**English 12 – Social Justice Unit**

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**Introduction:**

This unit is designed for a cross curricular Social Justice 12 and English 12 class, however it could easily be adapted into a Social Studies current events unit or an English novel studies unit for any grade level. This unit is organized thematically in that all the activities are conducted through a social justice lens, but is also organized around an ongoing novel study activity.

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| **Cross-Curricular Competencies** | | |
| Thinking Competency   * Critical * Creative * reflective | Communication Competency   * language and symbols * digital literacy | Personal and Social Competency   * personal identity * personal awareness/responsibility * social awareness/responsibility |

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| **Big Ideas: (WHY this unit is of importance to your students’ learning?)** | |
| * Students will develop a understanding and a personal definition of the concept of social justice * Students will learn and pursue ways to engage in current social justice issues * Students will gain awareness of their ability to affect change through the implementation of social justice methods throughout their lives | * Students will develop skills to engage with texts using a social justice lens. * Students will develop skills to critically question and analyze information presented to them through a variety of texts and media. |

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| **Curricular Competencies**  Students will be able to: | **Content**  Students will know and understand: |
| **WHAT students will be learning – goals for the unit** | |
| * Critically analyze and assess various texts through a social justice lens, including a complete novel studies * Identify key elements and literary devices of a novel * Identify and reflect on current social justice issues and concerns in their local and global communities * Present concepts to a classroom audience in a variety of forms in an organized and thoughtful manner * Work collaboratively in groups and demonstrate the ability to take on various roles within the group. * Demonstrate behaviors and attitudes informed by social justice concepts. | * The concept of social justice in a current and historical context * The definition of social justice and a social justice vocabulary * How to engage and interact with social justice issues on a local and global scale * Ethics and how they inform socially just thinking * Biases and belief systems and how they impact different texts and multimedia |
| **Evidence: Acceptable evidence demonstrating achievement of goals** | |
| **Summative and Formative Assessment**  Novel Study Assessment   * Students will contribute to group blog forum, reflecting on their novel studies and responding to social justice prompt. Students will be expected to use social justice concepts and terminology in their responses. This is an ongoing assignment and will be assessed on a complete or incomplete basis. Responses that do not meet the expectations will result in a conversation with the teacher and an opportunity to improve. * Students will create a newscast connected to the novel studies. This multimodal assignment will be a summative form of assessment marked according to criteria developed by the class * Students will be expected to lead a novel study discussion with their novel study group. This will be assessed by a complete or incomplete basis * Students will do a brief 10 minute presentation on a social justice issue they discovered in the media. This will be marked on a complete or incomplete basis. * Students will compile a portfolio of classroom activities in regards to social justice. At the end of the unit students will submit their three best pieces for summative assessment. The portfolio will be submitted every Friday for formative assessment. * Students will create a response to a local social justice issue and a plan on how to further engage with the issue. This will be due at the end of the unit for summative assessment. | **Observational Evidence**   * Participation and initiative in classroom discussion * Participation and initiative in group activities * Participation and initiative in class activities * Asking critical questions * Engagement with various multimodal texts |
| **Connections to Curriculum Learning Outcomes (PLOs)**  **Social Justice 12**  It is expected that students will:   * A3 apply critical thinking skills to a range of social justice issues, situations, and topics * A4 analyse selected social justice issues from an ethical perspective * A5 assess how belief systems can affect perspectives and decisions in relation to social justice issues * A6 conduct a self-assessment of their own attitudes and behaviours related to social justice * A7 demonstrate attributes and behaviours that promote social justice, including −recognizing injustice −fair-mindedness −embracing diversity −empathy −taking action * C2 apply systemic analysis to propose solutions to specific cases of social injustice * C4 assess lifelong opportunities related to social justice | **Connections to Curriculum Learning Outcomes (PLOs)**  **English Language Arts 12**  Thinking (Reading and Viewing)   * B8 explain and support personal responses to texts, by – making comparisons, associations, or analogies to other ideas and concepts   – relating reactions and emotions to understanding of the text  – developing opinions using reasons and evidence – suggesting contextual influences and relationships   * B9 interpret, analyse, and evaluate ideas and information from texts, by   – critiquing logic, quality of evidence, and coherence  – identifying and describing diverse voices  – critiquing perspectives  – identifying and challenging bias, contradictions, distortions, and non-represented perspectives  – explaining the importance and impact of social, political, and historical contexts   * B10 synthesize and extend thinking about texts, by – personalizing ideas and information – explaining relationships among ideas and information – applying new ideas and information – transforming existing ideas and information – contextualizing ideas and information |

