

**A Common Core Curriculum Guide to**

**IGNITE  
YOUR  
SPARK**

**DISCOVERING WHO YOU ARE  
FROM THE INSIDE OUT**

**PATRICIA WOOSTER**

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# SUMMARY



**I**gnite Your Spark: *Discovering Who You Are from the Inside Out* provides insight into ordinary teens who are doing extraordinary things. The common thread among these youth is their foundation of success was built upon strong self-identity, relationships, determination, and grit. Covering topics from relationships, self-image, and school to goals, failures, and willpower, *Ignite Your Spark* features thought-provoking quizzes, Ignite Your Life activities, and profiles of kids and adults alike who have ignited their own sparks to accomplish amazing things. The goal is to inspire the next generation to seize the opportunity to have a happy and bright future.

When using this book in the classroom, in addition to leading your students in the activities listed in this curriculum guide, ask your students to analyze the Anywhere High School dialogues found at the beginning of each chapter. Assign them to read the dialogue before the chapter. The situation in the opening of each chapter is intended to help students visualize how they might identify with the upcoming information, activities, and interviews, and how small changes can have a big impact on their futures. After they have read the chapter, they can then discuss the situation and decide whether they agree or disagree with the character's point of view, the handling of the situation, and any alternate solutions to the problem. Encourage them to consider using some of the tips and tricks they picked up in the coinciding chapter to advise the youth in the scenario.

# USING THIS BOOK IN THE CLASSROOM



**W**hy would you use this book in your classroom? It's no secret that the teen years can be tumultuous, confusing, and full of distractions, but that doesn't mean your students can't light a spark in their lives. Social issues regarding bullying, social media, self-esteem, and relationships don't have to get in the way of meeting the goals of academic learning. This book shows how these issues tie into classwork and extracurricular activities.

Students in this target age range are developing their identities and want to have positive impacts on the world around them. This book offers a lot of fun quizzes, activities, and teen interviews to inspire them to work a little harder and dream a little bigger. This guide provides writing prompts, lesson plans, and tips on how to use this book in your classroom.

# LESSON PLAN #1

## ACTIVE READING: THE STUDENT-MADE QUIZ



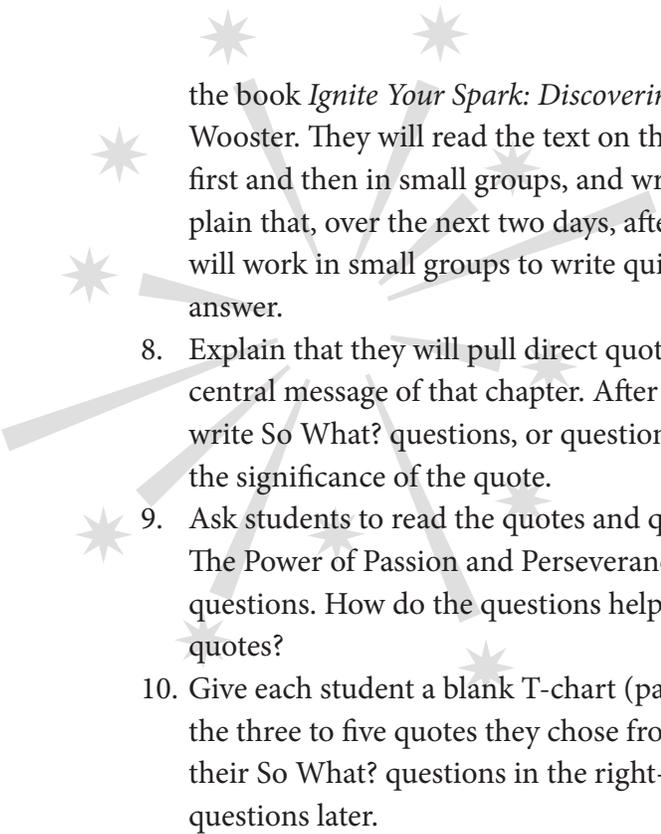
### Objective

Students will engage in active reading and teach other students about what they've learned through quizzes created in small groups.

