p> <p>S2. Recognize global issues.</p> <p>S3. Use technology to conduct research.</p>	

<p>distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <ul style="list-style-type: none"> ● Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. ● Use effective transitions to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. ● Establish and maintain a consistent style and tone appropriate to purpose and audience. ● Provide a concluding statement or section that follows from and supports the argument presented <p>8.W.4 Apply the writing process to –</p> <ul style="list-style-type: none"> ● Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults. ● Use technology to interact and collaborate with others to generate, produce, and publish writing and present information and ideas efficiently <p>8.W.5 Conduct short research assignments and tasks to build knowledge about the research process and the topic under study.</p>	<p>K3. Key facts about the Triangle Factory Fire and the impact that it made on labor practices.</p> <p>K4. Key concepts related to the modern issue of fair working conditions throughout the world.</p> <p>K5. The importance of learning about global issues.</p> <p>K6. The importance of taking action to solve a global issue.</p>	<p>S4. Use technology to share information with a global student audience.</p> <p>S5. Leverage information and technology to amplify a global issue.</p> <p>S6. Use argument techniques to persuade an audience.</p>
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- Formulate a research question.
 - Gather relevant information from multiple sources, using search terms effectively, and annotate sources.
 - Assess the credibility and accuracy of each source.
 - Quote or paraphrase the information and conclusions of others.
 - Avoid plagiarism and follow a standard format for citation.
 - Present information, choosing from a variety of formats
- 8.SL.2.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly
- 8.ML.1 Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture.

GLOBAL COMPETENCY:
 Investigate the World
 Recognizing Perspectives

Take Action
Communicate Ideas

TECHNOLOGY USED:

Chromebooks with Google Classroom
OneNote
FlipGrid
Skype
Skype in the Classroom

RESOURCES:

- Excerpt from Flesh and Blood So Cheap: The Triangle Fire and Its Legacy by Albert Marrin
- Excerpt from The Story of the Triangle Factory Fire by Zachary Kent with History Channel video clip
- Excerpt from Uprising by Margaret Peterson Haddix
- “Planet Money Makes a Shirt” NPR
- “Why Are Your Clothes So Cheap?” by Kristin Lewis and Gini Sikes Scope
- “The Real Cost of Cheap Fashion” by Patricia Smith Upfront
- “The Real Cost of Cheap Shirts” by Daniel Rodrigues New York Times
- “The Commonwealth Club Address” speech by Cesar Chavez
- Visible Thinking Routines

Assessment	Evaluation Criteria (Learning target or Student Will Be Able To)
Assessments FOR Learning: <ul style="list-style-type: none"> ● Text analysis (reader’s response) ● DOK questioning ● Whole class, small group, and partner discussions/seminars ● FlipGrid responses ● Written reflections ● Writer’s Workshop conferences 	<ol style="list-style-type: none"> 1. Comprehension and analysis of literature and nonfiction text. 2. Recognizing global issues 3. Investigate the world 4. Gather evidence from sources and conduct research 5. Write based on literature and nonfiction texts 6. Collaborate with peers and listen to new ideas
Assessments OF Learning: <ul style="list-style-type: none"> ● Argumentative Letter Performance Task ● Research Performance Task ● Global Collaboration Presentation ● Action Plan Project 	<ol style="list-style-type: none"> 1. Research information using credible, reliable, and unbiased sources 2. Write for a specific audience and purpose 3. Communicate with the local and global community 4. Take steps to implement a cohesive and impactful action plan

Stage 3 - Learning Plan

Summary of Key Learning Events and Instruction

Note: Intentional differentiation will occur throughout the unit through the use of modified note guides, read aloud options, scaffolding during instruction, student choice, and individual/small group interventions as the unit progresses. Exit tickets will be used as informal assessments as the unit progresses so that the pacing of the unit can be adjusted. Spiraling instruction will occur through the use of bellwork at the beginning of each class period.

