

Achieving Greatness through Bold Actions

SLIDE NAVIGATION

1

2

3

4

5

6

Next

1. Question & Research Task

Imagine this: You are standing at the summit of Mount Everest, one of the tallest climbs in the world. Or you are in the middle of the ocean sailing on a solo trip around the world. Or maybe you are a girl tirelessly advocating for the opportunity to take a class reserved only for male students.

Every day, kids and teens are climbing mountains, sailing seas, and standing up to injustice across the globe.

Select the image to the right to read about an example of a young man who is taking bold actions to achieve greatness.

Who are some other kids and teens who are taking bold actions to achieve greatness for themselves and their world? What challenges have they faced? What have they accomplished?

In this Slam Dunk, you will conduct brief, focused research to respond to the inquiry question:

How have bold actions allowed kids and teenagers to achieve greatness?



Photo by Mason Andrews. Accessed from [CBS News](#)

2. Information Sources

You will conduct research to complete the Student Activity on Slide 3.

Use these links to begin to explore some examples of influential kids and teens. *You may use appropriate search tools to find some additional lists.

The Defiant Ones

Gen Z is Already Changing the World

CNN Heroes Young Wonders 2018

Real Girls Doing Amazing Things

5 Inspirational Teens

Gen Z Activists Going to Change the World

Need some help with your search? Get some tips for strategic searching.

- BrainPOP videos:

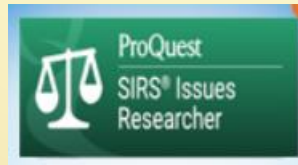
[Internet Search](#)

[Online Sources](#)

- [Google Search Tip Sheet](#)
- [Evaluation Websites Tip Sheet](#)
- [How to Judge Online Information](#)

Once you have found a few people who seem interesting, you may search for reliable resources to gather more information about them.

Start your search using the BCPS and BCPL databases. These databases may be useful:



<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>Next</u>
----------	----------	----------	----------	----------	----------	-------------

- What do these people have in common?
- How did they achieve greatness?

[illegible]

4. Assessment Activity

How have bold actions allowed kids and teenagers achieve greatness?

Once you've analyzed the information you have gathered, choose one of the following activities to show what you know.

Interview- With a partner, write or perform an interview. One of you will be the reporter. The other will assume the role of the person you have researched. Be sure to discuss the experiences that your individual to achieve greatness.

- Your teacher/librarian may suggest audio or video recording tools or use of the school TV Studio to record your interview.
- Use this [rubric](#) to guide your work.

OR

Bold Actions Brochure- Create a brochure that encourages kids and teenagers to take bold actions to achieve greatness. Use the experiences of the people you researched to support the ideas in your brochure.

- You may use digital or non-digital tools.
- Use this [rubric](#) to guide your work.



Select the picture above to watch an example of an interview.

Image Source: North Carolina Panthers Kids Club Videos

5. Enrichment Activities

Which Type of Explorer Are You?



Photo from National Geographic Quizzes

Want to achieve greatness?

Check out these resources for ways to make a difference in your community and the world.

- [National Geographic Education- Student Experiences](#)
- [Free Rice- Vocabulary](#)
- [Volunteer with Your Family in Baltimore](#)

Some people have achieved greatness through exploration. What type of explorer are you? Click [here](#) to preview some cool careers of National Geographic explorers.

6. Teacher Resources

<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
--------------------------	--------------------------	--------------------------	--------------------------	--------------------------	--------------------------

Learning Standards Alignment

Common Core State Standards for English Language Arts & Literacy

RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.7.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

AASL Standards Framework for Learners Inquire: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

Think: Learners display curiosity and initiative by:

I.A.2 Recalling prior and background knowledge as context for new meaning.

Create: Learners engage with new knowledge by following a process that includes:

I.B.1 Using evidence to investigate questions. I.B.3 Generating products that illustrate learning.

Share: Learners adapt, communicate, and exchange learning products with others in a cycle that includes:

I.C.1 Interacting with content presented by others.

Grow: Learners participate in an ongoing inquiry-based process by:

I.D.2 Engaging in sustained inquiry.

Grade 7 ELA: Unit 1

Objective: Students will analyze information from multiple sources in order to determine how young people use bold actions to achieve greatness.

Time Frame: Two 90-minute class periods

Differentiation strategies for this lesson:

- Have students use learning supports provided in BCPS Digital Content found in the [Apps Portal](#). Refer to [Digital Content Snapshot/Support pages](#) as needed.

Notes to the teacher:

- Collaborate with your school library media specialist to plan and implement this lesson.
- **Teachers whose students need extra support in effective internet searching may want to collaborate with their library media specialist on a mini-lesson.**
- Provide students with login information as needed to authenticate BCPS Digital Content. Login information is available on the **BCPS Digital Content** page found via the [Apps Portal](#)