Advocacy
(3rd, Social Studies, ELA, Advocacy)
Unit Developed by Nara Spade

The Core Teacher Program
A program of the Idaho Coaching Network
Idaho Department of Education

Universal Design for Learning (UDL)
## Multiple Means of Representation

<table>
<thead>
<tr>
<th>Provide options for perception</th>
<th>Provide options for language, mathematical expressions, and symbols</th>
<th>Provide options for comprehension</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Offer ways of customizing the display of information</td>
<td>✓ Clarify vocabulary and symbols</td>
<td>✓ Activate or supply background knowledge</td>
</tr>
<tr>
<td>✓ Offer alternatives for auditory information</td>
<td>○ Clarify syntax and structure</td>
<td>✓ Highlight patterns, critical features, big ideas; and relationships</td>
</tr>
<tr>
<td>✓ Offer alternatives for auditory information</td>
<td>○ Support decoding text, mathematical notation, and symbols</td>
<td>✓ Guide information processing, visualization and manipulation</td>
</tr>
<tr>
<td></td>
<td>○ Promote understanding across languages</td>
<td>✓ Maximize transfer and generalization</td>
</tr>
<tr>
<td></td>
<td>○ Illustrate through multiple media</td>
<td></td>
</tr>
</tbody>
</table>

## Multiple Means of Action and Expression

<table>
<thead>
<tr>
<th>Provide options for physical action</th>
<th>Provide options for expression and communication</th>
<th>Provide options for executive functions</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Vary the methods for response and navigation</td>
<td>✓ Use multiple media for communication</td>
<td>✓ Guide appropriate goal-setting</td>
</tr>
<tr>
<td>✓ Optimize access to tools and assistive technologies.</td>
<td>✓ Use multiple tools for construction and composition</td>
<td>✓ Support planning and strategy development</td>
</tr>
<tr>
<td></td>
<td>✓ Build fluencies with graduated levels of support for practice and performance</td>
<td>✓ Facilitate managing information and resources</td>
</tr>
<tr>
<td></td>
<td></td>
<td>✓ Enhance capacity for monitoring progress</td>
</tr>
</tbody>
</table>

## Multiple Means of Engagement

<table>
<thead>
<tr>
<th>Provide options for recruiting interest</th>
<th>Provide options for sustaining effort and persistence</th>
<th>Provide options for self-regulation</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Optimize individual choice and autonomy</td>
<td>✓ Heighten salience of goals and objectives</td>
<td>✓ Promote expectations and beliefs that optimize motivation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>○ Facilitate personal</td>
</tr>
</tbody>
</table>

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An Idaho Core Teacher Program Unit Developed by Core Teacher Name: Nara Spade  Unit Title: Advocacy

✓ Optimize relevance, value, and authenticity
✓ Minimize threats and distractions
✓ Vary demands and resources to optimize challenge
✓ Foster collaboration and communication
✓ Increase mastery-oriented feedback
✓ Develop self-assessment and reflection

Webb's Depth of Knowledge - Level 1 (Recall)

❑ Who, What, When, Where, Why
❑ Define
✓ Identify
❑ Illustrate
❑ Label
❑ List
❑ Match
❑ Measure
❑ Recite
❑ Recognize
❑ Report
❑ Use

Webb's Depth of Knowledge - Level 2 (Skill/Concept)

○ Categorize
○ Classify
✓ Collect and Display
○ Compare
○ Construct
○ Estimate
○ Graph
✓ Identify Pattern
○ Infer
○ Interpret
○ Observe
○ Organize
○ Predict
○ Summarize

Webb's Depth of Knowledge - Level 3 (Strategic Thinking)
An Idaho Core Teacher Program Unit Developed by **Core Teacher Name:** Nara Spade  
**Unit Title:** Advocacy

- Assess
- Differentiate ✓
- Construct ✓
- Differentiate ✓
- Critique ✓
- Draw Conclusions ✓
- Develop a Logical Argument ✓
- Explain Phenomena in Terms of Concepts
- Construct ✓
- Formulate

**Webb’s Depth of Knowledge - Level 4 (Extended Thinking)**

- Analyze
- Differentiate ✓
- Apply Concepts ✓
- Critique
- Connect
- Design
- Develop a Logical Argument ✓
- Formulate