### Procedure

#### Session 1

1. Explain to the class that they're going to watch a TED Talk as practice for a reading assignment and activity that they will complete on their own over the next couple of days.
2. Watch Angela Lee Duckworth's "TED Talk "Grit: The Power of Passion and Perseverance" ([http://www.ted.com/talks/angela\\_lee\\_duckworth\\_grit\\_the\\_power\\_of\\_passion\\_and\\_perseverance?language=en](http://www.ted.com/talks/angela_lee_duckworth_grit_the_power_of_passion_and_perseverance?language=en)) with your class and ask students to take notes about the main ideas of her talk.
3. After the video, ask students what they think of the talk in general.
4. After getting students' general impressions, ask them to share the main ideas they got from the video. Write the answers on the board.
5. Ask students what the central meaning of the talk was and how they know.
6. Give each student a copy of the example T-chart for "Grit: The Power of Passion and Perseverance" (page 7 of this guide).
7. Introduce the text they will be reading for their assignment. Explain to the class that you are going to ask them to read chapter 8, "Spark Up Your Determination" from



the book *Ignite Your Spark: Discovering Who You Are from the Inside Out*, by Patricia Wooster. They will read the text on their own, determine the central ideas alone at first and then in small groups, and write quiz questions about the main ideas. Explain that, over the next two days, after students have read the text individually, they will work in small groups to write quiz questions for other members of their class to answer.

8. Explain that they will pull direct quotes from the text that represent the main idea or central message of that chapter. After they've found three to five quotes, students will write So What? questions, or questions that will require people to think deeply about the significance of the quote.
9. Ask students to read the quotes and questions from their example T-chart for "Grit: The Power of Passion and Perseverance" and discuss why they are good quotes and questions. How do the questions help them think further about the significance of the quotes?
10. Give each student a blank T-chart (page 8 of this guide). Instruct students to write the three to five quotes they chose from their reading in the left-hand column and their So What? questions in the right-hand column. These may be used as their quiz questions later.

## Session 2

1. Ask students to work in groups of four to come to an agreement about the main ideas of "Spark Up Your Determination." They will need the T-charts they completed on their own and a copy of the chapter. Ask students to use a different color pen if they decide to revise their T-charts to reflect their decisions as a group, so they can see the difference between their new and old work.
2. Give the groups time to discuss and come to an agreement about the main ideas of the chapter. Allow enough time for them to debate their answers within the groups.
3. Ask a representative from each group to share with the class the quotes that they feel best represent the main idea.
4. Have the rest of the class participate by stating whether they agree or disagree with their quotes. Have them explain their reasoning.
5. Tell the class when they have found the correct main ideas.
6. Give groups an opportunity to share one or two of their So What? questions and write them on the board. Explain how the best questions have more than one right answer that can be found in the chapter. Discuss how to create strong questions and how the examples can be revised. The goal is for students to think beyond the literal level of the chapter when answering the questions.

## Session 3

1. Ask students to get out their T-charts and return to their groups.
2. Give each group one student quiz form (page 9 of this guide), and ask someone from each group to read the directions aloud to their group.
3. Remind students their questions should focus on the main ideas from their T-charts.
4. After each group has written five quiz questions, collect their forms and pass them out so that each group has a different group's questions to answer.
5. Ask each group to answer the questions on a separate sheet of paper, write their names at the top, and staple it to the quiz.
6. Return each quiz to the group who created the questions. Ask representatives to read the answers aloud to their group members.
7. Ask students to write a short reflection of this quiz experience for homework. Use the following questions as a guide: Were you surprised by how your classmates answered the questions? Why or why not? What did these answers reveal about their understanding of the reading? How did the process of collecting quotes, writing questions, and discussing the main ideas affect your understanding of the reading?



