Grade Level	Content Area	Course Title *(9-12 Samples Only)*	Unit Title
12th Grade	**Writing**	**12th Grade English**	**How Can We Make Change in the World?**

Length of Unit	Quarter Taught	Expected Prior Knowledge
Five 1.5 hour class sessions	**3rd Quarter**	Students will have read the speech Beyond Vietnam by Martin Luther King Jr. Students will have previous experience with expository writing; the following is the 11th grade standard: Strand 3: Writing Applications Concept 2: Expository writing includes non-fiction writing that describes, explains, informs, or summarizes ideas and content. The writing supports a thesis based on research, observation, and/or experience. PO 1. Write a multi-paragraph essay (e.g., compare/contrast, cause/effect, process) that: • includes background information to establish the thesis (hypothesis, essential question), as appropriate • states a thesis (hypothesis, essential question) with a narrow focus • includes evidence in support of a thesis (hypothesis, essential question) in the form of details, facts, examples, or reasons • communicates information and ideas from primary and/or secondary sources accurately and coherently, as appropriate • attributes sources of information, as appropriate • includes a topic sentence for each body paragraph • includes relevant factors and variables that need to be considered • includes visual aids to organize and record information on charts, data tables, maps and graphs, as appropriate • includes an effective conclusion Students have prior learning using the MLA documentation of resources format, including correctly citing resources in the text of their papers. Students continually practice the Writing Process and the 6-Traits of Writing. The writing standard PO's that address both the writing process and the 6-traits are reinforced throughout previous instruction, as well as on the 6-Traits-based Peer Response Sheets used with Editing Teams, and the scoring rubric for every writing assignment. Prior learning also includes instruction and practice on the Editing Team process, and the use of the 6-Traits-based Peer Response Sheets to record their editing efforts. Students have previously written expository essays.

Unit Description

Using their experience with writing the previously assigned literary analysis essay (see 12th grade reading curriculum example), students will discuss how they can make a change in the world. Students will analyze primary sources by first reading and responding to sources. After several days of practice with reading/response students will take what they have written along with primary and secondary sources they have researched to use as support for an expository essay. Although not a persuasive essay, students will be encouraged to use literary elements in their writing that will stir emotions in their readers.

Strand(s), Concept(s), and PO(s)	Strand 3: Writing Applications Concept 2: Expository writing includes non-fiction writing that describes, explains, informs, or summarizes ideas and content. The writing supports a thesis based on research, observation, and/or experience. PO 1. Write an explanatory, multi-paragraph essay that: • includes background information to establish the thesis (hypothesis, essential question), as appropriate • states a thesis (hypothesis, essential question) with a narrow focus • includes evidence in support of a thesis (hypothesis, essential question) in the form of details, facts, examples, or reasons

	• communicates information and ideas from primary and/or secondary sources accurately and coherently, as appropriate • attributes sources of information as appropriate • includes a topic sentence for each body paragraph • includes relevant factors and variables that need to be considered • includes visual aids to organize and record information on charts, data tables, maps and graphs, as appropriate • includes an effective conclusion
Summative Assessment	The student will demonstrate synthesis of an expository essay by writing a multi-paragraph essay on the topic "Making Change in the World."
Assessment Scoring	The assessment will be scored using the 6-trait 6-point scoring guide and rubric.
Materials/Resources Needed *(all items for the entire unit.)*	• Copies of *Beyond Vietnam* by Dr. Martin Luther King Jr.,"What Makes Change Happen" by John Samuel, the essay Scoring Guide and Rubric, the Peer Response Sheet, access to a computer for research assignment.