**Idaho Coaching Network Unit Plan Template**

<table>
<thead>
<tr>
<th>Unit Title:</th>
<th>Advocacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Created By:</td>
<td>1011</td>
</tr>
<tr>
<td>Subject:</td>
<td>ELA, Social Studies</td>
</tr>
<tr>
<td>Grade:</td>
<td>2-3, Special Education</td>
</tr>
<tr>
<td>Estimated Length (days or weeks):</td>
<td>5 weeks or 30 instructional days</td>
</tr>
</tbody>
</table>

Original unit development sponsored by The Idaho Coaching Network
An Idaho Core Teacher Program Unit Developed by **Core Teacher Name:** Nara Spade  **Unit Title:** Advocacy

**Unit Overview (including instructional context):** This unit is centrally focused on defining advocacy and the positive impact advocacy can have on those around us. Students will explore this concept through the primary text, *The One and Only Ivan* by Katherine Applegate. This historical fiction novel is about a gorilla who lived in a Tacoma, Washington shopping mall. This story demonstrates how speaking for those who can’t speak for themselves is a powerful way to make a difference. Formative assessments are done in a variety of modalities in order to make sure all students are being successful with this unit’s content. A variety of supports are also suggested throughout this unit in order to help all students gain a deep understanding of this unit’s content. Supporting this primary text are non-fiction articles, videos and other resources. These resources enhance the novel and provide a balance of texts for students’ to interact with. The summative assessment for this unit consists of an advocacy proposal plan, which is created after they are given information about a real life situation in need of help and advocacy. Students are given choices on how their proposal can be presented and are to pick the means of expression that best suits them and their personal skills.

**Unit Rationale (including Key Shift(s)):** The key shift my unit addresses is “Reading, writing, and speaking grounded in evidence from texts, both literary and informational.” In order for my students to truly understand advocacy and be able to advocate for another they will need to be able to support their claims using evidence they have gathered from texts, videos and other sources. Being a special education teacher I really focused on finding ways for all of my students to reach the same target using supports that allowed them to gain a deep understanding of the concepts and texts.

**Essential Question(s) (Modules 2 and 3):**
- How does advocating help another person?
- How does it help yourself?

**Enduring Understandings (Modules 2 and 3):**
- Speaking for someone who can’t speak for themselves is how we make the world a better place. When we advocate we have the opportunity to impact the world around us and make a change.

**Measurable Outcomes:**
- Students will identify cause and effect relationships in text
- Students will describe how characters in a story or in a nonfiction text respond to major events and challenges in journal responses
- Students will chose a media (written letter, video, presentation, research essay) to share their opinion or advocate for another.
<table>
<thead>
<tr>
<th>Targeted Standards (Module 3):</th>
<th>Targeted Standards (Module 3):</th>
<th>Targeted Standards (Module 3):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Idaho English Language Arts/Literacy Standards:</td>
<td>Content Standards (if applicable):</td>
<td>Standards for Mathematical Practice (if applicable):</td>
</tr>
<tr>
<td>CCSS.ELA-LITERACY.RL.3.10</td>
<td>•</td>
<td>•</td>
</tr>
<tr>
<td>By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band</td>
<td></td>
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<tr>
<td>independently and proficiently</td>
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<td></td>
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<tr>
<td>CCSS.ELA-LITERACY.RI.3.3</td>
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<tr>
<td>Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect</td>
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<tr>
<td>CCSS.ELA-LITERACY.RL.3.3</td>
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<tr>
<td>Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</td>
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<tr>
<td>Supporting Standards</td>
<td></td>
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<tr>
<td>CCSS.ELA-LITERACY.RL.3.1</td>
<td></td>
<td></td>
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<tr>
<td>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers</td>
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<tr>
<td>CCSS.ELA-LITERACY.W.3.1</td>
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<tr>
<td>Write opinion pieces on topics or texts, supporting a point of view with reason</td>
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<tr>
<td>CCSS.ELA-LITERACY.L.3.4</td>
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<tr>
<td>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies</td>
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</tbody>
</table>
Summative Assessment:
Students will choose a media (letter, art with a written or verbal explanation, video, presentation, speech, persuasive paper) from menu, in order to express their opinion on a topic. Their opinions will need to be supported by evidence that is gathered from text or other informational sources. The purpose of the final product is to advocate for another person in order to make a positive change in the world. The students will be presented with a problem that they will have to advocate for a change using research to support their opinions.

