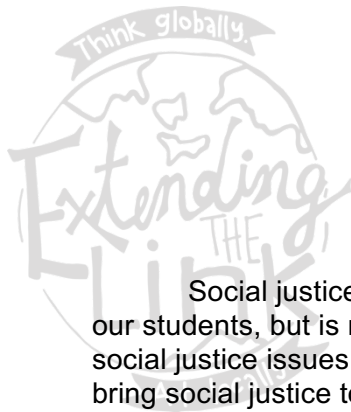


Extending the Link Curriculum 2019



Unit Rationale

Social justice is imperative to education. Social injustice not only systematically affects our students, but is nearly everywhere in our students lives. Now more than ever, humanity and social justice issues are a divisive force in our country. So the question remains: how do we bring social justice to the classroom?

As the act local initiative for Extending the Link (ETL) 12th documentary, we have developed a five day unit plan that teaches about social justice globally, and encourages students to think about social justice in their community. This unit is designed for high school students and can be best integrated into a Social Studies curriculum but can also be adapted for English Language Arts.

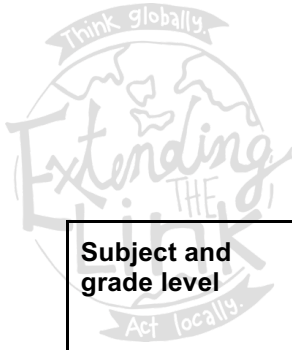
Extending the Link is a student-run venture that creates short-documentary films focused on under-reported global social issues. This five-day unit models the process of the documentary team, however, the unit-plan condenses a year of work into a five day model. This unit meets multiple Minnesota State Standards for Social Studies including:

9.1.1.1.1, 9.1.1.1.4, - Democratic government depends on informed and engaged citizens who exhibit civic skills and values, practice civic discourse, vote and participate in elections, apply inquiry and analysis skills and take action to solve problems and shape public policy, 9.1.2.3.1, 9.1.2.3.4, 9.1.2.3.5- The United States is based on democratic values and principles that include liberty, individual rights, justice, equality, the rule of law, limited government, common good, popular sovereignty, majority rule and minority rights
9.1.3.4.1- Individuals in a republic have rights, duties and responsibilities.

The unit begins with an introduction to a social justice issue ETL has already created to give students a taste about documentary filmmaking as well as different types of social issues. Throughout the unit, students are encouraged to think critically and reflect on the film and later, identify social justice issues within their own community. After students identify one issue they must think of an “Act Local” initiative to combat the problem as well as begin storyboarding for a documentary film. Through this unit students will develop problem solving, critical thinking, and discussion skills.

Unit Goals

1. Students will be able to analyze and interpret an ETL documentary within the sociocultural context of the social justice issue.
 - Students will watch and discuss an ETL film.
2. Students will be able to identify and rank social justice issues as it applies to their school and community.
 - Students will collaborate to discuss what social justice issues need to be addressed/changed in their community. Through this discussion, students will do some research and decide on a social justice issue as well as a plan of action to combat this issue.
3. Students will be able to take part in the creative and collaborative process of storyboarding.
 - Students will make critical decisions about the story they wish to tell and the best way to go implementing their documentary/information into the community.

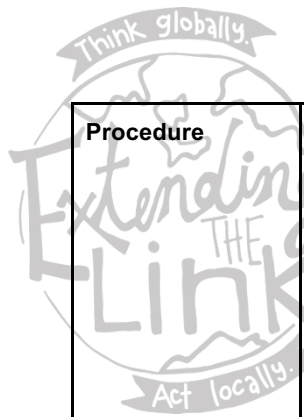


Day 1- Historical Context

Subject and grade level	Social Studies Grade 9-12 ETL Lesson Plan 1 (Historical Context)
National and/or State Standard	Academic standards should be noted by standard number and the full text of the standard. 9.1.1.1.1, 9.1.1.1.3 Democratic government depends on informed and engaged citizens who exhibit civic skills and values, practice civic discourse, vote and participate in elections, apply inquiry and analysis skills and take action to solve problems and shape public policy.
Central Focus	The central focus of this unit is to use documentaries to connect students' local social justice issues to the global community.
Objective(s) or learning targets	Students will discuss how a specific social justice issue is relevant to their community. Students will dissect and analyze research about the topics previous history, current national players, advocacy groups, and social movements. Students will collaborate in small groups to share research and information as well as record new information about the social justice issue.
Instructional Resources	List tangible and intangible resources: Tangibles—Handouts, articles, access to technology to show trailer Intangibles—Inference skills, discussion skills

