**Instructional Material 1.1 (Used in Lessons 1-5)**

Social Issues Unit Vocabulary: Looking for Power in a Text

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
<th>Visual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Power</td>
<td>The ability to make people feel, think, or act in a certain way.</td>
<td><img src="image" alt="Power visual" /></td>
</tr>
<tr>
<td>Control</td>
<td>The ability to influence or direct people's behavior or the course of events.</td>
<td><img src="image" alt="Control visual" /></td>
</tr>
<tr>
<td>Status</td>
<td>A high position or rank in society.</td>
<td><img src="image" alt="Status visual" /></td>
</tr>
<tr>
<td>Social Issue</td>
<td>Challenges or problems that affect the way people live and that people all over the world face.</td>
<td><img src="image" alt="Social Issue visual" /></td>
</tr>
<tr>
<td>Bystander</td>
<td>The people on the side who witness power being used in a hurtful way, but don't do anything to help.</td>
<td><img src="image" alt="Bystander visual" /></td>
</tr>
<tr>
<td>Ally (Allies)</td>
<td>The people who support and help the victim, and stand up against the person misusing their power.</td>
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<td>-------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
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<tr>
<td>Victim</td>
<td>The people who are directly targeted or hurt by someone using their power in a hurtful way</td>
<td></td>
</tr>
<tr>
<td>Social Power</td>
<td>The ability to control others by using their authority, popularity, peer pressure, and the influence a person has on others.</td>
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<tr>
<td>Emotional Power</td>
<td>The ability to make someone feel a range of emotions (ex. loved, happy, sad, or angry).</td>
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</tr>
<tr>
<td>Physical Power</td>
<td>The ability to make someone feel, think, or act in a certain way because of the character’s physical strength or abilities.</td>
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</tbody>
</table>

**Activity Verbs:**
- **Define**: To state the meaning of something
- **Evaluate**: To judge or to figure out the worth of something in a thoughtful way
- **Justify**: To defend or to prove something using evidence
- **Explain**: To make an idea clear to someone by describing it in more detail
- **Apply**: To put into effect or to use something

**Instructional Material 1.5 (Used in Lessons 1 and 2)**

**Learning Target**: I can **define** power and I can **explain** how different sources of power influence the development of social issues in a text.

- What does it mean to define? What does it mean to explain?
- What do you think the learning target is asking you to do?
- Why might this be important for us to learn?
Power Brainstorm

-What does power mean to you?
-Base on your experiences, who are some people or things that have power over us in the world today?

Brainstorm:

Power is the ability to make people feel, think, or act a certain way.

When we read stories we ask:
"Who has the power in this story?"

We think about:
- Who gets his/her way?
- Who do other people listen to?
- Who has money?
- Who has status?
- Who do others respect?
- Who seems in charge or in control?
- Who is affecting the mood?

Then we think, "How does this person/group show or use his/her power?" by looking at what they do, say, think, and by how others respond to them.
- One person who has power in my book is...
- It seems like □ has power in this way because...
- □'s power contributes to the social issue because...
- Other characters respond to □'s power by...
Power Day 1 Exit Ticket

1. Include your best power post-it from your reading today. Be sure to note the page number on your post-it. Place your post-it on the back of this half sheet.

2. Today our learning target stated, "I can define power and I can explain how different sources of power influence the development of social issues in a text." Rate your understanding of this target on a scale of 1-5.

   1  2  3  4  5

3. What questions do you still have about the learning target?

   ________________________________________________________________
   ________________________________________________________________

4. Name one strategy that you applied to your reading today that helped you think deeply about the text. How did this strategy help you think about the text in a new or different way?

   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
Lesson 2

Instructional Material 1.5, see above

Instructional Material 1.2, see above

Instructional Material 2.2

I notice something that has power is the fire in their house. It seems like the fire has power because it is forcing people out of the house and threatening to kill people.