## Extensions

1. Ask students to get out their T-charts and return to their groups.
2. Give each group one student quiz form (page 9 of this guide), and ask someone from each group to read the directions aloud to their group.
3. Remind students their questions should focus on the main ideas from their T-charts.
4. After each group has written five quiz questions, collect their forms and pass them out so that each group has a different group's questions to answer.
5. Ask each group to answer the questions on a separate sheet of paper, write their names at the top, and staple it to the quiz.
6. Return each quiz to the group who created the questions. Ask representatives to read the answers aloud to their group members.
7. Ask students to write a short reflection of this quiz experience for homework. Use the following questions as a guide: Were you surprised by how your classmates answered the questions? Why or why not? What did these answers reveal about their understanding of the reading? How did the process of collecting quotes, writing questions, and discussing the main ideas affect your understanding of the reading?

## Accommodations and Modifications

For a younger group, or to shorten the lesson plan, teachers can assign just the “Anywhere High School” scenario in the beginning of the chapter or omit the chapter interviews of Krystyn Lambert and Suman Mulumudi from the reading.

## Example T-Chart for Angela Duckworth's TED Talk "Grit: The Power of Passion and Perseverance"

Main Idea Quotes	So What? Questions
<p>"In all those very different contexts, one characteristic emerged as a significant predictor of success. And it wasn't social intelligence. It wasn't good looks, physical health, and it wasn't IQ. It was grit."</p>	<p>What is the significance of grit being a greater predictor of success than natural-born talent or intelligence?</p>
<p>"Grit is living life like it's a marathon, not a sprint."</p>	<p>What does Duckworth mean by the word marathon in relationship to grit?</p>
<p>Dr. Carol Dweck's "growth mindset" "is the belief that the ability to learn is not fixed, that it can change with your effort."</p>	<p>Why is it important that learning is not fixed? How does this make you feel about your own ability to learn?</p>
<p>"We need to measure whether we've been successful, and we have to be willing to fail, to be wrong, to start over again with lessons learned."</p>	<p>What do you think Duckworth wants people to take from her speech? How can failure and grit be related?</p>

**T-Chart for Chapter 8 Text from  
*Ignite Your Spark: Discover Who You Are  
from the Inside Out* by Patricia Wooster**

Main Idea Quotes	So What? Questions

# Student Quiz

**Directions:** Use the spaces below to formulate five quiz questions for your peers. Use the T-chart you created to accompany your reading of chapter 8 from the book *Ignite Your Spark: Discovering Who You Are from the Inside Out*, by Patricia Wooster. Your goal is to help your classmates move beyond their recognition of the text's main ideas and to test their understanding of the text's significance, or the "so what?" of the text. Each group member is responsible for at least one quiz question. Record the group member's name before each question.

1. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

4. \_\_\_\_\_

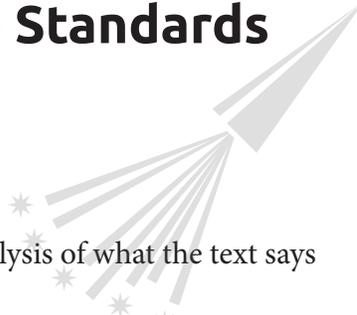
\_\_\_\_\_

5. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Active Reading: Common Core Standards



## Reading: Informational Text

**RI.9-10.1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**RI.9-10.2:** Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

**RI.9-10.4:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

**RI.9-10.5:** 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).

**RI.9-10.8:** 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.

## Writing

**W.9-10.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**W.9-10.5:** 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.

**W.9-10.6:** Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

**W.9-10.7:** 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.

**W.9-10.8:** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research ques-

tion; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

**W.9-10.10:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## Speaking and Listening

**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.

**SL.9-10.1.a:** Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

**SL.9-10.1.b:** Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

**SL.9-10.1.c:** Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

**SL.9-10.1.d:** Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

## Language

**L.9-10.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

**L.9-10.4.a:** Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

**L.9-10.4.d:** Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**L.9-10.6:** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

# LESSON PLAN #2

## A PICTURE IS WORTH A THOUSAND WORDS: USING INFOGRAPHICS TO CREATE A HABIT



### Objective

Students will create a habit by analyzing and creating infographics.

