One Teacher’s Journey To Personalization
[Green Circle] This assignment has a lot of helpful hints and cues to help guide students through the learning. There are simpler instructions and sometimes the important vocabulary are underlined or bold.

[Blue Square] Students who have a little bit of confidence with the content should begin here. There are less hints and visual cues but enough information to help the student accomplish the task. The student is required to do more reading to understand the instructions and writing to convey their understanding.

[Black Diamond] The students who feel like “I already know this stuff!” should attempt this assignment. Students will be asked to take risks and use their creativity and problem solving skills. They will have less directions on how to accomplish the task. There is also more leeway for students to explore their own ideas and apply the learning to something of their interest.
Start with the WHY...
The Big Idea - Essential Questions Transferable Skills
## Stage I:
### Desired Results

<table>
<thead>
<tr>
<th>Established Goal(s):</th>
<th>Include content standards, CCSS, course or program objectives, learning outcomes, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Social Studies-</td>
</tr>
<tr>
<td></td>
<td>Civics competency a</td>
</tr>
<tr>
<td></td>
<td>History competency c</td>
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<tr>
<td></td>
<td>CCSS - writing 1, 8</td>
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<tr>
<td></td>
<td>Work habits - collaboration, creative problem solving</td>
</tr>
</tbody>
</table>

### Understanding(s): Students will understand that: (big ideas)

1. I can make change in my community.
2. Limited governments give citizens the opportunities to make change.

### Essential Question(s):

- "Should we care about our world?"
- Unit 4: "How can I make change?"

### Students will know:

- Characteristics of change makers, problems, solutions, and impacts of change
- Children around the world need change makers
- Change makers are confronted with many challenges/barriers
- Nations have either limited or unlimited power
- Citizens have rights, roles, responsibilities
- There are costs/benefits to change

### Students will be able to:

- Explore agents of change and identity problems, solutions, and impacts of their work
- Investigate a problem impacting children and brainstorm solutions for action
- Determine barriers that prevent change
- Explain the differences costs/benefits of limited/unlimited power
- Apply understanding of government structure roles of citizens to describe roles of us citizens
- Apply creative problem solving to make change
### Stage II: Data Collection

**Stage 2: Desired Results - How do you know they know? Collecting Data**

<table>
<thead>
<tr>
<th>Performance Task</th>
<th>Other Evidence</th>
<th>Desired Understandings: Concepts and Skills</th>
<th>Data Collected</th>
</tr>
</thead>
<tbody>
<tr>
<td>G - Call for action to a problem identified</td>
<td>Investigate agent(s) of change</td>
<td>- identify agents of change: qualities, problems, solutions, barriers</td>
<td>- discussion (pair/group)</td>
</tr>
<tr>
<td>R - Agent of change</td>
<td>MLK Jr</td>
<td>- same plus a historical figure isn't the only agent of change (Kids)</td>
<td>- graphic organizer</td>
</tr>
<tr>
<td>A - UNICEF / people interested in the cause</td>
<td>UNICEF</td>
<td>- What are the problems we could solve? Could we help?</td>
<td>- analysis speech/problem/solution/barriers</td>
</tr>
<tr>
<td>S - You are an agent of change: identify problem/solutions/barriers</td>
<td>Malala</td>
<td>- Identify barriers to change.</td>
<td>- analyze &amp; explain problem inadequacy kids</td>
</tr>
<tr>
<td>P - PSA/Magazine/ billboards</td>
<td>DO nows</td>
<td>- Adding to understanding of problems/solutions/barriers</td>
<td>- discussion/secondary post inspection</td>
</tr>
<tr>
<td>S - Crab, ha, accounting /ye, work habit cycle/creatives</td>
<td>wanted poster + IG</td>
<td>- application - how can I call for action?</td>
<td>- in prob/solution/barriers</td>
</tr>
<tr>
<td>Scenarios</td>
<td>Scenarios</td>
<td>- application - what do I know about gov't citizens &amp; how do they allow/impede change?</td>
<td>- collaboration around - the products</td>
</tr>
</tbody>
</table>

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**Notes:**
- By what criteria will performances of understanding be judged?
### Stage III: Daily Plan

#### Monday

**I can:**
- review agents of change
- explore our new essential question + goals
- "be" an agent of change

**WORK habits - communication/ collaboration**

**Do Now**

- green - 1 Define: agent of change
- blue - 2 List: 1-2 things you would like to change about the world
- black - 3 Explain: What is empathy?