Anticipatory: Build excitement, create connections, activate prior knowledge

Lesson 1

- a. Introduce the Sustainable Development Goals- [Video](#) and gallery walk
- b. Create connections between global issues and student interests with ranking activity
- c. Learn about SDG 8 through analysis of [infographic](#)
- d. Wonder Wall- This is a bulletin board in our classroom that I use to drive student inquiry. Throughout each unit, students use post-it notes to jot down any questions (lines of inquiry) that they have about the topic that we are studying. As the unit progresses, we address the student questions throughout. We also use these questions as discussion starters (with students answering each

other's questions), bellwork research topics, etc.

- e. Agree/Disagree activity relating to their own practices as a consumer and their beliefs relating to SDG 8 along with relevancy questions (Thinking Routine questions).
- f. Jigsaw exploration of the [Universal Declaration of Human Rights](#). This document will serve as a lens that we use to examine the issues related to SDG 8 through our text pieces. Students will connect to this theme through each piece of text and the idea of dignity. Students will complete a unit-long examination of dignity and will use a graphic organizer to organize their thoughts.

Historical Perspective: Understand the connection between historical issue with modern issue

Lesson 2

- a. Excerpt from [Flesh & Blood So Cheap: The Triangle Fire and Its Legacy](#) with focus on central idea/supporting details and analysis of the presentation of information

Lesson 3

- b. Excerpt from [The Story of the Triangle Factory Fire](#) with focus on analyzing structure and presentation of information

Lesson 4

- c. Excerpt from [Uprising](#) with focus on analyzing point of view/perspectives, comparing/contrasting genres, analyzing story elements
- d. [“The Real Cost of Cheap Fashion”](#) with a focus on central idea/supporting details, text structure, and author's purpose
- e. Chart study: Top clothing production countries with minimum wage
- a. [Planet Money's T-Shirt Project Podcast](#) with a focus on listening skills, central idea/supporting ideas, and author's purpose
- f. [Think, Pair, Share](#): What should we DO about this issue?

Lesson 8

- g. [Image study](#) of Rana Plaza with reading [“The Real Cost of Cheap Shirts”](#) with focus on image analysis, author's purpose, bias, and text structure. Students will use the “See, Think, Feel” strategy to examine the images.

Taking Action:

Lesson 9

- h. [Cesar Chavez webquest](#)
- i. Listen to [Cesar Chavez speech “The Commonwealth Club Address”](#) and analysis of speech
- j. Understanding and Analyzing rhetorical devices [video](#) and response with text structure activity

Lesson 10

- k. What is an activist? Gallery walk of young activists
- l. Research question generation (group)

- i. Task: Raise awareness about working conditions in garment factories
- ii. Format: Student choice (brochure, PSA, Podcast episode, editorial writing, website, student idea)
- m. Research workshop (group) Note: Mentor texts and I do, We do, You do strategies used throughout mini lessons
 - i. Credibility and Reliability mini lesson with focus on reading laterally
 - ii. Paraphrasing and quoting mini lesson
 - iii. Searching mini lesson with focus on search terms
 - iv. Annotation mini lesson using their sources
 - v. Synthesizing information mini lesson using their sources
- n. Research presentation (group)

Lesson 11

- o. Argument writing task introduction and prewriting (based off of research project)
 - i. Task: Write a persuasive letter to a clothing company that you've researched persuading them to improve/continue to implement fair and safe working conditions for their workers. Use evidence from all of the sources that we have explored this unit.
- p. Writer's Workshop
 - i. Professional letter format mini lesson
 - ii. Thesis statement creation mini lesson
 - iii. Introductory paragraph mini lesson
 - iv. Body paragraphs with transitions mini lesson
 - v. Counterargument and rebuttal mini lesson
 - vi. Conclusion mini lesson

Lesson 12

- q. [Skype Collaboration Project overview and preparations](#)
- r. Skype Collaboration Project presentations

Lesson 13

- s. Action plan introduction and viewing of mentor plans
- t. Action plan construction
- u. Action plan implementation

End of Unit

1. Revisit the Agree/Disagree activity that they completed at the beginning of the unit. Answer the same agree/disagree questions along with some open-ended questions about their changed/enhanced understandings. Conduct a discussion where students can share their initial thoughts and how/why they changed or remained consistent.