**Sequenced Learning Experiences: (HOW you will guide your students to achieve goals set at outset of unit)**

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| **Activities** | **Assignments/Projects** | **Resources** |
| **Week 1: Introduction to Social Justice Concepts**  Lesson 1- Introduction to Social Justice | See appendix A | See appendix A |
| Lesson 2- Novel Studies Carousel Activity and Social Justice Vocab Activity | Students will be in their novel study group to familiarize themselves with each other, the text and the format that will reoccur over the weeks.  A social justice vocab activity will introduce students to the necessary vocab for engaging with social justice. | Handout of vocab and Social Justice Terminology Jeopardy |
| Lesson 3- Social Justice in the Media | See Appendix B | See Appendix B |
| Lesson 4- Social Justice throughout History | Examination of Social Justice Movements and the development of Social Justice throughout history.  Students in groups will look at a biography, story or video about any of the above and report out to the class.  20 minutes to work with Novel Studies group | Biographies on figures and events such as – Gandhi, Martin Luther King Jr., Rosa Parks, the French Revolution, the American Civil War, the Holocaust, residential schools, colonization |
| Lesson 5- A look at the Charter of Rights and Freedom | Introduce and familiarize students with the Charter of Rights and Freedom  In-class writing response to the question “Is the Charter of Rights and Freedom adhered to for all citizens in Canada?”  15-20 minutes in Novel Study groups –Setting/Tone/Era Study | Powerpoint/Prezi on Charter of Rights and Freedoms  Printed handout about Charter of Rights and Freedoms for their portfolio |
| **Week 2: Honing Critical Questioning and Analyzing Skills**  Lesson 6- Social Justice in Music | Students are asked to come to class prepared by bringing a song with a social media theme. Student’s task is to listen to and examine the lyrics/message of a song that has a social justice theme.  Questions to consider: What is the message, what is the impact of the song’s message, is there a particular social justice movement that the song is in response to?  Discuss song in groups and compare with other songs.  The goal is to create a “Social Justice Playlist” for their portfolio.  15-20 minutes for Novel Studies | A few songs with lyrics printed out for students who may have forgotten to bring one to class  Students encouraged to bring music playing devices so they are able to listen to their songs in class |
| Lesson 7- Social Justice though film We Were Children | Activate Prior Knowledge/Introduce Residential Schools and discuss critical analysis and questions for students to use while watching the film “Things to think about”.  Introduce Film: *We Were Children*.  Play Film. | Powerpoint  Residential School reading list for students interested in more information  Handout with prompts for watching movie  The Film *We Were Children* |
| Lesson 8- Social Justice through film continued | Finish *We Were Children.*  In-Class essay write on Film reflection.  Leftover time = Novel Study |  |
| Lesson 9- Field Trip Together Against Poverty | Students were told about the field trip and are expected to ask a critical question about either about the TAPS organization or they work they do in the community. Students will be expected to share their questions and answers with the class after the field trip.  Students will be encouraged to take pictures/video of the field trip for their Portfolio. | Transportation to TAPS office |
| Lesson 10- Novel Study Day | Field Trip Share – Students will share their questions and answers from the field trip with the entire class. – Possible A/B Partner talk to encourage discussion at the beginning of the activity.  Novel Study – 50-60 minutes – Character Sketch | Character Sketch handout |
| **Week 3 Engaging with Social Justice Campaigns and Movements**  Lesson 11- How to Start a Movement | See Appendix C | See Appendix C |
| Lesson 12- Guest Speaker on the Moose Hide Campaign | Introduction to Guest Speaker  Talk on the Moose Hide Campaign  Reflection on guest speaker’s talk if time permits | [www.Moosehidecampaign.ca](http://www.Moosehidecampaign.ca)  [www.highwayoftears.ca](http://www.highwayoftears.ca) |
| Lesson 13- Methods of Engaging in Social Justice Campaigns with a focus on Letter Writing | Class brainstorm on ways to engage with social justice campaigns  Introduction to letter writing  \*if possible, connect to Dec 10 Amnesty International’s International letter writing campaign day  Letter writing activity  Novel Study time – 20 minutes | Letter writing handout  <http://www.amnesty.ca/write-for-rights> |
| Lesson 14- Computer Lab Time to work on Newscasts | Novel Study time – 20 minutes  Computer Lab time – 60 minutes | Computer Lab  Newcasts handouts (extras) |
| Lesson 15- Social Media meets Social Justice | Activate Prior knowledge about Social Media and Social Justice (ex. “What kinds of social justice campaigns do you see on your social media pages?”)  Introduction/short lecture about how Social Media has changed Social Justice practices in the 21st century  Case Study – Social Justice campaigns made huge by Social Media – Idle No More | Powerpoint “lecture”  Idle No More twitter feed/Facebook page/social media pages  <https://www.facebook.com/IdleNoMoreCommunity>  #INM1yr |
| Lesson 16- Social Justice Campaign Success Stories | Novel Studies Wrap-Up– 40 minutes  Class Discussion on social justice success stories  Case Study – Hamid Ghassemi release from Iran | <http://www.amnesty.ca/news/news-releases/amnesty-international-greets-hamid-ghassemi-shall-back-to-canada> |
| Lesson 17- Computer Lab Time to work on Newscasts | Computer Lab Time | Computer Lab |
| Lesson 18- News casts presentations | Presentations |  |
| Lesson 19- Newscast presentations | Presentations |  |
| Lesson 20- Social Justice Unit Conclusion | Portfolio finalization – Process of selecting favourites for summative assessment and opportunity to improve upon pieces  Reflection exercise – Reflecting on learning from the unit “how far I’ve come” |  |