**Learning Target(s)**

- Where is lesson going

<table>
<thead>
<tr>
<th>Date</th>
<th>Stage 2</th>
<th>Daily Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/23/17</td>
<td></td>
<td>Stage 3-(Daily Instruction)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learning Activity E- equip R- rethink and revise E- evaluate T- tailor instruction O- be organized</th>
<th>What I am doing?</th>
<th>What the students are doing?</th>
<th>What data am I collecting?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Checking my kids attendance</td>
<td>DO NOW</td>
<td>Reviewing the plan, stamping, planning</td>
<td></td>
</tr>
<tr>
<td>Listening to kids</td>
<td></td>
<td>Talking to each other, reviewing</td>
<td></td>
</tr>
<tr>
<td>Asking scaffolded questions</td>
<td></td>
<td>Asking questions, talking</td>
<td></td>
</tr>
<tr>
<td>Reviewing ED/goals</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hooking up as agent of change</td>
<td></td>
<td>Video, making cards</td>
<td></td>
</tr>
</tbody>
</table>

**Key Vocabulary**

- agent of change, empathy, Jen Rubin, cards for hospitalized kids

**Ticket out the Door**

- Turn in your card(s), review Learning Targets

**Texts used:**

- Video Clips
- "Cards for Hospitalized Kids"
1.) **Define:** agent of change

2.) **List:** 1-2 things about the world (school, Loveland, etc.) you wish you could change.

3.) **Explain** what empathy is.
Date: Monday, January 23rd

Learning Targets:
I can:
- **review** agents of change and empathy
- **explore** our new essential question and goals
- **“meet”** an agent of change
- **practice** being an agent of change

Reminders:

**Vocabulary:** agents of change, empathy, Jen Rubino, Cards for Hospitalized Children

**Homework:** Tell your family about what you learned today!
Should we care about our world?

E.Q. “How can I make CHANGE?”

I can...

Define:
KEY TERMS
- agent of change, empathy, upstander
- problem, solution, UN, UNICEF
- limited/unlimited government, rights
- roles, responsibilities, citizens

Explore:
agents of change
- characteristics of change makers
- problems/solutions
- impact on citizens/community

Investigate:
current issues facing children
- UNICEF
- child labor, education for all,
environmental issues, food & water
- poverty

Determine:
what prevents change
- what is government - what roles + responsibilities do they have?
- Malala - agent of change
- limited vs. unlimited govt.

Examine:
- and the cost/benefits when countries work together
roles of govt. & citizens

Apply:
creative problem solving
- to work as an agent of change to solve a problem
<table>
<thead>
<tr>
<th>Do</th>
<th>Do Not</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.) SECURE STUFF:</strong></td>
<td>1.) Give personal info:</td>
</tr>
<tr>
<td>make sure everything is secured with</td>
<td>phone number, address,</td>
</tr>
<tr>
<td>GLUE</td>
<td>email, etc.</td>
</tr>
<tr>
<td><strong>2.) GREET THE KID:</strong></td>
<td>2.) Write religious</td>
</tr>
<tr>
<td>hello, hey, hey there, hi</td>
<td>messages</td>
</tr>
<tr>
<td><strong>3.) SAY THINGS LIKE:</strong></td>
<td>3.) Write messages about</td>
</tr>
<tr>
<td>stay strong</td>
<td>being ill/ sick:</td>
</tr>
<tr>
<td>you are awesome</td>
<td>Get well</td>
</tr>
<tr>
<td>you are brave (you’re)</td>
<td>Feel Better</td>
</tr>
<tr>
<td>never forget how amazing you are</td>
<td>I’m sorry you’re sick</td>
</tr>
<tr>
<td>you rock</td>
<td></td>
</tr>
<tr>
<td>I hope you have a great day</td>
<td></td>
</tr>
<tr>
<td>You inspire me</td>
<td></td>
</tr>
<tr>
<td>Be brave</td>
<td></td>
</tr>
<tr>
<td>I believe in you</td>
<td></td>
</tr>
<tr>
<td><strong>4.) Sign your name</strong></td>
<td></td>
</tr>
</tbody>
</table>

https://youtu.be/Kvqd8xE8y90
**Investigation Agents of Change**

- **Agent of change:**

- **Problem:**

- **Solution:**

- **Impact:**

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**Kids Are Heroes**

**8 Amazing Kids Who Make A Difference**

**Kids Who Make a Difference**

**Kids Who Make Change**

**Helping Kids in Foster Care**
Martin Luther King Jr. → Agent of Change?

Step 1: Investigate BrainPop Martin Luther King Jr.

What PROBLEMS inspired him to act?

