



GeoCivics Lesson: Advocating for a Cause

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Teacher(s) Mr. Johnson	Lesson title: Advocating for a Cause	Grade Level: 9-12
Notes: This lesson will take 1-2 days to complete.		
Pre-existing Knowledge: Students should already know about connections with their experiences and views of citizenship to other times and places throughout historical events. Additionally, students should have expanded their knowledge of democratic ideals and systems, along with their ability to analyze and evaluate the impacts and relationships between citizens and the government.		
Overview: Advocacy is when individuals publicly express their interest in specific causes and take clear actions to support the positive advancement of those causes. Advocacy can be done for many reasons, each with its own merits. Nonprofit organizations typically use advocacy to advance these goals: Raise awareness with effective messages.		
National & State Social Studies Standard(s): State based on topic & state/territory National Curriculum Standards for Social Studies: <ul style="list-style-type: none">● Theme 10 - Civic Ideals and Practices. An understanding of civic ideals and practices is critical to full participation in society and is an essential component of education for citizenship. NY Standards for Social Studies: Speaking and Listening <ul style="list-style-type: none">● Comprehension and Collaboration: 1b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed● Presentation of Knowledge and Ideas: 5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.		

National & State Geography Standard(s):

National Geography Standards

- **Essential Element VI. THE USES OF GEOGRAPHY:** Standard 18 - How to apply geography to interpret the present and plan for the future.

NY Standards for Geography (Grades 9-12)

- **C. Comparison and Contextualization** 5. Recognize the relationship between geography, economics, and history as a context for events and movements and as a matrix of time and place

Purpose: In this lesson, students will experience hands-on experiences to deepen their understanding of advocacy. Students will be able to articulate their understanding of advocacy and connect it to formal concepts. Students will also be able to understand and apply their knowledge to develop a concrete advocacy campaign.

ELA Standards (To teach/review and support emergent multilinguals (EMLs) English language development):

- **Common Core State Standards: CCSS.ELA-LITERACY.CCRA.SL.1** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

ISTE Student Standard: 1.3 Knowledge Constructor

- 1.3c - Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.

Language Functions:

Expressing an Opinion	Reporting a Group's Idea	Paraphrasing
I think/believe that . . .	We decided/agreed that . . .	So you are saying that . . .
In my opinion . . .	We conclude that . . .	In other words, you think . . .
Based on my experience, I think . . .	Our group sees it differently... We had a	What I hear you saying is . . .

	different approach.....	
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Culturally Responsive Lesson Strategies: See Rubric below. What strategies will you include in your instructions to make lessons/assignments more culturally responsive?

- Connection: More than one real-life connection made or represented but mostly from the experiences of the dominant culture.
- Voice: Several places for working together cooperatively or sharing, somewhat connected to the topic of the lessons – mostly student-centered.

Objective(s): (Explicit & Measurable - suggested one per standard in each category.):

- SWBAT identify and research a school, social, or community issue they are passionate about.
- SWBAT develop an advocacy plan, including goals, target audience, and strategies.
- SWBAT create messages to support their advocacy campaign (e.g., flyers, social media posts, speeches).

SIOP

SIOP Elements

<u>Preparation</u>	<u>Scaffolding</u>	<u>Grouping Option</u>	<u>Assessment</u>	<u>Integrating Processes</u>	<u>Application</u>
- Adapting content - Linking to background - Linking to past learning - Strategies used	- Modeling - Guided practice - Independent practice - Comprehensible input	- Whole class - Small groups - Partners - Independent	- Individual - Group - Written	- Reading - Writing - Speaking - Listening	- Hands on - Meaningful - Linked to objectives - Promotes engagement

Evidence of Mastery (Measurable):

Formative:

Groups share what was learned during brainstorming activities. Specifically, share the issues they see in school, in their neighborhood and in society: *“What are some important “causes” that I would support?”*

Summative:

Students create advocacy messages and present in a form of their choosing. Poster, social media posting, public service announcement, podcast, video, live presentation, brochure, physical work such as clean-up of an area and/or installing something, TV and/or radio interview, attending city council and/or school board meeting, etc.

[\(RUBRIC - Page 7\)](#)

Levels of Accomplishment	Criteria	Points
Exceeds expectations	<ul style="list-style-type: none"> - Chose a clear topic to advocate for - Included words that are clearly related to advocacy topic - Included images that are clearly related to advocacy topic - Showed clear creativity and original ideas 	10
Meets expectations	<ul style="list-style-type: none"> - Chose a clear topic to advocate for - Included words that are slightly related to advocacy topic - Included images that are slightly related to advocacy topic - Showed some creativity and original ideas 	8-9
Approaches expectations	<ul style="list-style-type: none"> - No clear topic in work of art - Included words that are did not relate to advocacy topic - Included images that are did not relate to advocacy topic - Showed some creativity and original ideas 	6-7
Fails to meet expectations	<ul style="list-style-type: none"> - Does not complete assignment - Does not include words/text in project - Does not include images in project - Project was copied from an example 	0 - 5

Key vocabulary

- **Advocate** (noun) - a person who publicly supports or recommends a particular cause or issue
(verb) the action to support or argue for a cause or issue
- **Advocacy** - when a group or individual publicly expresses their interest in specific causes/issues and takes clear actions to support the positive advancement of those causes/issues.
- **Cause/Issue** - are social, economic and/or political topics of interest that people want to be changed.
For example: Health Equity, Bullying, Military and Veterans, Children/Youth Mental Health, Immigration Policy, Criminal Justice & Policing, Race, Ethnicity, & Religion.