Depth of Knowledge:
Students will begin with the depth of knowledge one, they will list the characters in the novel and the challenges that they face. The students will also look at the supplemental materials and resources and list the characters and challenges in each of these texts. The recording of these thoughts will happen in their reader’s notebook. As students work through the texts they will begin to document the causes and effects that are evident in the nonfiction and fiction texts. The cause and effects will be generated through a graphic organizer that helps to guide their thinking and provide a space for what they are noticing. Students will be guided to focus on how character actions positively impacted the challenges that they are facing. For depth of knowledge three, students will be able to formulate a personal definition for advocacy through analysis of the character actions in response to challenges. This personal definition will be written down in the reader response journal. For depth of knowledge 4, students will create a proposal to advocate for someone in need. Their proposal will be supported by evidence found in their research on the issue they are solving. Their proposal will need to be persuasive, and utilize evidence appropriately, but can be created through various medias including letters, art with a written or verbal explanation, videos, presentations, speeches or a persuasive paper.

Rubric or Assessment Guidelines:
Formative Assessments: Formative assessments will happen in the student’s reading journals. After each session of reading students will respond to the text using words, pictures or diagrams. Students will also have tasks related to the depths of knowledge that they will complete within their reading journals. The first formative assessment is a list of characters in each of the texts we read and the challenges that they face. The second formative assessment will be the causes and effects that they document as they read the texts in this unit. The last formative assessment is the personal definition of advocacy that students will formulate after they analyze the character actions in relation to the challenges that they face.

Summative Assessment: The summative assessment of this unit is a proposal created by the student that advocates for someone in need of advocacy. The students will be given a topic and resources for their personal research on this topic. The proposal will need to be supported by evidence gathered from research on the identified issue and an emphasis will be placed on how persuasive the students are with their proposals. The students will choose from a menu of options in regards to the media that they use to represent their proposals. Their choice will be a letter, a video, a presentation, a speech or a persuasive paper.
Primary Text(s) (Module 5):
- The One and Only Ivan by Katherine Applegate

Supplemental materials/resources:
- Advocate Characteristic list: https://www.learningtogive.org/sites/default/files/handouts/Characteristics_Advocates.pdf
- LA Times Article on Ivan: http://articles.latimes.com/print/1993-08-15/local/me-23950_1_lowland-gorilla
- Article “Saving the Animals” by ReadWorks.org: http://www.readworks.org/passages/saving-animals
- Gorillas by Seymour Simon
- -SeaWorld, critics debate if park tanks or sea pens are best for orcas” by the Los Angeles Times adapted by Newsela staff: https://newsela.com/articles/seaworld-whales/id/13996/

Text Complexity Analysis (Module 5)
The One and Only Ivan by Katherine Applegate

Text Description
In this novel, Ivan is a silverback gorilla who lives in a mall circus. Ivan is good friends with the other animals in the exhibit. Through advocacy Ivan is able to be freed and find a better life.

What is your final recommendation based on quantitative, qualitative, and reader-task considerations? Why?
This novel could be used from third to fifth grade. The population of students would have to be considered when teaching this novel and the appropriate amount of supports (graphic organizers, additional texts etc.) would have to be chosen in order to enhance the content of this novel. This novel has some deep underlying meanings and motives, but the writing is simple and easily understood.

Mark all that apply:
Grade Level Band: K-5 x 6-8 ☐ 9-12 ☐ PD ☐
Content Area: English/Language Arts (ELA) x  Foreign Language (FL) ☐ General (G) ☐ Health/Physical Education (HPE) ☐
History/Social Studies (HSS) x Humanities (H) ☐ Math (M) ☐
Professional Development (PD) ☐ Professional/Technical Education (PTE) ☐ Science (S) ☐

Quantitative Measure

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**Unit Title:** Advocacy

<table>
<thead>
<tr>
<th>Quantitative Measure of the Text:</th>
<th>Range:</th>
<th>Associated Grade Band Level:</th>
</tr>
</thead>
<tbody>
<tr>
<td>570L</td>
<td>420-820L</td>
<td>2-3</td>
</tr>
</tbody>
</table>

### Qualitative Measures

**Text Structure (story structure or form of piece):**
Story Structure, Sequential events, Plot driven

**Language Clarity and Conventions (including vocabulary load):**
Moderate vocabulary load. Some words students may encounter include silverback, me-ball, domain, not-tag etc. These words are specific to gorillas and their habitats.