	Lesson 1	**Lesson 2**	**Lesson 3**	**Lesson 4**	**Lesson 5**
PO Focus	HSR S2C1 PO1	HSW S3C2 PO1	HSW S3C2 PO1	HSW S3C2 PO1	HSW S3C2 PO1
Lesson Instruction	Objective: Students will analyze primary sources as a model for writing an expository essay. Teacher introduces essay topic and reviews purpose, goals, and standards of expository essays. Teacher sparks discussion of Martin Luther King's commitment to create a better world. Explain that students will use class time to read, take notes, and discuss "What Makes Change Happen" by John Samuel, then respond to a writing prompt (below). The teacher circulates the room to assess student work and offer guidance.	Objective: Based on the previous day's reading and note taking, students will develop a thesis for an expository essay. Explain that students will use class time to locate and read an additional expository essay/article on civic activism by an author of their choice. Then, students will develop a thesis statement for their expository essay (see activity below). Further explain that the expository writing essay DRAFT will be due in three days. Provide the parameters of the essay assignment, and that they will be using class time to complete the essay draft before meeting in editing groups. The teacher circulates the room to assess student work on their thesis and offer guidance.	Objective: Students will conduct research to use as primary or secondary sources for an expository essay. Model the process for finding primary and secondary research relevant to their thesis by showing students on the computer and projector how to find resources online. Explain that students will have the opportunity to use the rest of class to obtain primary or secondary research. The teacher circulates the room to assess student work and offer guidance.	Objective: Students work in Editing Teams to peer assess an expository essay draft that uses primary and secondary sources. Students work in their Editing Teams using the Peer Response Sheets as a tool for editing each others' essays. The teacher circulates the room to assess student work and offer guidance.	Summative Assessment: The student will demonstrate synthesis of an expository writing by writing on the topic "Making Change in the World." Students will share their final essays in a reading to a "new" group in the class. Then the teacher will collect the final essay copies, the rough drafts, and peer response sheets.

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Student Activities	Students will read during class: "What Makes Change Happen" by John Samuel. Students will locate and read an expository essay/article of their choice on activism. Students will respond to the writing activity.	Students will begin the writing activity for lesson 2 (see below).	Students will use class time to research primary and secondary sources to be used in their expository essay and to continue work on the draft of their essay.	Students work in their Editing Teams using the Peer Response Sheets as a tool for editing each others' essays.	Students share in class and then turn in their essays for scoring by the teacher.

Writing Assignment Lesson 1:

- Describe three of Dr. King's beliefs about the United States' involvement in Vietnam from the speech *Beyond Vietnam.*
- Compare the main ideas presented by Samuel and an expository author of your choice to Dr. King's speech. Answer the question: What are the similarities and differences between their points of view?

Writing Assignment Lesson 2:

- Develop your thesis for an expository essay that addresses the topic, "Making Change in the World." Use the articles and any other resources for your expository writing.

Summative Assessment:

Write a multi-paragraph expository essay on the topic "Making Change in the World." Include a minimum of three examples of primary or secondary sources correctly cited in the essay.

This section carries essays and articles sent in to us, on a range of topics. Descriptive, argumentative, thought-provoking, informative – this is your voice and your space.

Feel strongly about something? Want to highlight an issue or share an idea, a feeling, an event, a memory? Write for us!

What makes change happen?

Making change happen within oneself, around one and beyond one is the most exciting thing about life, says ***John Samuel.***

Only two things can change the world: ideas and people. Imaginative ideas and inspired people together can make change happen in the world.

All other things are peripheral. Money or wealth or weapons cannot change the world in the long run. If you have inspired people and imaginative ideas, everything else will follow.

You cannot kill an idea, you can only challenge an idea. The moment there is an idea, it's like a seed, it will come up in different forms. So you can challenge Marx, but you cannot kill Marxism as an idea. Savarkar proposed Hindutva -- you cannot kill that idea, you can only challenge it.

Ideas are more dangerous than anything else. Ideas are the most powerful weapons in the world. But an idea becomes active only when people live with it and live to propel it, translate it, and use the idea as a means to transform society and the world. Young people with ideas and ideals are the force that can change the world. Ideas and ideals create creative imagination. The best of the *dil* (heart), *dimaag* (mind) and *dum* (dynamism) are in and among young people.

You have to feel and live every moment of your life. Living is the art of feeling, thinking, and doing -- making a difference wherever you are. Living is also the art of unleashing your imagination and creativity; it is the magic of discovering the world within you and around you.

Every human being eats, shits and procreates – all very simple. But that makes life into such a monotonous, routine existence, without creative impulse or transformative potential.