Materials

- Highlighter sets
- Post-its for table groups
- Advocating for a Cause - *download separately*
- Laptop/tablet/phone each student
- Internet access

Source(s): N/A

Engage - DAY #1

Teacher Will: [\(Hook - Page 1\)](#)

NOTE: The teacher giving this lesson should modify the issue or problem discussed to match their own school, neighborhood or city.

1. **Ask students:** Answer the VTS questions while observing and analyzing the before and after images of renovated school bathrooms in the other schools in our building.
DO NOW: Visual Thinking Strategy (See, Think, Wonder) → 1. *What do I See?* 2. *What do I Think?* 3. *What do I Wonder?*
2. **Discussion:** Ask students to share their thoughts on the images. Pose questions such as, *What issues are you passionate about?* and *How can young people make a difference in their communities?*
3. **Objective Introduction:** Explain that students will learn how to advocate for a cause they care about by developing their own advocacy campaign.

NOTE: Ensure the image is relevant and inspiring. Encourage students to think about how this happened for the other schools.

Student Will:

1. Students will actively analyze the image, make observations then write down their responses.
(Preparation: Linking to background) (Integrating Processes: Listening/Speaking/ Writing) (Grouping: Independent/Small Group)
2. Students participate in conversation about what they see, think, and wonder about the images.
(Grouping: Whole Class/Independent) (Application: Meaningful/Promotes engagement)

Explore - DAY #1

Teacher Will: Mini-Lesson - THINK, SHARE, & DEFINE [\(PAGE 2\)](#)

Ask IQ #1 - *What are some important "causes" that I would support?*

NOTE: The teacher will have already placed students into groups strategically, providing language and or learning support for ELLs/SPED and Gifted students as needed.

1. First, the teacher will model with the whole class to activate student knowledge and experience. Ask: *what issues do you have with our school? What do you want to see changed?* Teacher will list at least 3-5 issues on the board, chart paper, or screen then ask the whole class.
2. Teacher will tell the students to look at the "Mini-Lesson" chart on their worksheets and ask the

Student Will:

1. Students will actively listen to the teacher's question to the whole class then take 1-2 minutes to quickly think about issues at their school. Students will then respond (*Quick Hands/popcorn style*) and share their answers out loud so the teacher can list them on the board or screen.
(Scaffolding: Modeling/) (Gouping: Whole class) (Integrating Processes: Listening/ Speaking)
2. Students will go to the "Mini-Lesson" section of the worksheet and review the class list of "Causes/Issues" then write down only one of them as their answers in the "school" section.
(Integrating Processes: Listening/ Writing)

whole class *Which one is important to you and would you support an effort to change that issue?* then students write down their answers in the “school” section.

3. After students have selected their cause, the teacher will tell them to write down their answer into the chart. **NEXT**, complete the list with your table group and write your final answers into the chart.
4. When in their groups, the teacher will have students talk to each other and brainstorm issues they see in school, in their neighborhood and in society by asking them to discuss: “*What are some important “causes” that I would support?*”
5. Immediately after the “*Mini-Lesson*” chart is complete, the teacher will tell the students to work as a group and/or individual to **DEFINE : What is Advocacy? What does it mean to advocate for a cause? (IN YOUR OWN WORDS, Advocacy is.....)**

(Grouping: Independent/Small Group) (Assessment: Written)

3. Students will write down their answers into the chart. Complete the list with your table group and write your final answers into the chart.
4. Students will work in table groups to *brainstorm* and identify school, social or community *causes/issues* they are passionate about. Students will use sentence stems to support their discussion as needed. (*One cause that is important to me is.....*) (*In my neighborhood, I would support the cause that helps.....*)

(Preparation: Linking to background) (Grouping: Small Group) (Integrating Processes: Listening/Speaking/Writing) (Assessment: Written)

5. students to work as a group and/or individual to **DEFINE : What is Advocacy? What does it mean to advocate for a cause? (IN YOUR OWN WORDS, Advocacy is.....)** Students will use sentence stems to support their explanation of “Advocacy”. (*In your own words, Advocacy is the / when.....*)

(Grouping: Individual) (Integrating Process: writing) (Assessment: Written)

Explain - DAY #1: Formative Assessment

Teacher Will: [TASK: Part 1 - Group Discuss & Research \(PAGE 3\)](#)

1. Ask students to stay in their same table groups and begin reading the TASK questions. Tell the students to think and share their answers with each other then agree to answers for each question.