APPENDIX A

**English 12 – Social Justice Unit (Lesson 1 of 15)**

Schedule for the day (80 min)

1. The Spread of Social Justice (5 min)

2. Video of Social Justice (5 min)

3. Collaboration to Define SJ (25 min)

4. Books (20 min)

5. Groups (15 min)

6. Final Project (5 min)

7. Last 5 Game (5 min)

**Before Class:**

* Have music playing in background
* Load videos
* Sparkles: choose two students prior to class
* Attendance role
* Have 2 roles of tape, poster paper for each pod, markers
* Have Bono’s 6 hats on the table
* 6 copies of each of the 4 books
* Sticky notes with book titles (6 colours, 6x each)

**1. Intro activity:** Glitter hands (**8 min**)

* Choose two students before class to inconspicuously spread the sparkles on their hands
* Class starts by standing up and shaking hands with one another, sharing their name and a greeting
* Objective: to demonstrate how quickly something can spread, good or bad. Intro social justice

**2. Defining Social Justice:** Video **(5 Min)** <http://www.youtube.com/watch?v=z754lhcX6qw>(2min)

* Write on the board the following starter questions:
  + The person in the video that stood out to me was…. Because…
  + The comment that stood out to me was…
  + The two things that were said about social justice that I liked were… I liked them because…

**3. Collaboration on Social Justice: Our Definition (25min)**

* Lead a discussion around SJ (10min)
  + - What is Social Just Not?
    - What are some examples of where you see social justice happening in the world?
    - What are key elements of social justice?
    - What stood out in the video on Social Justice that you believe is important?
* Introduce Bono’s Hats
* In pods (groups at round tables) (15min)

