

References for Exploring Empathy and Advocacy

Last updated: 3/21/22

We designed this module with your needs and the needs of your students in mind. We know that students love to make choices within units and that, sometimes, this can be difficult to arrange and plan for when teaching. Thus, we've selected a number of compelling narratives from various time periods and cultures with the hope that these stories connect to or pique the interests of your students. These options can be used to differentiate within the classroom for a variety of learners. You could also use more than one of the options and assign them without students having choices. Each option is presented as a slideshow for this reason. There is no need for students to have access to the whole progression, unless you'd like them to. All of the lessons in this sequence have elements that will meet Maine's Guiding Principles, linked below:

<https://www.maine.gov/doe/sites/maine.gov.doe/files/inline-files/GUIDINGPRINCIPLES.pdf>

Additionally, each final product in this series is different. Students can choose the lessons they'd like to pursue based on the topic or based on their interest in creating the final product. Again, this is a way to differentiate for the learners in your classroom.

Empathy: Taking a Step on the Path to Advocacy

English Language Arts:

Speaking and Listening 2: Students select and prepare art works for display in the classroom, school, or other community location, and articulate an artistic justification for their selection.

Speaking and Listening 3: Present information and supporting evidence appropriate to task, purpose, and audience so listeners can follow the line of reasoning and incorporate multimedia when appropriate.

Writing 2: Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.

Writing 3: Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose while avoiding plagiarism.

Visual and Performing Arts:

1. B. Creation, Performance, and Expression - Visual Arts: Students create, express, and communicate through the art discipline.

B1: Students choose suitable *media, tools, techniques, and processes* to create original art works.

B3: Students create art works that communicate an individual point of view.

B4: Students select and prepare art works for display in the classroom, school, or other community location, and articulate an artistic justification for their selection.

How Does One Resist Stereotypes and Promote Change?

and

What is Good Trouble and Why Should I Get Into It?

Creation, Performance, and Expression - Visual Arts: Students create, express, and communicate through the art discipline.

B1: Students choose suitable *media, tools, techniques, and processes* to create original art works.

B3: Students create art works that communicate an individual point of view.

B4: Students select and prepare art works for display in the classroom, school, or other community location, and articulate an artistic justification for their selection.

English Language Arts

Speaking and Listening 2: Students select and prepare art works for display in the classroom, school, or other community location, and articulate an artistic justification for their selection.

Speaking and Listening 3: Present information and supporting evidence appropriate to task, purpose, and audience so listeners can follow the line of reasoning and incorporate multimedia when appropriate.

Reading 11: Analyze and evaluate content presented in various texts (e.g. literary, historical, visual, artistic, quantitative, and technological).

Reading 12: Read with sufficient accuracy and fluency to support comprehension

Writing 1: Use an inquiry process to gather relevant, credible information/evidence from a variety of sources (e.g., print, digital, discussions, etc.) that build understanding of and lead to conclusions about a subject under investigation.

Writing 2: Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.

Writing 3: Routinely produce a variety of clear and coherent writing in which the development, organization, and style are appropriate to task, audience, and purpose while avoiding plagiarism.

Social Studies:

Civics & Government 2: Students understand constitutional and legal rights, civic duties and responsibilities, and roles of citizens in a constitutional democracy by:

D2) Analyzing how people influence government and work for the common good including voting, writing to legislators, performing community service, and engaging in civil disobedience through selecting, planning, and implementing a civic action or service-learning project based on a school, community, or state asset or need, and analyze the project's effectiveness and civic contribution.

Civics & Government 3: Students understand political and civic aspects of cultural diversity by

(D2) Describing the political structures and civic responsibilities of the diverse historic and current cultures of the United States and the world.

History1: Students draw on concepts and processes using primary and secondary sources from history to develop historical perspective and understand issues of continuity and change in the community, Maine, the United States, and world

(F1) Explaining that history includes the study of past human experience based on available evidence from a variety of primary and secondary sources; and explaining how history can help one better understand and make informed decisions about the present and future. * (F2) Identifying major historical eras, major enduring themes, turning points, events, consequences, and people in the history of Maine, the United States and various regions of the world.

History 2: Students understand historical aspects of unity and diversity in the community, the state, including Maine Native American communities, and the United States by:

D1) Explaining how both unity and diversity have played and continue to play important roles in the history of the World.

(D3) Describing major turning points and events in the history of Maine Native Americans and various historical and recent immigrant groups in Maine, the United States, and other cultures in the world.