### Procedure

#### Session 1

1. Begin by asking students to brainstorm answers on paper to the following questions: What types of habits do you have in your life? What are some popular habits you observe in others? What is a habit you wish you had?
2. After students have written a few thoughts down, ask them to share their answers with partners. Encourage them to add any new ideas to their list.
3. Ask everyone to share their responses with the class. Discuss the value of using illustrations to create a habit.
4. Explain to the class that they are going to write the steps needed to create their own habit and illustrate it using infographics.
5. Read aloud the “10 Tips for Creating a Habit,” chapter 10 of the book *Ignite Your Spark: Discovering Who You Are from the Inside Out*, by Patricia Wooster. Write the ten tips on the board.
6. Discuss that in addition to using the ten tips to create their habit, students should use a process to effectively write a habit:
  - The habit fills a need the student has.
  - The habit is specific. For example, instead of creating the habit of improved health, focus on one area, like morning stretching.
  - The steps are written in chronological order.
  - Each step includes all information relevant to completing the step.
  - Transitional words and phrases connect the steps.

7. Hand out the rubric (page 15 of this guide) and discuss how their habits and infographics will be evaluated.
8. Tell the class to choose a habit and outline the steps for creating their habit. Make sure the ten tips from the chapter are represented in their outline.
9. Ask students to write an introduction sentence that explains why they are creating this particular habit. For example, if the student is creating the habit to read for fifteen minutes every day, he or she could explain that this will help meet the deadline of completing a book for another class by the end of the quarter.
10. Instruct students to begin working on their rough drafts. If students have access to the internet, refer them to the Improving Style: Using Transitions website (<http://writing.wisc.edu/Handbook/Transitions.html>) or pass out a list of these transitional words.
11. Assign students to complete their rough drafts of their steps for creating a habit before the next class period.

## Session 2

1. Ask students to highlight each transitional word or phrase in their steps for their habit. Ask them to consider if they were successful in using a variety of transitions or if they used the same words repeatedly.
2. Divide the class into partners and tell the partners to read each other's steps. Pass out the peer editing checklist (page 16 in this guide) and allow students the time to complete them.
3. Have students return to their seats to revise their steps by using their partner's feedback and examine their use of transitions.
4. Assign students to complete the final draft for the next class period.

## Session 3

1. Define *infographic* for the class and show some examples. Play the video: "What Is an Infographic?" ([https://www.youtube.com/watch?v=Je-I6fiE\\_Wk](https://www.youtube.com/watch?v=Je-I6fiE_Wk)) or project the image "Why Infographics?" (<http://www.infographicsshowcase.com/wp-content/uploads/2010/03/Use-Infographics.jpg>) to help. Discuss the main components of an infographic:
  - Communicates a message
  - Engages the reader
  - Is highly visual
  - Explains a large amount of information quickly and clearly

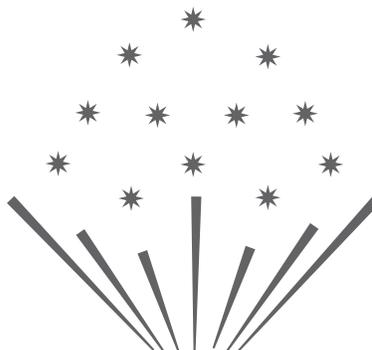
2. Explain to students how they will create an infographic to display their steps for creating their habit. Give some tips about design:
  - Use easy-to-read fonts.
  - Look for colors that are complementary.
  - Layer images.
  - Find images to represent each step.
  - Keep it clean and simple.
3. Model for students how to use Piktochart (<https://piktochart.com>) to create their infographics. You could start by creating a simple one as a class to demonstrate how to use the website.
4. If time permits, have students create an account on Piktochart or provide the class email you have created for this project. Students can begin creating their infographics.