**Levels of Meaning/Purpose:**
This book has a deeper meaning of what it means to advocate, love your neighbor and the rewards of doing the right thing. This book also has a storyline that lends itself to a simple story summary.

**Knowledge Demands (life, content, cultural/literary):**
Being that this was a true story, students will need background knowledge on the type of animals in the story, the concept of a mall zoo, animal interactions and the treatment of animals in captivity. Visual or video supports could be used to help enhance students’ understanding of the content specific vocabulary.
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Possible Major Instructional Areas of Focus (include 3-4 CCS Standards) for this Text:

**CCSS.ELA-LITERACY.RL.3.1**
Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers

**CCSS.ELA-LITERACY.RL.3.3**
Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events

**CCSS.ELA-LITERACY.RL.3.10**
By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

I want to really look at the characters and how their actions impacted others for the positively or negatively. I want my students to see how the story parts (character, setting, plot etc.) interact in order to create a message for the reader to take with them in their future. I want students to use this book as a catalyst for their future decisions.

Below are factors to consider with respect to the reader and task:

**Potential Challenges this Text Poses:**
Background knowledge needed in order to understand the content may need to be enhanced prior to reading the text. Students may also need help with their decoding and fluency skills as they are currently receiving special education services for their reading skills. Comprehension and vocabulary skills need to be taught prior to and during the story in order for students to reach the purpose of this text. Pairing this text with nonfiction writings on this topic might also be important in order to help students access a full understanding of the story.

**Differentiation/Supports for Students:**
This will definitely be read in a guided reading model. The teacher will build upon the student strengths during each lesson and intentionally support student weaknesses. A focus will be put on building reading fluency within the text and vocabulary will be built and enriched.
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<table>
<thead>
<tr>
<th>Scaffolds and Extensions</th>
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</thead>
<tbody>
<tr>
<td><strong>UDL Components:</strong></td>
<td><strong>Support for students who are ELL, have disabilities or read well below grade level text band:</strong></td>
</tr>
<tr>
<td><strong>Representation</strong></td>
<td>- Information is available to read in a variety of formats (digital, and paper).</td>
</tr>
<tr>
<td>- Vocabulary pre-taught</td>
<td>- When possible, digital versions of information are accompanied by audio recording of them being read aloud.</td>
</tr>
<tr>
<td>- Information provided digitally, verbally, in print, in video, through literary and nonfiction text, with pictures and diagrams</td>
<td>- Information that is read and studied as a class will have illustrations, in addition to text.</td>
</tr>
<tr>
<td>- Articles, and multiple examples of topic provided throughout unit</td>
<td>- When reading and analyzing, provide information that varies in terms of complexity and length.</td>
</tr>
<tr>
<td><strong>Action and Expression</strong></td>
<td>- Scribe for students while they dictate own view of information that is given, and have them copy dictation. Options in terms of length and complexity of the persuasive written projects that they design.</td>
</tr>
<tr>
<td>- Students respond to essential question and other main ideas through written work, visual creations, and through verbal discussions</td>
<td>- Daily reflection and charting of progress toward goals.</td>
</tr>
<tr>
<td>- Information given throughout lesson and as needed to support understanding of concepts.</td>
<td>- Video and visual supports are used.</td>
</tr>
<tr>
<td>- Formative assessment used throughout to monitor levels of understanding</td>
<td><strong>Engagement</strong></td>
</tr>
<tr>
<td><strong>Engagement</strong></td>
<td>- Students are choosing a format in order to use what they have learned (advocating for someone/something of their choosing)</td>
</tr>
<tr>
<td>- Students are working together to build their understanding of advocacy. This presents itself through meaningful discussions, collaboration on ending project and overall feedback from each other as they are constructing their personal view of this concept.</td>
<td>- Level of complexity is slowly increased throughout the unit</td>
</tr>
<tr>
<td>- Students are working together to build their understanding of advocacy. This presents itself through meaningful discussions, collaboration on ending project and overall feedback from each other as they are constructing their personal view of this concept.</td>
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### Vocabulary (Module 7)