Instructional Content and Procedures

Anticipatory Set (5 minutes)	Show trailer of ETL documentary https://www.youtube.com/user/ExtendingTheLink Ask students what they know about the topic. What can they infer? What do they want to find out? The teacher can use this information to inform instruction.
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<p>Procedure</p>	<p>Bridge— Discuss topic and how it connects with community.</p> <p>Instructional Strategies— Jigsaw: Students divide into groups and read articles/research about one particular aspect of the topic. (Who it affects, when it began, current political background, current organizations, national players) Each group spends 1/3 of class time in expert group discussing their topic and then break into mixed grouping to share information. Student take notes using template. Brief direct instruction: Teacher then provides brief overview of each area of jigsaw (perhaps in PowerPoint, brief lecture, etc).</p> <p>Closure— Exit pass- “What questions do you still have on this topic?”</p>
<p>Assessment</p>	<p>Formative assessment— Template students fill out during jigsaw activity.</p>
<p>Closure</p>	<p>The closure activity will provide the teacher insight to how the students understand the topic and allow the teacher to decide what further instruction is necessary for the class in order to effectively observe and discuss the documentary.</p>
<p>Accommodations</p>	<p>Students learning English as an additional language will benefit from:</p> <ul style="list-style-type: none"> · Visual video information provided · Jigsaw discussion <p>Jigsaw: Jigsaw is an interactive activity and helpful for both EL and students who have Dyslexia because it breaks down a complex text and ensures that the “expert group” understands so that they can share with new group members.</p> <p>Struggling readers will benefit from:</p> <ul style="list-style-type: none"> · Jigsaw <p>Jigsaw: Jigsaw is an interactive activity and helpful for both EL and students who have Dyslexia because it breaks down a complex text and ensures that the “expert group” understands so that they can share with new group members.</p> <p>Struggling readers will benefit from:</p>

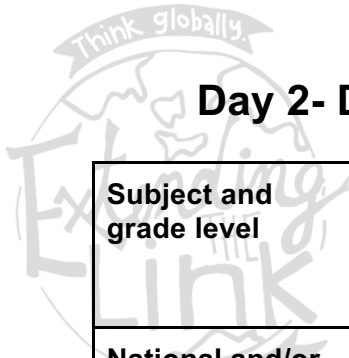


Name: _____

Jigsaw

Each of you in this group is an "expert" on one of the following topics. Your task is to share as much relevant information as you can with your group members to better understand the documentary. While your group members explain their rese

Timeline of events	
Root causes	
National players	
Current organizations	
Action currently being taken	

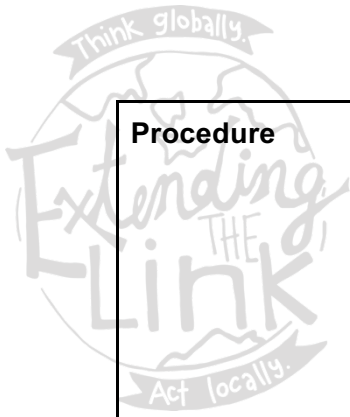


Day 2- Documentary Showing and Brief Discussion

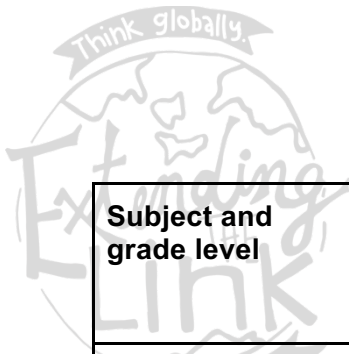
Subject and grade level	Social Studies Grade 9-12 ETL Lesson Plan 2 (Documentary showing and discussion questions)
National and/or State Standard	Academic standards should be noted by standard number and the full text of the standard. 9.1.1.1.1, 9.1.1.1.3 Democratic government depends on informed and engaged citizens who exhibit civic skills and values, practice civic discourse, vote and participate in elections, apply inquiry and analysis skills and take action to solve problems and shape public policy 9.1.5.11.1 International political and economic institutions influence world affairs and United States foreign policy.
Central Focus	The central focus of this unit is to use documentaries to connect students' local social justice issues to the global community.
Objective(s) or learning targets	Students will be able to use historical information from the previous days as a lens to better understand the documentary. Students will be able to understand the social justice issue presented in the documentary. Students will be able to brainstorm things they can do in response to this social justice issue within their local community and the greater world.
Instructional Resources	List tangible and intangible resources: Tangibles—Access to technology to show documentary, handouts with post-documentary discussion questions Intangibles—Discussion skills