## Session 4

1. Show students how to find and edit their saved infographic on Piktochart.
2. When students finish creating their infographics, divide the class into partners to share their finished infographics and written steps to compare with the rubric.
3. Once they've had a chance to revise their work, ask students to print the infographics and turn them in for evaluation along with their written steps. If you prefer email, they can send them to you in this format instead.

## Session 5

1. Add each student's infographic about creating a habit to a computer connected to an LCD projector.
2. Show your class each infographic and allow everyone to make comments. Discuss what makes each infographic stand out.



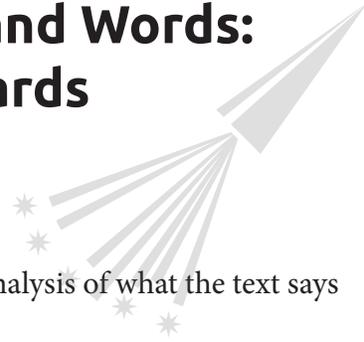
# Using Infographics to Create a Habit Rubric

Category	4	3	2	1
<b>Content</b>	There is a well-defined habit. The habit stands out and is supported by detailed steps.	The habit is clear, but the steps are general.	The habit is somewhat clear, but more supporting steps are needed.	The habit is not clear. The steps are random and out of order.
<b>Clarity of Steps</b>	All supporting steps are listed. There is no room for error if the steps are followed correctly.	Almost all supporting steps are correct. They may need to be more specific.	Most supportive steps are listed. They may need clarification or more detail.	No steps are listed or they are inaccurate. The steps cannot be followed as written.
<b>Transitions</b>	A variety of transitions are used. They clearly connect the steps.	Transitions show how the steps are connected, but there is very little variety.	Some of the transitions work, but the connections between some steps are unclear.	The transitions between steps are not clear or are nonexistent.
<b>Mechanics</b>	There are no grammatical errors or misspellings.	There are two or fewer errors.	There are three or fewer errors	There are four or more errors in spelling or grammar.
<b>Infographic Pictures</b>	All graphics are related to the steps and make the habit easier to understand.	All graphics are related to the steps and mostly make the habit easier to understand.	All graphics are related to the steps but don't contribute to understanding the habit.	The graphics are not related to the steps.
<b>Appearance</b>	Excellent use of font, color, and pictures enhance the instructions.	Good use of font, color, and pictures enhance the instructions.	The font, color, and pictures sometimes detract from the text.	The font, color, and pictures often detract from the text.

## Peer-Editing Checklist for the Steps to Creating a Habit

Topic	Comments
What are these steps teaching the reader to do?	
What reason does the writer give in the introductory sentence for the reader to learn this habit?	
Are any steps missing? If so, what steps are missing?	
Are the steps in order? What steps are out of order?	
Are any materials needed to complete the step listed? If not, what is missing?	
Has the writer incorporated the "10 Tips for Creating a Habit" from the reading into the steps? If not, which tips are missing?	
List any grammar or spelling errors you find.	
What challenges may the writer face when trying to follow the steps of this habit? Is there a way to make this clearer?	

# A Picture Is Worth a Thousand Words: Common Core Standards



## Reading: Informational Text

**RI.9-10.1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**RI.9-10.2:** Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

**RI.9-10.3:** Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

**RI.9-10.10:** By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.

## Writing

**W.9-10.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**W.9-10.5:** 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.