<table>
<thead>
<tr>
<th>Targeted Academic Vocabulary</th>
<th>Targeted Content Area Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opinion</td>
<td>Advocacy</td>
</tr>
<tr>
<td>Point of View</td>
<td><em><strong>Explicitly taught on day 22 and 23 of the unit plan.</strong></em></td>
</tr>
<tr>
<td>Support</td>
<td>Captivity</td>
</tr>
<tr>
<td>Claim</td>
<td><em><strong>Explicitly taught on day 2 of the unit plan.</strong></em></td>
</tr>
<tr>
<td>Argue</td>
<td><em><strong>The following tier 3 Words Explicitly taught on Day 4 of the unit plan.</strong></em></td>
</tr>
<tr>
<td>Perspective</td>
<td>Cause and Effect</td>
</tr>
<tr>
<td>Evidence</td>
<td>Chest Beat</td>
</tr>
<tr>
<td><em><strong>The following tier 2 word is explicitly taught on day 8 through 22 on the unit plan.</strong></em></td>
<td>Domain</td>
</tr>
<tr>
<td>Cause and Effect</td>
<td>Grunt</td>
</tr>
<tr>
<td></td>
<td>Me-ball</td>
</tr>
<tr>
<td></td>
<td>Not-Tag</td>
</tr>
<tr>
<td></td>
<td>Silverback</td>
</tr>
<tr>
<td></td>
<td>Slimy Chimp</td>
</tr>
<tr>
<td></td>
<td>Vining</td>
</tr>
</tbody>
</table>

### Instructional Sequence

**Stage 1: Desired Results**

At the end of your unit, what should students be able to do?

PRO-TIP: Think of these desired results as tied to your unit’s standards and culminating assessment?

Students should be able to define advocacy in their own words and create a persuasive proposal that advocates for someone in need using evidence to support their thoughts and opinions. Students should be able to explain how advocacy is a cause that leads to an effect or change. Students will be able to communicate their thoughts using a media that they are most comfortable with and an emphasis will be put on the thoughts themselves and how evidence is used to support them, rather than the way those thoughts are shared.
Stage 2: Evidence
How will you know students have achieved the desired results? What will students do to show they have mastered these goals? PRO-TIP: Think about this in relation to your assessments.

When students are able to use evidence to support their claims and are making claims to advocate for themselves or another in an effective manner. I will also know that my students have mastered the goals when their final products share their evidence supported opinions in an effective manner.

Stage 3: Learning Plan
What is your general plan to help students get from point A (your essential question) to point B (your culminating assessment)? PRO-TIP: Consider the big picture here, and we’ll dive into the details later.

I want to begin by peaking my student’s interest in the overall topic. I then want them to move to reading a touching story that will allow them to witness the power of advocacy. I will couple this novel with related non-fiction and fiction texts that will deepen their understanding of advocacy. The activities surrounding each phase of the novel and additional texts will point them to seeing the relationship between causes and effects and how advocacy is a cause that works to overcome challenges in a positive manner or the effect. From this process they will create their personal definition of advocacy and then will be introduced to a topic that requires advocacy and action. Using a preferred media (verbal, written, or art form) students will share their persuasive proposals on how they wish to advocate for those facing challenges in the given topic.

Major Idea/Topic #1: Introduction to Advocacy

<table>
<thead>
<tr>
<th>Day(s) and Desired Outcome(s)</th>
<th>Texts and Resources</th>
<th>Instructional Notes (including Scaffolding, Extensions, Vocabulary Terms and strategies, UDL Principles, and Formative Assessments)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day(s) 1:</td>
<td>-Gallery Walk Pictures -Unit Journals -Journal Response Expectation Anchor Chart -Sticky Notes</td>
<td><strong>Entry Task:</strong> Students are given unit journals and are given some time to decorate and make their journal their own. Have students devote the last 10-15 pages for vocabulary recording. This can be marked using a tape flag etc. <strong>Lesson:</strong> -Students complete a gallery walk with pictures that represent someone speaking or advocating for someone who is unable to speak for themselves. Below each picture is a cause and effect graphic organizer—<strong>Gallery Walk Pictures</strong> -Students are not told the connection between all of the pictures, but are instructed to travel to each picture in their groups and write on a sticky note what they see as the action or cause in each picture and what a possible outcome or effect would be for that action. <strong>Note:</strong> An example can be done to further explain the process for the students</td>
</tr>
</tbody>
</table>
An Idaho Core Teacher Program Unit Developed by **Core Teacher Name:** Nara Spade  **Unit Title:** Advocacy