I think that Devan has power over Caitlin even though he has past away. One reason why he has power is because he is.
When we look for **POWER**, we ask:

“What kinds of power am I seeing in the text?”

- **Physical Power**: ability to control others by using their own strength.
- **Emotional Power**: ability to control others by making someone feel a range of emotions.
- **Social Power**: ability to control others by using their authority, popularity, or peer pressure.

Other characters that might have **POWER** include...

- **Bystanders**: people who see power being used and don't do anything.
- **Allies**: people who support the victim and stand up to people that misuse power.
- **Victims**: people who are directly hurt by someone using their power.
Power Day 2 Exit Ticket

1. Include your best power post-it from your reading today. Be sure to note the page number on your post-it. Place your post-it on the back of this half sheet.

2. Today our learning target stated, “I can define power and I can explain how different sources of power influence the development of social issues in a text.” Rate your understanding of this target on a scale of 1-5.
   
   1 2 3 4 5

3. What questions do you still have about the learning target?

4. Name one strategy that you applied to your reading today that helped you think deeply about the text. How did this strategy help you think about the text in a new or different way?
Lesson 3

Instructional Material 3.5 (Used in Lessons 3 and 4)

**Learning Target:** I can justify how multiple text-based details show how power adds to the development of social issues in a text.

- What does it mean to justify something?
- What do you think the learning target is asking you to do?
- Why might this be important for us to learn?

Instructional Material 1.1, see above

Instructional Material 3.1 (Used in Lessons 3 and 4)

Power Evidence Graphic Organizer
Another character that has power in the story is DJ's dad. It seems like the dad has emotional power because at first DJ was too angry to talk about the problem, and then after playing baseball with his dad, DJ is ready to talk about the issue. DJ's dad has the power to make DJ feel better after being angry.

One bystander I feel in my story is the bus driver. I know he is a bystander because in the past it says that "everyone on the bus got really quiet and the bus driver glared at me" and me. Through his reactions, I learn that the bus driver saw the bullying and did not like any words or actions to resolve the problem.

Bullying

Connect to the social issue and world:

Instructional Material 3.3

Power Graphic Organizer Teacher Model

Formal Pre-Assessment 1.1- see Assessments submitted for Task 1
Power Day 3 Exit Ticket

1. Today our learning target stated, “I can justify how multiple text based details show how power adds to the development of social issues in a text.” Rate your understanding of this target on a scale of 1-5.

   1  2  3  4  5

2. What questions do you still have about the learning target?

3. Name one strategy that you applied today in order to select your post-its for the collaborative discussion. What was your process for choosing your post-its?

Collaborative Discussion Goal Setting and Reflection

Before Discussion
Our group goal for the collaborative discussion

After Discussion:
On a scale of 1-4, how would you rate your group on the goal you set for this discussion? Why did you give it this score?

Goal Setting for next week: Think about what things did not work as well during this discussion. Set a group goal for your discussion for next week.
**Individual Goal**

- **Before Discussion**
  - My personal goal for the collaborative discussion
    - 
    - 
    - 

- **After Discussion**
  On a scale of 1-4 (4 being the best), how would you rate yourself on the collaborative discussion? Rate yourself for each category of the collaborative discussion rubric.
  
  - Focus: _________
  - Listening: _________
  - Participation: _________
  - Body language: _________

  Briefly explain why you gave yourself these scores:

  - 
  - 
  - 

- **Goal Setting:** Think about your personal discussion goals. Set a personal goal for yourself for next week.