Instructional Content and Procedures

Anticipatory Set (5 minutes)	Review the historical information and overview from the previous day. Discuss closure from previous day and answer any outstanding questions that students had about the topic before viewing the documentary.
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Procedure	<p>Bridge—Brief overview about the topic, who was interviewed, and anything students should be looking for specifically.</p> <p>Instructional Strategies—</p> <p>Show documentary on YouTube. (30 minutes)</p> <p>Individual reflection and brief discussion: Teacher answers any immediate questions that students had about the documentary. Students should journal or write digitally to reflect on the film individually and then move to larger group discussion.</p> <p>Closure— Ask students: “How would you do this documentary differently?”</p>
Assessment	Teacher should informally assess students discussions and use the journal reflection as a formative assessment to inform further instruction in the unit.
Closure	The closure is intended to get students to see themselves as creative filmmakers. It is important to give students a space to acknowledge their own thoughts and ideas, which will help them later in the unit when they begin developing their own documentary.
Accommodations	YouTube can provide closed captioning. Teacher should give further historical or relevant context to the students or if he/she feels it is necessary to understand the film.

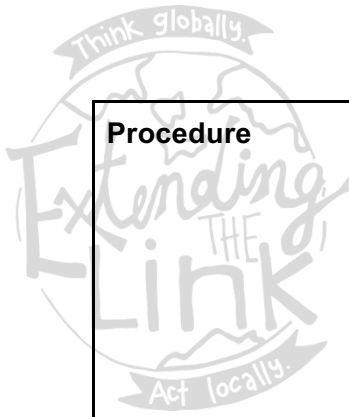


Day 3- Documentary Discussion

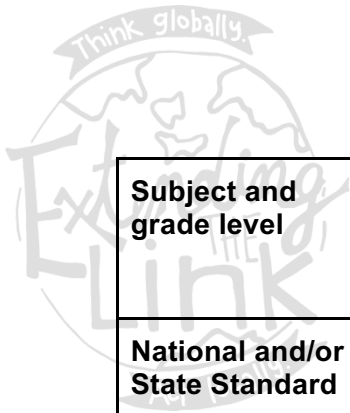
Subject and grade level	Social Studies Grade 9-12 ETL Lesson Plan 3 (Discussion of documentary)
National and/or State Standard	Academic standards should be noted by standard number and the full text of the standard. 9.1.1.1.1, 9.1.1.1.3 Democratic government depends on informed and engaged citizens who exhibit civic skills and values, practice civic discourse, vote and participate in elections, apply inquiry and analysis skills and take action to solve problems and shape public policy 9.1.5.11.1 International political and economic institutions influence world affairs and United States foreign policy.
Central Focus	The central focus of this unit is to use documentaries to connect students' local social justice issues to the global community.
Objective(s) or learning targets	Students will engage their critical thinking skills when interacting with media as well as applying new information to their experiences and lives. Students will come away with greater understanding and empathy, both generally, and specifically for refugees/forced migrants. Students will actively interact with documentary materials.
Instructional Resources	List tangible and intangible resources: Tangibles— Documentary, question sets, homework (a couple of strongly held beliefs they have after watching the documentary) Intangibles— Discussion skills, conversation

