

"I CAN"

A Guided Inquiry Activity - AVID Grades 9 & 10

Collaborators: Yvette Davis, Teacher-librarian; Jennifer Holley, AVID teacher; John Teel, AVID teacher

State Standards

Essential Standard

CE.C&G.4.4

Analyze the obligations of citizens by determining when their personal desires, interests and involvement are subordinate to the good of the nation or state (e.g., Patriot Act, Homeland Security, sedition, civil rights, equal rights under the law, jury duty, Selective Services Act, rule of law, eminent domain, etc.).

CCSS ELA

9-10.W.6

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.

CCSS ELA

9-10.W.7

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.

Essential question: Do I really make a difference as a global citizen?

Schedule:

Date	AVID Group & Location	Teacher/Librarian implementing plan
Monday, March 12 - Day 1	Holley's groups- Media Center - SmartBoard side	Davis Intro video w/ journal on things we care about
Tuesday, March 13 - Day 2	Holley's groups- Lab 201	Holley; Neyman; Davis brainstorming/researching service options and choose
Wednesday, March 14 - Day 3	Teel's groups Lab 201	Davis; storyboarding for Animoto
Thursday, March 15 – Day 4	Holley's groups- Lab 201	Davis; Holley
Friday, March 16 – Day 5	Holley's groups- Media Center – SmartBoard side w/ cart K	Davis; Holley's sub
Video viewing and vote – Day 6	Holley & Teel	Holley or Teel :)

Steps:

Day 1:

Holley's groups- Mrs. Davis will introduce the topic of service to each AVID class, soliciting more questions/concerns students have about the idea of service. The students will then view Kiran Bir Sethi's "I Can" video at the following :

http://www.ted.com/talks/kiran_bir_sethi_teaches_kids_to_take_charge.html

Following the video, the students will journal about things that bother them in their community (e.g. hunger, homelessness, poverty, etc.) or on their campus. As they write, the students will consider possible ways to help.

Day 2:

Holley's groups- Mrs. Davis will introduce the assignment steps. She will then introduce Mrs. Neyman (the Key Club sponsor), who will discuss service possibilities in the community or on campus. The students will brainstorm and identify teen-friendly service movements in their own community by exploring the following Websites for more ideas:

www.dosomething.org

<http://www.volunteermatch.org/>

http://www.idealists.org/search/advanced?search_type=volop&prepop=1&all_initial_sort=published_date

In small groups (no more than 4), the students will choose one service activity/organization to investigate (for what they do; general credibility, etc.) and promote.

Day 3:

Teel's groups- Mrs. Davis will introduce guided notes on The Art of Persuasion. She will explain and model the public service announcement, storyboarding organizer. In their groups, the students will storyboard in preparation for producing their public service video promoting their chosen service activity.

Day 4:

Holley's groups- Mrs. Davis will review Animoto (or MovieMaker) with each class. The students will create their public service videos promoting their chosen service activity on Animoto or MovieMaker.

Day 5:

Holley's groups- The students will complete their public service videos promoting their chosen service activity on Animoto or MovieMaker.

Day 6:

Teachers' discretion- Classes will view each group's video and vote for the service project they would like to complete as a class.