  - 
  - 

- **Circle 1-2 classroom resources that are going to help you meet your goal this week:**
  - My book club members
  - My teachers
  - Rubrics
  - Mini-Charts in RNB
**Collaborative Discussion Rubric (part of Instructional Material 3.4)**

<table>
<thead>
<tr>
<th></th>
<th><strong>Below</strong></th>
<th><strong>Approaching</strong></th>
<th><strong>Meeting</strong></th>
<th><strong>Exceeding</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Focus</strong></td>
<td>Student’s ideas are off topic.</td>
<td>Student shares on topic thinking/ideas most of the time.</td>
<td>Student shares on topic thinking/ideas all of the time.</td>
<td>Student shares on topic thinking/ideas all of the time. Student helps the group stay focused.</td>
</tr>
<tr>
<td><strong>Participation</strong></td>
<td>Student does not share thinking/ideas.</td>
<td>Student sometimes shares thinking/ideas, using conversation prompts if needed.</td>
<td>Student shares thinking/ideas throughout the discussion, using conversation prompts if needed.</td>
<td>Student shares thinking/ideas that build on what has already been said throughout the discussion, using conversation prompts if needed.</td>
</tr>
<tr>
<td><strong>Listening</strong></td>
<td>Student is not listening. Student is doing something else.</td>
<td>Student sometimes listens and may make a comment that suggests they were not listening.</td>
<td>Student nods and actively listens to partners. All of their comments suggest that they were listening.</td>
<td>Student repeats or paraphrases what another student said before adding their own ideas. (“I heard you say…”)</td>
</tr>
<tr>
<td><strong>Body Language</strong></td>
<td>Body and eyes are not faced toward partners. Student is doing other things (ie. writing, staring away, listening to another group)</td>
<td>Body sometimes is faced toward partners. Eye contact is sometimes made.</td>
<td>Body is faced toward partners. Eye contact is made</td>
<td>Body is faced toward partners. Eye contact is made. Students SLANT.</td>
</tr>
</tbody>
</table>
In Book Clubs we...

- Set rigorous and attainable goals that we can commit to!
- Stick to our goals and contracts. → We don’t read ahead or fall behind.
- All members contribute their thinking and ideas. → We can disagree respectfully.
  • Can you tell me more...
  • I disagree/agree because...
- Come to meetings prepared. → We take responsibility for our own learning. → We keep up with post-it annotations.
- Use our books to give TEXT EVIDENCE that supports our ideas. We talk with our books in our hands and say:
  → “On page ____, it says...”
  → “Let’s find that in the text.”
  → “Where did you read that?”
Prompts for adding on...

• Can you say more about that?

• What I heard you say is...

• I agree/disagree with _____ because...

• Adding onto _____’s thinking...

• What _______ said reminded me of an idea I had...this connects to _____’s idea because...

Instructional Material 3.4, see above
Lesson 5

Instructional Material 5.5

Learning Target: I can evaluate how examples of power from the text are related to social issues in the world around me.

-What does it mean to evaluate something?
-What do you think the learning target is asking you to do?
-Why might this be important for us to learn?

Instructional Material 1.1, see above
Readers think about how the social issues in their text are shown and ask themselves, “Does this fit with what I have seen in the world and have experienced?”

They do this by...

1. Identifying social issues in their text.
   
   “The main social issues in this text are...”

2. Thinking about how power contributes to the development of the social issue.
   
   “____’s power contributes to the social issue because...”

3. Evaluating when or how they, the readers, have seen or experienced these social issues AND how power made the issue better or worse.
   
   “In my life...”
   “Once I saw...”
   “I know/knew someone who...”
   “____’s power made the issue better/worse because...”
Instructional Material 5.4

Teacher Essay Model

In the story Just Kidding by Trudy Ludwig, the main social issue is bullying. The main character, DJ, is constantly bullied by another kid named Vince and throughout the story, DJ tries to find ways to make the bullying stop. Because of the bullying, one character that has power in this story is Vince. Vince has power because he not only bullies DJ, but he will also oftentimes bully DJ or other kids in front of other adults or other children. The bystanders who watch Vince bully and do not do anything about it only make the issue worse. Vince shows that he has power over DJ as well as power over the bystanders who are too afraid to challenge Vince’s power. Vince’s power contributes to the social issue because the bullying only continues to get worse until DJ finally talks to an adult at school about the problem and chooses to stay away from Vince.