**W.9-10.6:** Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

**W.9-10.2.a:** Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

**W.9-10.2:** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

**W.9-10.2.c:** Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

**W.9-10.2.d:** Use precise language and domain-specific vocabulary to manage the complexity of the topic.

## Speaking and Listening

**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.

**SL.9-10.1.b:** Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

**SL.9-10.1.c:** Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

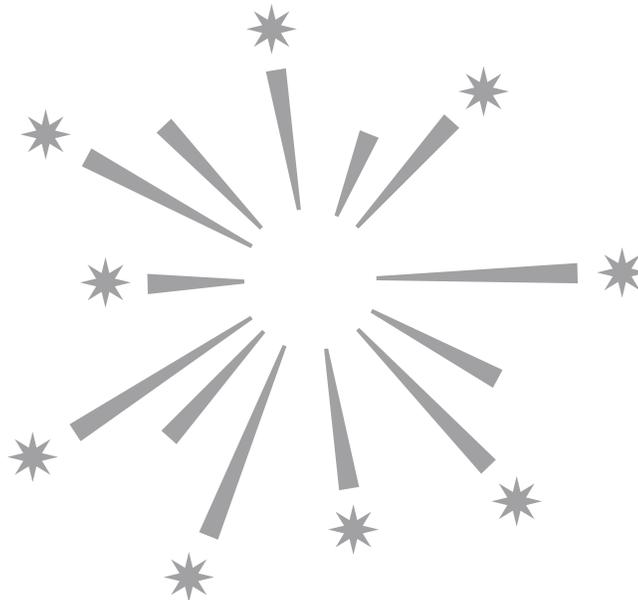
**SL.9-10.1.d:** Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

## Language

**L.9-10.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

**L.9-10.4.a:** Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

**L.9-10.4.d:** Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).



# LESSON PLAN #3

## ADDRESSING SOCIAL ISSUES WITH PUBLIC SERVICE ANNOUNCEMENTS



### Objective

Students will highlight a social issue of interest by applying the persuasive argument technique of public service announcements (PSAs) and the question-finding strategy.

### Procedure

#### Session 1

- Make a list of social issues addressed in Patricia Wooster's book *Ignite Your Spark: Discovering Who You Are from the Inside Out*.
- Visit the AdCouncil: PSA Gallery website (<http://www.adcouncil.org/Our-Campaigns>) and choose a video about one of these topics. As a class, answer the following questions: What problem is the video addressing? How are the facts presented? What makes the video believable?
- Share the PSA outline (page 22 of this guide) with your students. Show the PSA video again and discuss how the video fits into this outline. Fill in the boxes regarding the scenario, goals, reasons, facts, and sponsoring organization.
- Divide students into groups and ask them to choose a social issue from the book.
- For homework: Ask students to research the topic online and print out and bring to class documents related to their topic.

#### Session 2

- Lead students through questions that help them explore an issue: What did you find in your research that surprised you? Does this information agree or disagree with your beliefs? Are the facts different than you expected?

- Ask students to put together a list of questions that find explanations for the problem they are addressing.
- Their last set of questions should be imaginative, speculative, and exploratory: What are some ways to promote our message to young people? What would we do if we were in charge of this campaign? What are the benefits to young people if they listen to our message?
- Once students make a list of questions, have them get into groups to begin planning their PSA using the PSA outline. Ask them to complete only section 1. Their PSA dramatization needs to be thirty seconds or less.
- Have groups create a storyboard and slogan for their PSA.

## Session 3

- Each student group will need access to a computer. Have students create the rest of their storyboards. They enter a goal, reasons that support this goal, and some facts from their research for each reason.
- Using the information from their storyboards, have students fill out their PSA outlines. Section 1: What catchy phrase or slogan will flash across the screen? Section 2: How will you convince people to listen to your message? Section 3: What are your facts and how will you share them to have the biggest impact?
- For homework: have each student visit the Let's Make Movies! website (<http://fcit.usf.edu/lmm/extras.html>). Ask them to bring in any costumes or props they will need for their PSA.