<table>
<thead>
<tr>
<th><strong>Vocabulary:</strong></th>
<th><strong>-Washy Tape to decorate Unit Journals</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cause</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Effect</strong></td>
<td></td>
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</tbody>
</table>

- After the groups travel to each picture the teacher will read the notices aloud
- The teacher then shares the expectations for journal responses (1. They represent your own thoughts and opinions, 2. You are to talk about what you read, saw, discussed 3. Your response is able to be understood by someone else 4. You can use pictures, words, diagrams or anything that makes your responses more complete) ~**Anchor Chart**

***A rubric has been created for these expectations in order to help students check themselves periodically on their responses. The rubric can be used individually, in pairs, groups or as a whole class.
**Concluding Activity:** -Students then share their connections with the whole class. The teacher uses each response to model the expectations for journal answers.

**Lesson Specific Accommodations:** Students can respond using a mode that is most compatible for their needs. Pictures, writing, diagrams etc. may be used. Groups should be strategically picked so students are paired with individuals who will make them as successful as they possibly can be. Students can even work together to construct their responses.

**Lesson Specific Extensions:** Students can write their response in a paragraph complete with a topic sentence, detail sentences and a conclusion sentence. Students can also come up with additional ideas for pictures that would fit in this gallery walk. If students are particularly interested in a picture then they can do some more research on the details behind that picture.

| **Day(s) 2:** | **-Unit Journal**  
**Entry Task:** -Students complete a KWL chart in their unit journal on what they know about animals in captivity. Students may create visuals for their KWL chart if needed. Students then share what they know with each other by creating a KWL on a piece of chart paper with their group. Groups will be strategically picked and will work together for the remainder of the day. Groups will share their charts with the whole class. After sharing groups will then write the things that they want to know about animals in captivity and then share that with the group. ~**KWL Chart**

**Lesson:** The KWL charts will be set aside and each student will be given the novel The One and Only Ivan. The students will be instructed to open their unit journals and take some time to flip through the pages of the novel and write or draw ten things that stand out to them as they look through the book. Students will share their notices with their group and with the class. ~**Novel Picture Walk/Chapter**

**Desired Outcome(s):** Students will identify what they know and want to know about animals in captivity. Students will also make predictions for

- Large Size KWL Chart on Chart Paper
- One and Only Ivan Novel
- Gallery Walk Pictures from Day 1

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<table>
<thead>
<tr>
<th>Day(s) 3:</th>
<th>Desired Outcome(s): Students will use evidence to support opinion on a given topic. Students will use a framed response to express their opinion on a given topic, using given information to support opinion.</th>
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</table>
| **Entry Task:** Students will preview the article “SeaWorld, critics debate if park tanks or sea pens are best for orcas” by the Los Angeles Times adapted by Newsela staff. Students can work in partners to complete this if needed. Students will then ask a question about the article based on their notices. A partner can record the question for a student that might need that support. Students will share their questions with the class.  
A **Pre Reading Activity** An example picture of a park tank and sea pen will be shared prior to the reading of the text.  
[Image](http://www.trbimg.com/img-5689ca88/turbine/la-g-fi-0102-seaworld-whales-web-20160101/)

[Image](https://theorcaproject.files.wordpress.com/2010/08/msq5-lolita-length1.jpg?w=600)

Have students record words in the back pages of notebook. A diagram for each word can be quickly drawn or students can find a couple words in which to use to differentiate the two terms.  
**Lesson:** Students will read the article with a partner. Partners should be strategically picked in order to support students in need. The teacher will then read the article aloud to the class. A graphic organizer divided into two sections (Sea Pens and Park Tanks) will handed to each student. Students will work in groups to fill out the graphic organizer with details that support Orcas being placed in sea pens and in park tanks. After each group has completed their charts the whole class will fill out a chart together. Students will add any necessary details to their personal graphic organizers and then place the graphic organizer in their unit journal.  
A **Graphic Organizer Note Catcher**  
**Concluding Activity:** Students will be given the following scenario to respond to using a framed sentence response. The scenario is that they are given the job of choosing the habitat for an Orca that was rescued from being hurt in the wild. The Orca is now completely healed and is need of new place to live. Would you chose for the Orca to live in a Sea Pen or in a Park Tank and why? Students will

<table>
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**Concluding Activity:** Students will write or draw prediction for what they think the novel will be about and how it connects to the KWL chart on animal captivity and the previous day’s gallery walk pictures.  
**Predictions**  
**Lesson Specific Accommodations:** Students can respond using a mode that is most compatible for their needs. Pictures, writing, diagrams etc. may be used. Groups should be strategically picked so students are paired with individuals who will make them as successful as they possibly can be. Students can even work together to construct their responses.  
**Lesson Specific Extensions:** Students can conduct a survey on the class on who believes animals should be kept in captivity and who believes that they should only be free.  