→ *As a group, discuss causes/issues then select one that you all agree to advocate for*

→ **DISCUSS:** *Explain why you all chose this cause/issue. Why is it important to you all?*

→ *Who is affected / involved? What **caused** this issue/problem?*

Student Will:

1. Students will get into their groups and speak with their group members about their thoughts and answers to the questions. Students will discuss, compromise, then agree on responses to share out to the whole class.

(Grouping: Small groups/Whole class) (Integrating Processes: Listening/Speaking/Written)

2. Share out with the whole class their responses to questions #1 & # 2.

(Grouping: Whole class) (Preparation: Linking to past learning) (Integrating Processes: Listening/Speaking)

→ Describe **your Group's** plan to initiate change and advocate for change.

→ **RESEARCH:** Describe the solutions that others have tried to support **causes/issues** that are similar to yours.

2. Inform the groups that after answering the five questions, each group has to choose a speaker to present their "**cause/issue and why**" to the class. The teacher writes each "**cause/issue**" presented on board, chart paper or in a document.

→ **PRESENT:** Who will tell the class their group's **cause/issue** (1) and **why** (2)?

*** The **cause/issue** that our group will advocate for is _____ because _____ why your issue is important _____. ***

Teacher Notes:

- Assist groups in narrowing down their topics to specific, actionable issues.

(Application: - Linked to objectives/Promotes engagement)

Elaborate - DAY #2:

Teacher Will: [Do Now & Mini-Lesson \(PAGE 4\)](#)

Q #2# How can we develop strategic messaging to advocate for their cause?

1. **ENGAGE:** Ask students to follow the **DO NOW instructions: REGROUP & RECALL** - Sit with your Group from the other day , Take out your Discuss & Research papers. Also, encourage students to quickly answer this RECALL question: What was the cause/issue that your group agreed on?
2. Check that students are in the right groups and have completed the RECALL "cause/issue" question. NEXT, the teacher quickly leads the **Mini-Lesson: (3-T's)THINK, TURN,& TALK**. Select a student to read the Advocacy Message definition out loud to the class. Have students annotate 2 key points of the meaning. FINALLY, have student groups TURN and TALK about the Mini-Lesson's Images and answer the question." What do they have in common?"
3. After 5-7 minutes of Mini-Lessons, the teacher commands the whole class's attention and reviews the question about the messages.

Student Will:

1. Students will take the DAY #2 worksheets and following the DO NOW instructions. Sit with your groups, take out the DAY #1 worksheets and answer the RECALL question.
(Grouping: Small groups/Whole class) (Integrating Processes: Listening/Speaking/Written)
2. Students will actively listen to the speaker and definition of an advocacy message then highlight or circle 2 key points. Groups will TURN and TALK about the images and what similarities they see in the format of messages.
3. Students will respond with answers like, "messages are short, direct, straight to the point, shocking, catchy"
4. Students will go to the next page of the worksheet and actively listen to the instructions

4. Teacher will move on to the TASK instructions.

Evaluate - Summative Assessment

Teacher Will:

DAY #2 [TASK: Part 2 - Advocacy Plan & Message \(Page 5-6\)](#)

1. Tell students to work as a group to complete the graphic organizer for a Advocacy Plan & Message of their cause/issue.
2. Explain the instruction and the components of the Plan. Teachers will encourage student groups to discuss and collaborate their thoughts to answer the questions.
3. Have students go to the last component “communication and Responsibility” and emphasize that this is incredibly important because this is the beginning of designing a plan for the advocacy messages. **ASK: What type of message could you create with a partner from your group?**
4. Circulate the classroom: observing and listening to groups and **reminding them to talk about their thoughts to the questions** because they need to be aligned with the advocacy message. **BUT DO NOT** ask who needs help.

NOTES: Student groups may need more time or another day to complete the Advocacy Plan and finalize what types of messages that will be created and by who.

5. After another day (or 2 days) of creating the messages for their cause, students are assessed on their Group Advocacy Messages using rubric on page 7.
6. **PRESENTATIONS** - Student groups should present their messages to the whole class, in small groups or have their message uploaded to a shared google folder so their peers can review and give feedback.
 - How effective was the message?
 - What could be improved?

Student Will:

1. Students work together with their group and talk about the question and answer. They will come to an agreement on most answers but some may add more or less than others.

Grouping: Whole class) (Preparation: Linking to past learning) (Integrating Processes: Listening/Speaking) (Application: Linked to objectives/Promotes engagement)

2. Actively listening and looking at the last component of the plan for the message.
3. Students will be listening, agreeing or disagreeing and compromising on answers to questions then writing down their thoughts to the components of the plan.
4. Students will create messages by using materials for posters or flyers, technology for social media posts, presentations, speeches, or videos.

- Would you support their cause?