Instructional Content and Procedures

Anticipatory Set (5 minutes)	Review the documentary in broad, sweeping terms and ask students general questions to provide a brief summary for the material they have already covered.
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<p>Procedure</p>	<p>Bridge— Ask for some student reflection and then provide discussion questions in small groups.</p> <p>Instructional Strategies— Brief direct instruction Teacher reviews the conversation that students have had and answers any questions the students have.</p> <p>Conversation</p> <p>Concept Map/Visual representation of their answers</p> <p>Why? Critical thinking exercise— Students come to class with a couple of strongly held beliefs they have after watching the documentary (they could be about the documentary specifically, or refugees/forced migrants in general). An example would be: I think the United States needs to try to integrate refugees better. The conversation partner then questions them (why do you believe that?) several times to arrive at core values.</p> <p>Closure— Brief preview for next class & exit pass “What issues do you think should be highlighted in a documentary?”</p>
<p>Assessment</p>	<p>Teacher will use discussion as a formative assessment for the unit. The teacher will be grading students based on engagement in the conversation/student participation</p>
<p>Closure</p>	<p>Review the discussion students have had in small group and encourage them to brainstorm issues that happen in their own lives and documentaries as a tool for social change and the spread of information.</p>
<p>Accommodations</p>	<p>Students will have questions of varying depth to engage them at their current level of understanding as well as promoting development.</p>

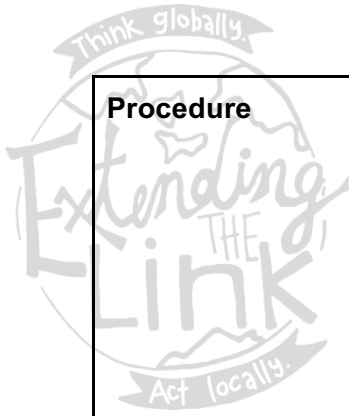


Day 4- Choosing a Topic and Act Local

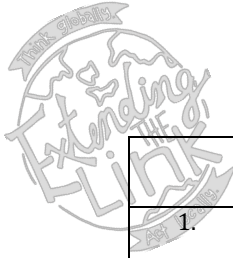
Subject and grade level	Social Studies Grade 10-12 ETL Lesson Plan 4 (Choosing a topic and Act Local)
National and/or State Standard	Academic standards should be noted by standard number and the full text of the standard. 9.1.1.1.1, 9.1.1.1.3 Democratic government depends on informed and engaged citizens who exhibit civic skills and values, practice civic discourse, vote and participate in elections, apply inquiry and analysis skills and take action to solve problems and shape public policy 9.1.5.11.1 International political and economic institutions influence world affairs and United States foreign policy.
Central Focus	The central focus of this unit is to use documentaries to connect students' local social justice issues to the global community.
Objective(s) or learning targets	Students will brainstorm possible social justice issues to research with a worksheet to house their initial brainstorm. Students will refine their ideas with small groups. Students will identify tangible, local issues to research further. Student will plan their initial skeleton for the topic and initiative
Instructional Resources	List tangible and intangible resources: Tangibles—Story skeleton, outline for presentation, and refining skills Intangibles— Critical thinking, analyzing, debating, connecting local to global

Instructional Content and Procedures

Anticipatory Set (5 minutes)	Teacher introduces the following idea to students for a brief discussion to begin the class: “You were just inaugurated as the youngest president of the United States, congratulations. You can only focus on one (social justice) issue for your first 100 days in office and you need to figure out a way to solve this issue or at the very least, bring light to it. What is the issue you chose to focus on?” Teacher facilitates fun brief discussion.
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Procedure	Bridge — Have students first brainstorm by themselves and then refine their worksheets with a small group. (Worksheet- 10 social justice issues) Instructional Strategies — Think outside the box. Topics can be broad at first, but a tangible action should be able to accompany the issue. Teacher instructs students through worksheet, narrowing down the topics to a top five. Closure — Students will submit their ideas by the end of their time in preparation for the storyboarding lesson to take place the next day.
Assessment	Have students present on their issue and submit an overview of their idea.
Closure	Students will submit their ideas by the end of their time in preparation for the storyboarding lesson to take place the next day.
Accommodations	Collaborative group work aids all learners.



GLOBAL ISSUES

List 10 global issues that are important to you. Then, identify a top five. Next determine on a scale of 1-5 how important this topic to your community. Finally, on a scale of 1-5 how much do you know about that issue?

