National News Proposal Project



You have just been hired by WHS WORLD NEWS to expose a social injustice and inspire change. You are competing against 6 other continents. The continent with the best presentation will be aired on national television and will have an opportunity to make a difference in the world.

**MATERIALS NEEDED**: Each proposal must be displayed on a tri-fold board. Your group is responsible for getting this material. You must start bringing your tri-fold to class on day #3.

Day #1: Continent Research & Planning

* Pick teammates; this is crucial in ensuring a productive team.
* Research social injustices occurring in continent.
  + Narrow down specific place to focus on.
  + Narrow down specific social injustice to research & expose.
  + GOAL: expose something we don’t already know about.
* Plan out your goal for this project.
  + Who is your audience?
  + What persuasive techniques will you use to capture this audience?
  + How will your team ensure your proposal is the best?
  + What are you hoping to gain by exposing this social injustice?
  + What is the take away?
  + What should your viewers gain?
  + What actions can you initiate by exposing this social injustice?
* PLANS MUST BE APPROVED BY MS. THORNE BEFORE YOU LEAVE CLASS TODAY.

*Standards: ELAGSE9-10RI1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. ELAGSE9-10SL1: Initiate and participate effectively in a range of collaborative discussions(one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. a. Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, and presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.*

Day #2-#3: Research

* You are required to find, read, print, and annotate (using The Big 5) **a minimum of 5 sources** *(MUST PASS C.R.A.P DETECTION TEST!!)* Sources must be printed and submitted at the end of day #3 for a grade.
  + What is happening?
  + To whom is this happening to?
  + What is the cause of this social injustice?
  + Who is effected by this social injustice?
  + Testimonies? (How do the people feel?)
  + Consider how you can creatively incorporate the information into your proposal.

*Standards: ELAGSE9-10RI1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.* ELAGSE9-10RI6: Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. ELAGSE9-10RI7: Analyze various accounts of a subject told in different mediums(e.g., a person’s life story in print and multimedia), determining which details are emphasized in each account. ELAGSE9-10W7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. ELAGSE9-10W8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. ELAGSE9-10W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Day #4-#5: Tri-Fold Work & Change.org

* BRING TRI-FOLD TO CLASS FOR DAY #4 & #5.
* THE TRI-FOLD:
  + Should contain all necessary information from research.
    - Consider how will you organize your proposal on the tri-fold to convey necessary information & inspire change?
    - How will you use the information gathered to pitch the best proposal to the WHS National News?
    - Tri-folds should be colorful and creative. Simply printing and pasting the research to your tri-fold will not work.
  + CHANGE.ORG- How can we change the world?
    - Create a petition on change.org to entice your audience to ACT.
      * What are you asking your audience to learn/do/change?
    - Petition should include all relevant information to inform viewers
    - Petition with the most signatures will be rewarded a prize! ☺

*Standards:* ELAGSE9-10W1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain an appropriate style and objective tone. e. Provide a concluding statement or section that follows from and supports the argument presented. ELAGSE9-10W6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. ELAGSE9-10W7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. ELAGSE9-10W8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. ELAGSE9-10W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Day #6: Gallery Walk

* Tri-folds will be displayed around the room.
* Parents, administrators, WHS faculty/staff will be invited to view your proposals & review change.org petition.

@ Home:

* Write a 750 word reflection describing your experience throughout this unit.
  + Must be submitted via turnitin.com no later than 11:59 p.m. on September 18th.