Experience is very important. One should be able to feel, touch and smell with passion and intensity. Experience is one of the biggest sources of learning and inspiration. But the tragedy is that one is not often aware of even one's own experiences as one lives a life of routine devoid of the sense of curiosity and wonder. Skills and tools are also important.

What is the difference between human beings and animals? Human beings have creativity, community and ability to communicate. Human beings can have communion as well – a sense of sharing values, ethics, and collective memory, a sense of belonging to each other, going beyond the self. The creative and power instincts of human beings propel us to give birth as well as to kill, to create as well as to destroy, to imagine as well as to impose. How do we move beyond the basic instincts of create and destroy, to a transformative being: someone who has self-awareness about her/his being, and generates creative work by realising the belief and values through action and becoming a new being who is sensitive and sensible to a larger world beyond ourselves, our institutions and our immediate interests.

Human beings have vanities about power, they are full of vanities and these vanities of power are often built within the social system.

Ideas give rise to imagination and imagination can propel new ideas. One must have the courage of conviction of those ideas and the ability to inspire, initiate and nurture young people, and the rest will happen. Knowledge is power. But imagination is more important than knowledge. Imagination is the impulse to creativity. Human creativity and conviction are what make change happen. They together make the will act. They are the moving force behind history. All other things like wealth, weapons, etc are mere enabling factors. Remember that Confucius, the Vedas, Buddha, Jesus, Prophet Mohammed, Newton, Marx, Einstein and Gandhi influenced the world more than the great warrior kings or the richest people.

Young people should dare to dream. You have to learn to dream about society and you. You have to imagine that you can change the world. You need to nurture your critical self-awareness and creative impulse. You have to believe in your ability to transform yourself and the world around you. You need to have the courage of your conviction. Then, you can indeed change the world!

Making change happen is the most exciting thing in the world -- a proof our living, a sign of our creative impulse, a responsibility to go beyond ourselves, to touch, feel and smell the world – to be an agent of transformation. Why not?

Our society is full of contradictions, and it is still very feudal. The power structure is still problematic, based on caste, religion and language. In the world of NGOs also, who are the people who call the shots? They are urban, upper class, upper caste, and English-speaking. They come from elite institutions and privileged backgrounds. For many of them, NGOs are a more relaxed way of working, a bit of an alternative style, and a way of doing a bit of good. It does not necessarily mean challenging the status quo or transforming the world. More often, the same class of people take the leadership in the top echelons of the bureaucracy, the corporate sector and NGOs.

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There are fewer opportunities and choices for rural youth, particularly women, who have no adequate skills in English or any enabling exposure. While many of the English-speaking privileged class encourage rural and less privileged people to speak in their local language or in Hindi, they unwittingly foreclose the possibility of further exposure or learning to such people. Often, those who speak or write Hindi end up in a small organisation or work at the district level and those who have access to language, knowledge and exposure end up leading the more privileged urban NGOs or INGOs.

There is indeed a language connotation to our power structure that emerged out of the colonial process and also because of the diversity of India. English is the only connecting language across the middle class of India. So, while it is good to know Tamil and Hindi, without communication skills in English, you may end up having less of an advantage.

It is also important to truly respect diversity and pluralism wherever you are. It is equally important to stand up and speak out for those who are less privileged in a given situation. I tried to do that whenever there was an opportunity. Now, ActionAid has an affirmative recruitment policy in many countries. A few years ago, all our leaders came from the upper castes and upper classes and the majority religion. Now, we have many senior leaders from dalit, tribal and minority backgrounds. We have more women in leadership positions. Unless we challenge ourselves, we cannot change ourselves.

Perspective is another important force of change. We interpret the world around us from one perspective or another. However, what you see depends on where you stand!

The mind often rationalises things as per its own convenience. It can be used to rationalise Hitler or Stalin. The mind can also become very cynical. Such cynical rationalism can often be counter-productive and dangerous.

Solidarity is a shared sense of feeling and a sense of collective commitment. You cannot derive a sense of solidarity or courage of conviction from textbooks or from social theory. Unless one feels deeply for the causes and consequences of injustice and poverty, it is difficult to act. Descartes wrote: "I think therefore I am." The problem with this Cartesian mode of thinking, which is largely prevalent in the European world, is that it makes a distinction between mind and body, experience and reason.