1. Bubble map your collaborative ideas around Social Justice
2. Be prepared to share with the class
3. Highlight any points that are made by other pods in the class
4. From the highlighted points and any other points that you feel are important, create a definition of Social Justice (2-3 sentences)

* Have class read out their definitions, highlight similarities.
* Have them post these on the wall.
* Purpose: To collaboratively come up with a definition so that at the end of the unit we can re-examine and redefine the definition based on students work with the topic

**4. The Books: Introduce the main points of the books (20min)**

* Have students write down, title of the book, and why they are interested in it
* Intro unit book plan
* Read first page from each of the books
* 5-6 people per book
* join the pod where your chosen book is

Novels:

1. **Sold**: (Patricia McCormick) It tells the story of a girl from Nepal named Lakshmi, who is sold into sexual slavery in India. The novel is written in a series of short, vignette-style chapters, from the point of view of the main character.
2. **Persepolis**: (Marjane Satrapi) a French language autobiographical graphic novel depicting her childhood up to her early adult years in Iran during and after the Islamic revolution.
3. **Feed** (M. T. (Matthew Tobin) Anderson) – a futuristic novel of the dystopian and cyberpunk genres. The novel focuses on issues such as corporate power, consumerism, information technology, data mining, and environmental decay. The novel depicts North America’s descent into a culture that revolves entirely around advertising and corporate gain from the perspective of an American teenager and his friends.
4. **Parallel Journeys** (By Eleanor Ayer) – She was a young German Jew. He was an ardent member of the Hitler Youth. This is the story of their parallel journey through World War II. Helen Waterford and Alfons Heck were born just a few miles from each other in the German Rhineland. But their lives took radically different courses: Helen's to the Auschwitz extermination camp; Alfons to a high rank in the Hitler Youth. While Helen was hiding in Amsterdam, Alfons was a fanatic believer in Hitler's "master race." While she was crammed in a cattle car bound for the death camp Auschwitz, he was a teenage commander of frontline troops, ready to fight and die for the glory of Hitler and the Fatherland. This book tells both of their stories, side-by-side, in an overwhelming account of the nightmare that was WWII. The riveting stories of these two remarkable people must stand as a powerful lesson to us all.

**4. Break into groups (15min)**

* Post Sticky notes with novel title on the board for students to come choose from, and then have them find pod group.
* Discuss why you chose the book that you did **& h**ow you think this book will incorporate social justice.
* Explain that they will be working on their novel studies with that group throughout the rest of the unit in a book club format.
* The will be expected to perform a variety of activities in the group including responding to a group blog and leading a group discussion.
* They will be provided an opportunity to meet in their groups and discuss their novels at least 3 times per week.

**5. Final Project Introduction (5min)**

* Reminder of portfolio
  + Three assignments in Portfolio Top three assignments to be submitted for grading in addition to their novel studies News Report and Social Justice Action Plan
* Taking a theme from the book you have chosen to research this happening today. Once researched, create a news cast.
* **Video project example:**

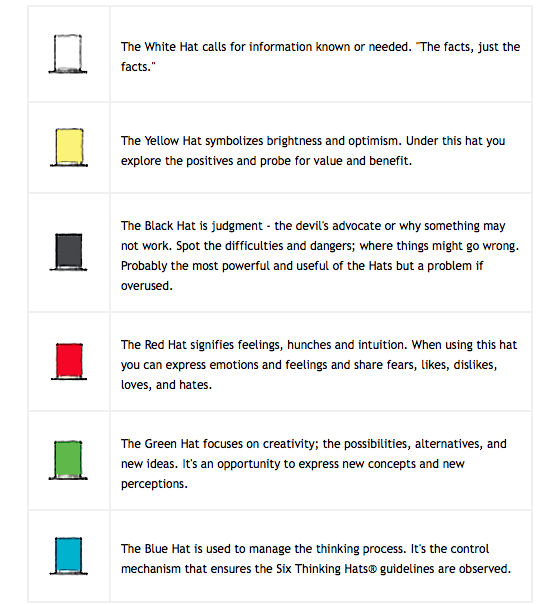
[**http://www.youtube.com/watch?v=1wdcoAS8OOk**](http://www.youtube.com/watch?v=1wdcoAS8OOk)

* (Remember that the portfolio is submitted to the teacher for formative assessment each Friday).