In my life, I have known a lot of people who liked to bully others by saying mean things about people behind their backs. I knew a girl named Anne who started a rumor about another girl in my class and the rumor began to spread all over the school. Anne’s power made the issue worse because everyone in the school started to believe the rumors that Anne was starting. Anne’s power was like Vince’s power in Just Kidding because many other kids heard the rumors and either did not do anything to stop it or also started to spread the rumors.

Instructional Material 5.1, Formal Assessment

Name:______________________________
Date:______________________________

Power Write Long

Learning Target: I can evaluate how examples of power from the text are related to social issues in the world around me.

Directions: To deepen your understanding of your social issues books, you will write about how power is connected to social issues from your own life and experiences. In your writing, you will:

1. Identify the social issue in your book.
2. Think about how power is connected to the social issue in your book.
3. Connect and evaluate how power relates to social issues using examples from your own life. To do this you will think about social issues you have seen in your own life and how power can oftentimes make the issue better or worse.

Brainstorm:

- What is an issue in your book?
• What or who seems to have power in your book?
• What life experiences or examples from the world connect to the examples of power from your book?

Planning Notes:

Assessment Criteria 5.1 for Instructional Material 5.1

Power Write Long Rubric

<table>
<thead>
<tr>
<th>Components</th>
<th>Below Standard (D-F)</th>
<th>Approaching Standard (C)</th>
<th>Meeting Standard (B)</th>
<th>Exceeding Standard (A)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LT 1: I can identify social issues in a text.</td>
<td>Student does not identify the social issue in the text.</td>
<td>Student loosely or incompletely identifies the social issue in the text.</td>
<td>Student identifies and names the social issue in the text.</td>
<td>Student identifies and names the social issue in the text and provides relevant background information to help the reader understand how the issue has developed in the text.</td>
</tr>
<tr>
<td>LT 1: I can explain how different sources of power influence the development of social issues in a text.</td>
<td>Student does not identify or explain sources of power in the text and does not describe how power influences the development of social issues in the text.</td>
<td>Student loosely or incompletely explains one source of power and/or does not discuss how power influences the development of social issues in the text.</td>
<td>Student clearly explains at least one source of power in the text and student describes how power influences the development of social issues in the text.</td>
<td>Student explains two or more sources of power in the text and completely connects how power influences the development of social issues in the text.</td>
</tr>
</tbody>
</table>
### LT 2: I can justify how multiple text-based details show how power adds to the development of social issues in a text.

| Student does not include text examples to show how power adds to the development of the social issue in the text. | Student includes one incomplete or unclear text example of how power adds to the development of the social issue in the text. | Student includes text examples with some analysis to support how power adds to the development of the social issue in the text. | Student includes a complete analysis of multiple text examples to support how power adds to the development of the social issue in the text. |

### LT 3: I can evaluate how examples of power from the text are related to social issues in the world around me.

| Student does not explain how examples of power from the text are related to social issues in the world around them. | Student makes incomplete or loose connections between examples of power from the text and social issues in the world around them. | Student makes meaningful connections between examples of power from the text and social issues in the world around them. | Student creates multiple meaningful connections between examples of power from the text and social issues in the world around them. |

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**Instructional Material 5.2**

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**Power Day 5 Exit Ticket**

1. Today our learning target stated, “I can evaluate how examples of power from the text are related to social issues in the world around me.” Rate your understanding of this target on a scale of 1-5.

   1   2   3   4   5

2. What were you evaluating today?

   ________________________________________________________________

3. How does making text-to-world or text-to-self connections help you think deeper about the text?

   ________________________________________________________________

   ________________________________________________________________

4. What are your strengths or what do you struggle with when you are asked to make text-to-self connections?

   ________________________________________________________________

   ________________________________________________________________

   ________________________________________________________________