Issues	1-5	1-5	1-5
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

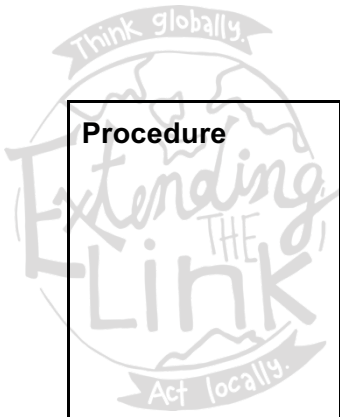
Adapted from Teaching Tolerance

Day Five- Storyboarding

Subject and grade level	Social Studies Grade 9-12 ETL Lesson Plan 5 (Storyboarding)
National and/or State Standard	Academic standards should be noted by standard number and the full text of the standard. 9.1.1.1.1, 9.1.1.1.3 Democratic government depends on informed and engaged citizens who exhibit civic skills and values, practice civic discourse, vote and participate in elections, apply inquiry and analysis skills and take action to solve problems and shape public policy 9.1.5.11.1 International political and economic institutions influence world affairs and United States foreign policy.
Central Focus	The central focus of this unit is to use documentaries to connect students' local social justice issues to the global community.
Objective(s) or learning targets	Students will demonstrate documentary-making skills by drafting a template for production. Students will demonstrate fluency of topic by breaking down topic into filmable segments. Students will create a logical timeline of proposed story. Students will demonstrate proficiency in video editing software.
Instructional Resources	List tangible and intangible resources: Tangibles—Technology or device with video editing software, examples of storyboard for finished documentary Intangibles—Creative production skills, collaboration skills

Instructional Content and Procedures

Anticipatory Set (5 minutes)	Provide students with example of a storyboard Lead discussion on why the storyboard was necessary How would the documentary have been different without this foundation?
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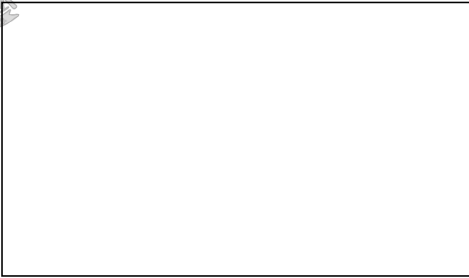


<p>Procedure</p>	<p>Bridge— Discuss key components of a successful storyboard and how we identify them in our own stories</p> <p>Instructional Strategies— Break into groups to begin storyboarding process</p> <p>Create a timeline of the story, being able to justify why the story needs to be told in that order</p> <p>Identify key themes of story, break them into chapters to aid in the process</p> <p>Be able to present a draft of a storyline to class</p> <p>Closure— Discuss how practicing storyboarding led to a more fluent understanding of both topic and documentary-making</p>
<p>Assessment</p>	<p>Storyline draft made with group will be used as a formative assessment.</p>
<p>Closure</p>	<p>The closure activity will provide the teacher insight to how the students understand the topic and allow the teacher to decide what further instruction is necessary for the class in order to effectively observe and discuss the documentary and its creation.</p>
<p>Accommodations</p>	<p>Example of storyboard acts as a “mentor text” or example to guide student learning.</p> <p>Collaborative group work aids all learners.</p>

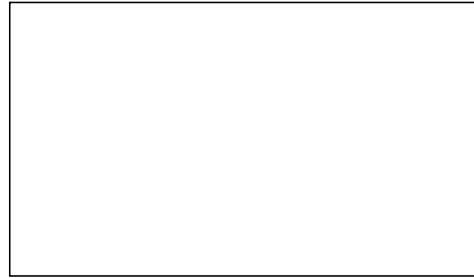


Storyboarding

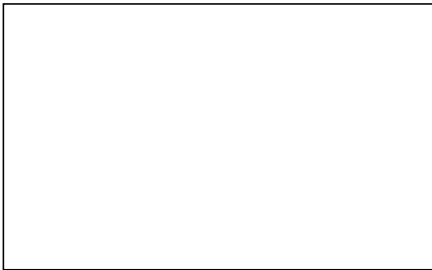
Name: _____



Introduction: What will be the first thing the audience sees?
Who will they hear from first?



Bridge: How do we move into the story? Who do we
interview? What kind of B-roll do we want?



Conclusion: How does it end? What is the call to action?