**6. End of Class Game: Ninja (5min)**

Working in Groups: de Bono’s 6 Thinking Hats

http://www.debonogroup.com/six\_thinking\_hats.php



APPENDIX B

**English 12 – Social Justice Unit (Lesson 6 of 15)**

Title/Focus: Using a Social Justice Lens to Engage with Media

Audience: English 12 and Social Justice 12 Students

INTENTS: **What do you plan to accomplish? Why is this important learning?**

Students will learn to analyze media through a social justice lens and ask critical questions about what is being presented, who is presenting the information, and what emotional response is trying to be invoked in the audience. Students are constantly inundated with information from the media, this lesson provides them with a skill set to process this information in an ethically and globally conscious way.

MATERIALS:

Projector, Computer, Handouts, Current Events Assignment Criteria Sheet, and Pens and Pencils. Students will be asked to bring in their laptops, Ipads or smart phones for this lesson

ACTIVITIES: Activating prior learning activity, brief lecture, class case study activity, group activity, and introduction to current events assignment

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| --- | --- | --- | --- |
| **Time** | **Teacher activity** | **Student activity** | **Assessment/evaluation** |
| 13 min  News Clip 5.38min  Class analysis  10 min  25min  15min  10min | **Introduction:** Briefly review lesson agenda and learning goals. Start with a 3-4min activity that requires students to write down 5 things they already know about social justice and anything relating to social justice and the media to activate prior learning.  **Development:** View Qatar FIFA construction news clip followed by a class analysis of a clip. Class discussion on who was speaking, whose story was heard, who was present but not speaking, who wasn’t present, who presented the story, what images were chosen, what was the back ground music, were subtitles used, what are the implications of subtitles, how were you suppose to feel after watching the clip, did the clip offer a way to respond or for further action, did a violation of human rights occur in the clip, what more information would you like to see presented?  Break down class into groups of 4-5. Each group is provided with a package that contains newspaper clippings and a link to a video clip that was featured in the media (both locally and globally) in the last month and a handout asking critical thinking and social justice prompts. Each group is to watch and read the clips and then answer the prompts. The worksheet will be handed in 1/group  When finished each group has to orally summarize and present their case study to the class along with one idea about further action that could be taken around the issue. Each member of the group is responsible for saying at least one thing when reporting out.  **Conclusion:** This activity leads to the introduction of one of the unit assignments: presenting a current social justice issue that they found in the media to the class. Each student will be required to present once during the unit, although if they are interested they are encouraged to present multiple times. Currents events presentations are to be brief 5-7min (which includes time to play the video clip) and must contain some kind of analysis of the media portrayal of the event. | **Demonstrating active involvement and Engagement:** Engaged and involved students will be participating in group and class discussions and asking questions. Other forms of involvement and engagement for those students who are less comfortable talking would be taking on a role in the group such as scribe or tech support.  **Content in Presentation:** The focus of the lesson is learning how to ask and apply critical questions to articles and reports in the media. Students will be asked to apply social justice concepts and terminology to their analyses that they have been previously introduced to in the short lecture and in previous classes. Students will present their learning orally in a case study group assignment that analyzes specific news articles and clips.    **Student awareness of their learning:** Students will be told the learning objectives for the lesson at the beginning of the lesson. They will be taught the concepts and then provided with 2 opportunities to practice them. Once in with the class and once with their smaller groups. Students can monitor their learning by comparing their understanding and results of the task to the other groups that are presenting. Students will be provided another opportunity to use the critical questioning skills from this lesson on their own in their current events assignment. | **How do you know students are learning?**  Students will have to present their findings in groups to the class which will help demonstrate if and what they were learning. Each student will have to speak out, in aid of familiarizing them to what it feels like to present information to the rest of the class. Groups will submit their media analysis handouts in for formative assessment to determine if the students are on the right track. Further evidence of learning would be student participation through the asking of critical questions.  **What they are learning?** Students are learning how to critically engage with the media, as well as how to apply some of the social justice concepts they have been introduced to different forms of text. |