## Session 4

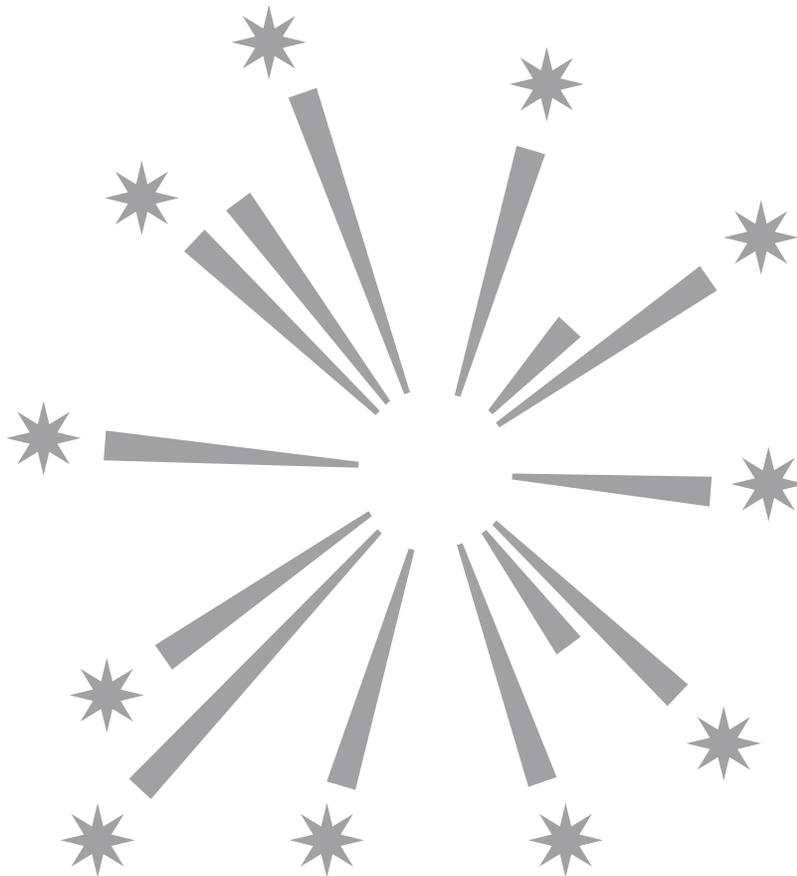
- Students begin filming their PSAs. This can be done with a video camera, iPad, or mobile phone.
- For homework: one student from each group should make sure their video is saved on a USB flash drive.

## Session 5

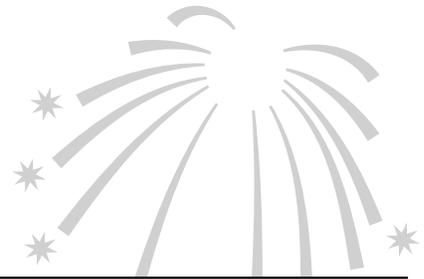
Make sure each group has access to a computer. Students should work on editing their PSA video by following the instructions on the Using Movie-Maker Wiki (<http://www.wikihow.com/Use-Windows-Movie-Maker>).

## Session 6

- Ask students to share their PSA with the class.
- Conduct a class discussion about the PSAs: Which one was most convincing? Who had the best slogan? Which facts were most convincing? How did the images contribute to the message?
- Ask students to fill out an evaluation form (page 23–24 of this guide) for the PSA videos.



# PSA Outline



**Directions:** Use this form to outline your PSA.

<p><b>Scenario:</b> Characters act out the problem. Write the script for dialogue and actions. Use another sheet of paper if necessary.</p>	
<p><b>Goal:</b> These words will flash across the screen.</p>	
<p><b>Reasons:</b> The voice-over explains the problem, and the images show the problem.</p>	
<p><b>Facts:</b> Facts will be displayed in the images.</p>	
<p><b>For more information:</b> Show a website or organizational name where people can go to become involved. This can be made up.</p>	



# Evaluation Form

**Directions:** After viewing some of your classmates' PSAs, think about their work in regard to your ideas, beliefs, and feelings. Use a separate form for each PSA.