After spending a week in a remote village in a river island (Choar Mumtaz) in Bangladesh, I wrote down my experience (available on the blog: www.bodhigram.blogspot.com). I ended that reflection with a counter-point to the Cartesian mode: "I feel therefore I am; I think therefore I do."

We need both poetry and politics for a new wave of change. We need political imagination as well as poetry of power and passion to transform the barren landscape of our thinking and action.

We need people, passion and politics to transform the world. We need to be aware about unjust power-relations operating within ourselves, around us and beyond us. Every person is unique. Every person counts. Every person can have immense potential. How do we connect with the unique potential of everyone -- touch them, feel them and move with them -- weaving a sense of shared values, genuinely concerned about everyone, and making waves of creative action? A movement of inspired and passionate people can change anything in this world. Gandhi helped it happen. Martin Luther did make it happen. Che Guevara inspired us to dream and act. Pablo Neruda wrote poetry to make politics happen within and beyond us. Why can't we?

Making change happen within oneself, around one and beyond one is the most exciting thing about life. Without a sense of change, life can be a monotonous burden -- of the imprisoned self. Freedom can only happen from within, when we feel free to fly beyond the self. Freedom is first about Being -- discovering the spaces within, and then beyond, to create, to bridge, to connect, to communicate and to realise one's true potential. When each of us can discover our own potential, when each one of us can believe that we together can make wonders and move mountains, then we can make change happen.

If we cannot make change happen deep within, then we cannot make change happen beyond. And human history teaches us about those who made destructive changes and those who made generative changes. We need to understand history in order to make history. We need to envision, enable, educate and empower to make change happen. We need to feel inspired and empathetic to make change happen. When we truly believe in what we do, when we are willing to listen, learn and love, change begins to unfold within us.

When we feel we are a part of a movement in the long march of the history of the world, we begin to believe in causes much bigger than ourselves, causes much bigger than our own institutions, causes much bigger than our little positions of power, causes much bigger than our own countries, causes big enough to inspire us, challenge us and transform us. Then change begins to happen.

And when we make change happen -- change that can outlive ourselves and our generation, and our organisations -- then we make history. That is something exciting. So do not get stuck in positions of 'power' for the sake of it. Do not get into the rat race for positions of power. Develop a sense of awareness to have dreams much bigger than you, and your little positions of power or your organisation. Do not go after temporal power to control or to acquire. 'Being' is often more important than 'having'.

Power only becomes meaningful when it is a responsibility to be creative and transformative -- the power within each of us can discover the freedom within -- a power to create a sense of freedom and joy around us. And all of us have that power deep within. We need to only discover the power within us -- the powerful stream that comes from the depths of our soul.

And when we realise the power of people and imaginative ideas for a better world, a just tomorrow and a joyful world, we will have a safer, greener and better planet that we can pass on to the next generation. A world where people can indeed smile and feel the joy of being in and enjoying true freedom. Then, we can indeed make change happen.

(This is an excerpt from John Samuel's interaction with interns at the National Centre for Advocacy Studies, Pune.)

Peer Response Sheet Student Editor's Name _____

Expository Essay: "Making Change in the World"

Writer's Name: _____

Directions to student editor: After carefully reading the expository essay, complete this peer response sheet. Provide explanations when necessary.

Rate the Following 1-5 (high)

INTRODUCTION

a. The introductory paragraph(s) begins with a motivator.	1	2	3	4	5
b. The introduction contains a thesis which indicates what is being explained in the essay and why it is significant.	1	2	3	4	5
c. The introduction indicated the specific points the writer will make to support the thesis.	1	2	3	4	5

d. List points the writer will make to support the thesis:

_____

BODY

a. Each support paragraph contains a topic sentence which indicates discussion of one of the points mentioned in the introduction.	1	2	3	4	5

Comment: _____

_____

b. Each support paragraph provides concrete evidence to support its topic sentence; which in turn, follows through on the thesis contract.	1	2	3	4	5

Comment: _____

_____

c. List the types of concrete evidence used in the support paragraphs (summary, paraphrase, quotes):