NOTES: This lesson is for an 80 minute class. If the classroom does not contain the required technology or the students are not in possession of any technology the activity can be completed with news articles from print media. If the lesson finishes early class will break into teams and play Social Justice Terminology Jeopardy to help their mastery of social justice terms.

<http://www.theguardian.com/global-development/video/2013/sep/25/qatar-migrant-workers-world-cup-host-video>

APPENDIX C

**English 12 – Social Justice Unit (Lesson 11 of 15)**

Lesson Plan: “How to Start a Movement” - Social Justice

**Audience:** English 12/Social Justice 12

**Intentions/PLOS:**

| Social Justice 12 | English Language Arts 12 |
| --- | --- |
| * A7 demonstrate attributes and behaviours that promote social justice, including * recognizing injustice * C1 assess various methods and models of promoting social justice * C2 apply systemic analysis to propose solutions to specific cases of social injustice * C4 assess lifelong opportunities related to social justice   + critiquing perspectives   + identifying and challenging bias, contradictions, distortions, and non-represented perspectives   + explaining the importance and impact of social, political, and historical contexts | * B10 synthesize and extend thinking about texts, by   + personalizing ideas and information   + explaining relationships among ideas and information   + applying new ideas and information   + transforming existing ideas and information   + contextualizing ideas and information |

* + **Materials**: Youtube video, pens/pencils, paper

| Time | Activity | Student Engagement |
| --- | --- | --- |
| 10 minutes | Teacher Intro:  - layout for the class - “what we’re doing today”   * Reminder about what social justice is * some prompts about what it means in a local and global context * notes about how social movements are started * handout on prompts for watching the video | * activating prior knowledge * prompting memory * setting up the class expectations |
| 5 min | Development:   * YouTube video: Tedtalk “How to Start a Movement” - <http://youtu.be/V74AxCqOTvg> | * exposes students to Tedtalks * engages students with a multimedia presentation |
| 2 min  2 min  10 min | T/D,P,S:   * brainstorm your thoughts * share with a partner * share with the class | * gives students an opportunity to compile and share their thoughts in a less-stressful way * demonstration of engagement and understanding |
| 30 minutes (assuming there are app. 8 groups)  3 minutes  10 min | Problem/Solution Exercise:   * premade or student group made envelopes with quotes from the video, questions about social justice in local or global contexts (ie. “How do I join a movement?” “How do I start a movement in my school?” “What kinds of local issues can I become an advocate for?”) * in groups of 4 (or so), students answer the question on their envelope and switch every 3~ minutes until they’ve answered every question. * Once back to the original group, they open and read the responses to the group and organize the results * groups read out their suggestions to the class | * apply “how to start a movement” concepts to a practical, personal setting * generate discussion/conversation around social justice and starting movements * hear from every group, gives every student the opportunity to share verbally or non-verbally in a smaller group |
| 10 minutes | Conclusion:  Last moments for discussion/opinions/ideas/thoughts | - give students and opportunity to respond with final remarks |

|  | Assessment/Evaluation |
| --- | --- |
| Formative: | * students show evidence of their learning by speaking with each other, with the class or writing down their ideas, thoughts and opinions * students’ engagement with the video is evidenced by their participation in the class * groups write in a certain pen colour to show their participation then then envelopes are submitted to the teacher and student participation is formatively assessed as part of their unit portfolio |
| Summative: | - little to none |