

Be the change...

1. Question & Research Task

Have you ever noticed a problem in your community and wondered... “who is responsible?” or “why doesn’t someone do something?” Mahatma Gandhi famously said, “You must be the change you wish to see in the world” ... in other words, each one of us must be an advocate for change.

Advocates work in their communities to find solutions to problems and address issues that are important to them.

Service learning provides you with an opportunity to advocate for a cause that you are passionate about.

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

How can I advocate to address a problem or issue that affects my community?



Image Source: [BrainyQuote](#)

2. Information Sources

Choose several of the information sources linked here to complete the Student Activity on Slide 3.

[The Baltimore Sun](#) (limited free access)

- Access full daily and archived editions from the [NIE/Baltimore Sun](#) icon in [BCPS Digital Content](#). See your library media specialist for your school's NIE/Baltimore Sun Username & Password.

Discovery Education (access through Schoology, left-hand sidebar)

[SIRS Issues Researcher](#) (access from [BCPS Digital Content](#)):

[Gale Power Search](#) (access from [BCPS Digital Content](#)):

- Select Gale OneFile, Gale Academic OneFile, and Gale in Context for High School.
- Search for full text and peer reviewed articles.

[Human Rights Watch](#)

[The New York Times](#) (limited free access through BCPL with your student ID number – [directions for access](#))

[WE Charity Local Issues](#)



Topic Ideas

Image Source: Word it out word cloud generator

3. Student Activity

Use the information sources on Slide 2 to select and research a personal community advocacy issue that is important to you.

Use NoodleTools to help you take notes about your topic. You may use other note-taking tools approved by your teacher.

Be sure to cite your information sources for a Bibliography/Works Cited.



Image Source: [Nick Youngson](#)

4. Assessment Activity

Create an Advocacy Plan to raise awareness about the community problem/issue you selected.

Then, create a presentation to share your plan with others, for example: a TED Talk, PowerPoint presentation, video PSA, etc.



US Navy service men assisting community members in planting a garden.

Image Source: [US Navy](#)

How can I advocate to help solve a problem that I see in my community?

5. Enrichment Activities



Baltimore City Hall

Image Source: [Mayor's Office, Baltimore](#)

Articles about Port Covington

[Sagamore, Port Covington Set Course For South Baltimore Communities](#)

[Port Covington Redevelopment](#)

[Baltimore City government Planning Commission presentation – Port Covington](#)

Later this year in American Government class, you will be learning about citizenship and how you can have an impact on your local government and your community.

In Baltimore city, community development is a hot topic. Sagamore Development Corporation, owned by Under Armour's founder Kevin Plank, has created the Port Covington redevelopment plan in South Baltimore. The plan has been passed by the city council and ground will break soon on the project; however, it has been hotly debated by city residents.

Why would a development project like Port Covington create such debate?

- Read articles about Port Covington and determine the arguments for and against the new development.
- Make predictions on how this project (and ones like it) can leave city residents on opposite sides of the debate.

6. Teacher Resources

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• Learning Standards Alignment

Common Core State Standards for English Language Arts & Literacy

Standard W.9.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Standard W.9.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Standard SL.9.4: 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.

Reading: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Writing: 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.

P21 Framework: 21st Century Student Outcomes

3. Information, Media & Technology Skills: Information Literacy: Access information efficiently and effectively; Use information accurately and creatively for the issue or problem at hand.

ICT Literacy: Use technology as a tool to research, organize, evaluate and communicate information.

Grade 9: ELA

Objective: Students will conduct brief, focused research on a problem in their community in order to create a personal action plan to improve their chosen problem.

Time Frame: 2-3 80 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.
- Provide students with login information as needed to authenticate BCPS Digital Content. Login information is on the **BCPS Digital Content** page in the [Apps Portal](#)
- Consider assigning organizers to students as a OneDrive Assignment using the [Schoolology Assignment App](#).
- Later in the school year, students will be revisiting this project in Government class and will determine a community action plan to present to their local representatives.
- Refer to the [Grade 9 ELA Service Learning Project Overview](#)

Last updated: **July 2022** Report broken links to: [BCPS Library Media Programs](#)