**1. What message is the public service announcement trying to portray, and was it effectively told?**

**2. How did the producers use persuasive words and images to convey their message?**

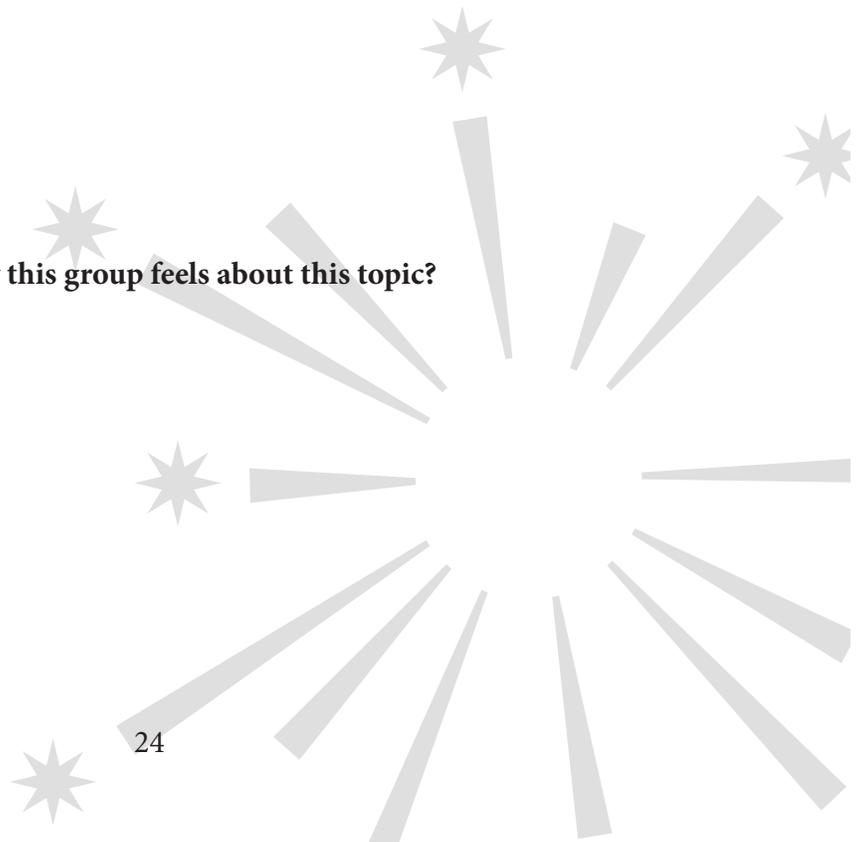
**3. If this was your topic, how would you do it differently?**

**4. How did the visual images add meaning to the message?**

**5. With a partner, discuss how your ideas differ from his or her evaluation.**

**6. What was the biggest takeaway from this PSA?**

**7. Do you agree or disagree with how this group feels about this topic?**



# Addressing Social Issues with Public Service Announcements: Common Core Standards

## Reading: Informational Text

**RI.9-10.1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**RI.9-10.2:** Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

**RI.9-10.4:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

**RI.9-10.5:** 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).

**RI.9-10.8:** 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.

## Writing

**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.

**W.9-10.1.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.

**W.9-10.1.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.

**W.9-10.1.c:** Use words, phrases, 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.

**W.9-10.1.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.

**W.9-10.1.e:** Provide a concluding statement or section that follows from and supports the argument presented.

**W.9-10.2:** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

**W.9-10.2.b:** Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

**W.9-10.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**W.9-10.7:** 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.

**W.9-10.8:** 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.

**W.9-10.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**W.9-10.9.b:** Apply grades 9–10 reading standards to literary nonfiction (e.g., 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).

## Speaking and Listening

**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.

**SL.9-10.1.a:** Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

**SL.9-10.1.b:** Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

**SL.9-10.1.c:** Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

**SL.9-10.1.d:** Respond thoughtfully to diverse perspectives, summarize points of agreement and

disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

**SL.9-10.2:** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

**SL.9-10.4:** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

## Language

**L.9-10.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

**L.9-10.4.a:** Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

**L.9-10.4.d:** Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**L.9-10.6:** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