- 
- 
- 

List SOLUTIONS he tried (and inspired others to try too).

Who was he?

Qualities (that made him an agent of change):

Did MLK Jr. have BARRIERS to his change movement? What were they?
Freedom’s Ring
King’s “I Have a Dream” Speech

Freedom’s Ring is Martin Luther King, Jr.’s “I Have a Dream” speech, animated. Here you can compare the written and spoken speech, explore multimedia images, listen to movement activists, and uncover historical context. Fifty years ago, as the culminating address of the March on Washington for Jobs and Freedom, King demanded the riches of freedom and the security of justice. Today, his language of love, nonviolent direct action, and redemptive suffering resonates globally in the millions who stand up for freedom together and elevate democracy to its ideals. How do the echoes of King’s Dream live within you?

http://freedomsring.stanford.edu/?view=Speech
UNICEF is an agent of change because they are there for every child and they make sure they get to be kids too.

UNICEF is an agent of change because they help children kids all over the world they give them schooling, from what I saw they gave the kids medicine and doctors to keep them healthy, and anything else that the kids need if they are in trouble.

UNICEF is an agent of change because they are helping children across the globe. They are bringing better hope, opportunity’s, and a childhood.
UNICEF as an Agent of Change

Issue impacting children:

Claim:

Explain the problem facing children:

Solutions by UNICEF:

Explain the impact on the citizens and community:

Identify BARRIERS to change (what is preventing these changes from occurring?):

Name: ________
**Malala: Agent of Change**

Due: Wednesday, February 8, 2017 at 11:59 pm

"It's better to live like a lion for one day, than to live like a slave for 100 years."

– Malala

1.) Blue- What did Malala mean when she said this?

2.) Black- Does this quote reflect Malala's idea to be an agent of change? Explain.

**Blue**-
I think Malala meant that it is better to be brave and stand up for something you believe in and fight for your freedom for one day then to be a slave and never have any freedom for 100 years, and know all that time you could have done something.... But you didn't. Black- this quote is an example of Malala being an agent of change because even though everyone else was afraid and didn't believe they could defeat England, Malala searched deep inside herself and realized that "it is better to live like a lion for one day than to live like a slave for 100 years" And with that quote she lead her army to victory. And if she had not said that to her troops than right now they wouldn't have the freedom they do now, which changed lots of people's lives. And that is why Malala's quote is an example of Malala being an agent of change. :)

**Show Less**

1. I think she meant that every day has a challenge but if you stand up to it, it can be solved if you act like a lion or be a slave to it for 100 years like the the problem Malala saw (the new one).

2. Yes because she stood to the problem like a lion instead of being a slave to it for long after.

Like · Reply
I have learned that this Malala is like the old Malala with the same spirit but people think her dad chose her destiny but Malala said, "He only gave me the name Malala, I chose this path."

I learned that Malala isn't just an agent of change she is an agent of history she changes life for people forever and it won't have to be the same again.
That anyone can become an agent of change but something it can be painful. Also some people can go against you but you should always believe in yourself.

I have learned that one person no matter the age, size, or education can change the world. I also learned that no matter what happens, always keep going.
I have learned. She was never afraid. Nothing got in her way. She took a stand, her voice stood out. Even after she got shot and she still was targeted she didn't care. She wanted to make a change in the world.

I learned that standing up may not help one; it can help thousands and it's ok to be scared but you should not all the time.
BUT YOU CAN HELP CHANGE THAT
Transferable Skill-
Call to Action

Create #hashtags associated with your posts that would connect your organization to others and spread your message.

<table>
<thead>
<tr>
<th>Image</th>
<th>#hashtags</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1</td>
<td></td>
</tr>
<tr>
<td>#2</td>
<td></td>
</tr>
</tbody>
</table>

Write two comments people might leave in support of the image and/or your organization.

Heart
Image #1

Heart
Image #2

___ Likes
...
___ Likes
...

EXPERT ONLY
What do we know?

1.) What areas in social studies am I MEETING the 6th grade standard?
civics  history  geography

2.) What work habits am I MEETING the 6th grade standard?
collaboration  communication  self-agency

3.) Am I progressing in any social studies areas? YES or NO
What areas are they?

4.) Am I progressing in any work habits? YES or NO
What habits are they?

5.) Am I exemplary in any social studies OR work habit areas? YES or NO
What areas are they?

6.) How am I doing writing CLAIMS (circle one):

What is my evidence:

7.) What is the #1 area I want to work on:
Using feedback and evidence explain why you want to work on this area:

And make a plan if we don’t....