SPI Project Planning Template:
A Publication Unit Plan

School:
Teacher:
Subject:

Silent Struggle: (Re)claiming our Human Rights

A Unit Plan Overview- *Silent Struggle: (Re)claiming our Human Rights*

Publication Project Title:

1.) Project Summary: What is the purpose or motivation for this project? What are the essential questions driving this project?

The purpose of this project is to interrogate and examine the economic and social rights of those who live in New York City. The motivation for the project is for students to engage in critical reflection of themselves and their local society in an effort to foster social action.

Essential Question: Should the U.S. Constitution guarantee economic and social rights?

- What are the portraits of humans in New York City?
- What are the systemic inequities in our own city?
- What do we see or hear in our own city? How can we make the "invisible" inequities as "visible" to the public?

2.) **Learning Goals (Objectives, Enduring Understandings, "I Can Statements"):** What are my overall goals for the unit?

Students will be able to . . .
- Identify causes and issues of injustice in New York City particularly in health, education, and housing.
- Demonstrate personal understanding of issues of injustice through various reading, writing, and speaking activities
- Display knowledge of issues of injustice, and what can be done to respond to and prevent them
- Apply lessons on injustice to bring awareness to action
- Develop individual ideas for responses to injustice and influence other students toward advocacy for the poor and oppressed.

3.) **Common Core Standards Alignment:** What are the Key Standards aligned with the unit? (see prompts below -- check all that directly apply)

READING:	WRITING:	LISTENING/SPEAKING:	LANGUAGE:
☐ R.1 – Specific Details	☐ **W.1 – Write Arguments**	☐ **SL.1 – Wide ranging conversations**	☐ L.1 – Grammar conventions
☐ R.**2 – Central Ideas & Themes**	☐ **W.2 – Write Information**	☐ **SL.2 – Integrate/Evaluate info.**	☐ L.2 – Punctuation & Spelling
☐ **R.3 – Analyze events/ideas**	☐ **W.3 – Write Narrative**	☐ **SL.3 – Evaluate Point of View/bias**	☐ **L.3 – Language in new contexts**
☐ **R.4 – Interpret words/phrases**	☐ **W.4 – Audience/Purpose**	☐ **SL.4 – Present information**	☐ **L.4 – Identify meaning of words**
☐ R.5 – Analyze structure	☐ **W. 5 – Edit, Revise, Publish**	☐ **SL.5 – Use technology to present**	☐ **L.5 – Figurative Language**
☐ R.6 – Asses point of view	☐ **W.6 – Use technology**	☐ **SL.6 – Adapt speech to context**	☐ **L.6 – Academic/Content vocabulary**
☐ R.7 – Evaluate multi-media	☐ **W.7 – Conduct research**		
☐ **R.8 – Evaluate argument in texts**	☐ **W.8 – Gather relevant info**		
☐ **R.9 – Analyze 2+ perspectives**	☐ **W.9 – Draw evidence from text**		
☐ **R.10 – Read Complex Texts**	☐ **W.10 – Write routinely over time**		

4.) **Publication:** How will students demonstrate they have met the expectations of the Unit?

Topic	Intended Audience	Detailed Traits of the Genre	Publication Assignment Requirements: (length, depth, use of evidence/research, etc)

Op-Ed Piece for Publication Submission to a Newspaper or Magazine	New York City Residents	• Persuasive • Argumentative : *Logos, Ethos, Pathos* • Letter format • Focused on intended audience of those who read the submissions	Reading of *Silent Struggle* and research on further issues required before publication of Op-Ed piece (1-2 pages double spaced).

5.) **Scaffolding Topic:** What are the individual pieces of information in this unit, and how can I break it down? (facts, vocabulary, key ideas)	6.) **Scaffolding the Genre:** What are ALL of the specific attributes of the genre that students need to experience (through observation, modeling, and inquiry), in order to succeed on the final product?
• Break down the narratives and interviews in *Silent Struggle* • Identify the issues facing NYC residents based on the mentor texts • Exploring what is constituted as human rights	• Model Op-Ed pieces from various newspapers (at teacher's discretion) • Teach mentor text as a common ground for research

7.) **Learning Activities:** What various instructional activities will facilitate learning the topic and the genre? (ex: journals, stations, reading logs, etc)

- Reading of three pieces of portraits in *Silent Struggle*
- Reading of two op-ed pieces for genre modeling
- Conducting research on what other current issues are out there through "How to Help" section
  - Ie. Interviewing Reviewing documents, Ethnographic studies
- Writing of Op-Ed piece
- Exploring "How to Help" and taking upon one social action as an option to explore

8.) **Timeline:** How long should this unit(s) last? (Use the Calendar)

This unit should last six weeks.

9.) **Mentor Texts:** What texts will I use to drive this project?	
Text: Title, Author, Pages	How will you use this text? What do you want students to learn from this mentor text?
Silent Struggle: (Re)claiming Human Rights	• This mentor text will act as the groundwork to explore the housing, healthcare, and education issues of New York City. Students will learn about one of the issues through reading pieces in the text, and conduct research on their own to explore one of the issues in depth. The students will then also read Op-Ed pieces as a model text for their own Op-Ed piece.