**Vocabulary:** Nothing new taught
An Idaho Core Teacher Program Unit Developed by **Core Teacher Name:** Nara Spade  **Unit Title:** Advocacy

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use the following framed response to share their opinion.

“**The Orca should live in** ____________. I think that they should live in ________________ because it will ________________, and ________________.”

~Framed Response

**Lesson Specific Accommodations:** Students can use their C-Pen to gather important facts from the article or look up unfamiliar words. This pen can also be used to read difficult parts in the passage.

**Lesson Specific Extensions:** Students can build upon their framed response to create a paragraph on this topic. They should focus on creating a persuasive paragraph that convinces others of their opinion.

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**Major Idea/Topic #2:  Novel Introduction**

<table>
<thead>
<tr>
<th>Day(s) and Desired Outcome(s)</th>
<th>Texts and Resources</th>
<th>Instructional Notes (including Scaffolding, Extensions, Vocabulary Terms and strategies, UDL Principles, and Formative Assessments)</th>
</tr>
</thead>
</table>
| **Day(s) 4:**                |                     | **Entry Task:** Students will open their *One and Only Ivan* books are read the words on the glossary pages aloud. Students will glue nine squares into the back of their notebook. Each square will have a word from the glossary on it and will provide space for a picture or words to be added. The teacher will read each word aloud and then show a video clip that corresponds with each word.  

**Chest Beat** [https://www.youtube.com/watch?v=0uWHMq1bDAE](https://www.youtube.com/watch?v=0uWHMq1bDAE)  


**The Grunt** [https://www.youtube.com/watch?v=lncyv-dhGeM](https://www.youtube.com/watch?v=lncyv-dhGeM)  

**Me-Ball** [https://www.youtube.com/watch?v=O4XYturRIJU](https://www.youtube.com/watch?v=O4XYturRIJU)  


**Not Tag** [https://www.youtube.com/watch?v=Zj-rtaRtJnQ](https://www.youtube.com/watch?v=Zj-rtaRtJnQ)  

**Silverback** [https://www.youtube.com/watch?v=SnXzDDMk0mQ](https://www.youtube.com/watch?v=SnXzDDMk0mQ)  

**Vining**  

---

**Vocabulary:**  

- Chest Beat  
- Domain  
- Me Ball  
- Not Tag  
- Chest Beat  
- Domain  
- Me Ball  
- Not Tag  

---

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<table>
<thead>
<tr>
<th>Silverback</th>
<th>Slimy Chimp</th>
<th>Vining</th>
<th>diet) along with a picture</th>
<th>Unit Journals</th>
<th><a href="https://www.youtube.com/watch?v=1hMcjX3GVmM">https://www.youtube.com/watch?v=1hMcjX3GVmM</a> 4.39 Minutes Start</th>
<th>PreTeaching Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson: Students are given a passage and a picture out of the book Gorillas by Seymour Simon. Each passage and picture gives a piece of the overall description of Gorillas. Students with the same passage will group together. Along with the passage students will be given a graphic organizer with the main idea already filled in for their particular passage. Students will work in their groups to add key details to the graphic organizer after reading the passage. Key details can be added with words or pictures depending on student preference, but all details should be found in the passage. Students in each passage group have a number in the corner of their passage. Students with the same number will take the graphic organizer from their passage and share their key details with the members of their new group. Everyone should be given a chance to share what they learned from their passage. Students will then return to their seats and as a class a key detail chart will be filled in about Gorillas with each passage or topic represented (physical appearance, communication, habitat, types and diet) ~Jigsaw Activity</td>
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<tr>
<td>Concluding Activity: Students will write a sentence or draw a picture based on the most important thing that they learned about Gorillas.</td>
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<tr>
<td>Lesson Specific Accommodations: Students can use their C-Pen to gather important facts from the article or look up unfamiliar words. This pen can also be used to read difficult parts in the passage.</td>
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<tr>
<td>Lesson Specific Extensions: Students can write multiple sentences on the most important things they learned about gorillas. Students can share their important details using a different mode than writing (drawing, song, presentation, poster etc.)</td>
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**Day(s) 5:**

**Desired Outcome(s):** Students will begin to picture the setting of the story. Students will also begin to learn about the main character Ivan.