_____

CONCLUSION

a. In the conclusion paragraph the writer comments on his/her reaction to the thesis and information provided.	1	2	3	4	5
b. The conclusion contains a reworded thesis.	1	2	3	4	5

Comment: _____

_____

OVER

Please provide feedback to the writer on the following 6-Traits criteria:

TRAIT	CRITERIA	Looks Good	Revisit This
Ideas & Content	States a thesis (hypothesis, essential question) with a narrow focus.		
	Includes background information to establish the thesis.		
	Important details and specific information effectively support main idea throughout the essay.		
	Communicates information and ideas from primary and/or secondary sources accurately and coherently, as appropriate.		
	Focus is maintained throughout the paper.		
Organization	Provides a strong introduction.		
	Includes a topic sentence for each body paragraph that supports the thesis.		
	The end brings effective closure to the essay.		
	Effective transitions words and phrases are used (ex. while, after that, etc.).		
	There is a logical and sequential organization of ideas.		
Voice	Uses a voice appropriate to the audience and purpose.		
	Writer is aware of the audience.		
Word Choice	Words effectively and accurately convey information about the topic.		
	Uses a variety of words that are functional and appropriate to the topic, purpose, and audience.		
Sentence Fluency	Avoids repeated patterns of sentence structure.		
	Shows strong control over simple sentences.		
	Fragments, if present, are usually effective.		
	Has solid control over subject/verb agreement.		
Conventions	Uses correct end of sentence and internal punctuation.		
	Correct capitalization.		
	Consistent verb tense and use of irregular verb forms.		
	Spelling is usually correct, especially on common words.		
	Paragraph breaks reinforce the organizational structure.		
	Primary resources are correctly referenced in the essay.		

This paper represents a thorough, mature expository writing
and demonstrates the writer's personal best.

1. Indicate what specific areas of the paper are confusing or unclear:

   Comment: _____

   _____

2. Describe the effectiveness or ineffectiveness of any section of the paper (introduction, support paragraphs, conclusion.)

   Comment: _____

   _____

2. Tell what you liked best about the paper. Be as specific as possible.

   Comment: _____

   _____

ADDITIONAL COMMENTS MAY BE APPRECIATED BY THE WRITER:

Student Name: _____

Scoring Guide and Rubric
Expository Essay
How Can We Make Change in the World?

OUTCOME: The student will demonstrate synthesis of an expository essay by writing a multi-paragraph essay on the topic "Making Change in the World."

Writing Trait	Criteria	Score			
		F 1-2	A 3	M 4	E 5-6
Ideas & Content	1. States a thesis (hypothesis, essential question) with a narrow focus.				
	2. Includes background information to establish the thesis.				
	3. Important details and specific information effectively support main idea throughout the essay.				
	4. Communicates information and ideas from primary and/or secondary sources accurately and coherently, as appropriate.				
	5. Focus is maintained throughout the paper.				
Organization	6. Provides a strong introduction.				
	7. Includes a topic sentence for each body paragraph that supports the thesis.				
	8. The end brings effective closure to the essay.				
	9. Effective transitions words and phrases are used (ex. while, after that, etc.).				
	10. There is a logical and sequential organization of ideas.				
Voice	11. Uses a voice appropriate to the audience and purpose.				
	12. Writer is aware of the audience.				
Word Choice	13. Words effectively and accurately convey information about the topic.				
	14. Uses a variety of words that are functional and appropriate to the topic, purpose, and audience.				
Sentence Fluency	15. Avoids repeated patterns of sentence structure.				
	16. Shows strong control over simple sentences.				
	17. Fragments, if present, are usually effective.				
	18. Has solid control over subject/verb agreement.				
Conventions	19. Uses correct end of sentence and internal punctuation.				
	20. Correct capitalization.				
	21. Consistent verb tense and use of irregular verb forms.				
	22. Spelling is usually correct, especially on common words.				
	23. Paragraph breaks reinforce the organizational structure.				
	24. Primary resources are correctly referenced in the essay.				

FINAL SCORE: _____/6_____

Scores are awarded percentages:
6 = 100%
5 = 90%
4 = 80%
3 = 70%
2 = 60%
1 = 50%

Scoring criteria are shown at MEETS the Standard from the ADE High School Scoring Rubric for Writing