TGC FELLOWS UBD Lesson Template

Lesson Title: Lesson 10 K- Taking Action: Research Project Anticipatory

Subject: Language Arts

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Materials Needed:

- Gallery Walk
 - Activist profiles to hang around the room/place at tables
 - Shamma bint Suhail (UAE: Youth advocacy)
 - Malala Yousafzai (Pakistan: Education)
 - Parkland Shooting Survivors (USA)
 - Yara Shahidi (USA: Youth Activism)
 - Greta Thunburg (Switzerland: Climate Action)
 - Marley Diaz (USA: Diverse Representation)
 - Autumn Peltar (Canada: Water)
 - Bruno Rodriguez (Buenos Aires: Climate Action)
 - Bana Alabed (Syria: Syrian Refugee Crisis)
 - Sonita Alizadeh (Afghanistan: Equality and Women's Rights)
 - Asean Johnson (USA: Education)
 - Muhammad Najem (Syria: Peace)
 - Netiwit Chotiphathaisal (Thailand: Free Speech)
 - Graphic organizer
 - Guiding PowerPoint
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<u>Global Competency:</u> Take Action	
<u>Where is the lesson going?</u> (Learning Target or SWBAT)	LT: I can identify and draw connections between modern youth activists
<u>Hook:</u>	<u>Tailored Differentiation:</u>
<p>As students enter the room, they will respond, in writing, to the Do Now prompt displayed on the board Prompt: Using prior knowledge, identify any activists/changemakers that you have learned about. What did were they working to change? Were they successful? Write your response in your writer's notebook.</p> <p>Activist profiles will be hanging on the walls and displayed on the tables around the room.</p>	<ul style="list-style-type: none"> ● Gradual Release: Model filling out the chart, allow students to work with a partner for 2, and have students work independently for 1 ● Allow students to work with a partner during their gallery walk ● Underline/Highlight key information on activist profiles ● Modify the graphic organizer to include helpful information ● High Ability: Instead of full profiles, allow students to conduct mini-research on the young activists after
<u>Equip:</u>	
<ol style="list-style-type: none"> 1. Students will share their Do Now in their table groups and whole group. 2. Discuss gallery walk directions and pass out graphic organizers 3. Gallery Walk: Independent and quiet work time while students view at least 5 youth profiles (more if time allows) and document their findings on their graphic organizer (Notice/Wonder) 	
<u>Rethink and revise:</u>	
Students will bring their findings back to their table groups and will share their Notice/Wonder about the young activists that they examined.	

<p>Discussion Question Task Cards:</p> <ul style="list-style-type: none"> • What similarities do you see? Differences? • Look at a world map. Where are these activists located? • What do you Notice/Wonder about the group of activists that you studied? • What questions do you have? Add to the Wonder Wall! 	<p>viewing their picture and name</p>				
<p>Evaluate:</p>					
<p>Using large paper, students will compose a collaborative list of adjectives used to describe the activists. Students will then draw connections between the young activists.</p>					
<p><u>Notes:</u> Graphic Organizer:</p>					
<table border="1"> <tr> <td data-bbox="189 743 386 974"> <p>Activist's Name</p> </td> <td data-bbox="394 743 596 974"> <p>Activist's Country and Cause</p> </td> <td data-bbox="604 743 806 974"> <p>Notice: What do you notice about this activist?</p> </td> <td data-bbox="814 743 1012 974"> <p>Wonder: What questions do you have about this activist or their cause?</p> </td> </tr> </table>	<p>Activist's Name</p>	<p>Activist's Country and Cause</p>	<p>Notice: What do you notice about this activist?</p>	<p>Wonder: What questions do you have about this activist or their cause?</p>	<p>Organization</p>
<p>Activist's Name</p>	<p>Activist's Country and Cause</p>	<p>Notice: What do you notice about this activist?</p>	<p>Wonder: What questions do you have about this activist or their cause?</p>		
		<p>Profiles in classroom before students enter</p> <p>Graphic organizers copied</p> <p>Large paper and markers at each table group</p> <p>Discussion task cards at each table group</p>			