**Vocabulary:** No new introduced in this lesson

| Entry Task: Students will reread their predictions of what they think the story will be about. Some students will share their predictions aloud. |
| Lesson: Read Pgs. 1-10 in The One and Only Ivan. Have students work together to draw picture of the setting of the story. Where does Ivan Live? Students should label the setting with details from pages 1-10. |
| Concluding Activity: Students will respond in their journals to the quote from the story, “The animal is supposed to be me, but the artist made a mistake. I am never angry.” Why did the artist draw Ivan angry? Does Ivan look angry on the picture of the sign? Have students share their setting pictures or their response to the question. |
| ***Show rubric to help guide responses. Use this opportunity to teach expectations. https://docs.google.com/document/d/1uuuyzrsjV4rHvx3Ac1iaCG83sxPhoVEs2HISYphgtPQ/edit |
| Lesson Specific Accommodations: Students can use their C-Pen to gather important facts from the novel or look up unfamiliar words. This pen can also be used to read difficult parts in the novel. |

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Students can either draw a picture of their response to the conclusion question or partner up to have someone record their verbal response.

**Lesson Specific Extensions:** Students can make connections to this story from their personal experiences, other stories they have read, movies they have saw etc. Students can write their connections in their journals.

**Entry Task:** Teacher will pick out some of the content specific vocabulary present in the text and have the students rate their understanding of these words using an “understanding thermometer” for each word. [https://stressfreeteacherblog.files.wordpress.com/2015/11/thermometer.jpg?w=526](https://stressfreeteacherblog.files.wordpress.com/2015/11/thermometer.jpg?w=526).

Words that are in the “I just don’t get it” range explain through the use of alternative resources ([https://docs.google.com/document/d/1KtPqmzuL-YfP0uh2ljM01A8P05AFpDOlt6h-ReNWdw/edit](https://docs.google.com/document/d/1KtPqmzuL-YfP0uh2ljM01A8P05AFpDOlt6h-ReNWdw/edit)).

Words discussed can be written in back of notebook along with a one or two that helps them remember the terms.

Teacher will model the strategy of a body bio for the class. Students will be given the article on Mother Teresa [https://www.learningtogive.org/sites/default/files/handouts/Mother_Teresa.pdf](https://www.learningtogive.org/sites/default/files/handouts/Mother_Teresa.pdf). After reading the article in partners, the teacher will read it aloud and model highlighting important info. Using info on Mother Teresa the teacher will complete a body bio for the class. Students can help to supply some of the ideas for the body bio.

**Lesson:** Students will read pgs. 10-20 in the text. As important details are shared about Ivan the teacher will record them on a chart paper. Students can supply some of the ideas for the chart. Using the ideas on the chart and their own ideas students will create a body bio for Ivan. Students will be given a gorilla outline to glue in their Unit Journals. [https://s-media-cache-ak0.pinimg.com/564x/2e/7b/3c/2e7b3c163a64a4491aadedbdf360b636.jpg](https://s-media-cache-ak0.pinimg.com/564x/2e/7b/3c/2e7b3c163a64a4491aadedbdf360b636.jpg)

Have peers respond to each other’s responses using the rubric and stairs and stars guide. [https://docs.google.com/document/d/1uuuyzrsjV4rHvx3Ac1iaCG83sxPhoVEs2HISYphgtPQ/edit](https://docs.google.com/document/d/1uuuyzrsjV4rHvx3Ac1iaCG83sxPhoVEs2HISYphgtPQ/edit)

**Concluding Activity:** Students will share their body bios of Ivan with the class. Tell the students that they will be adding to these body bio as more is read about Ivan.

**Lesson Specific Accommodations:** Students can work with partners to complete activity. Students can share their thoughts aloud before writing or drawing them.

**Lesson Specific Extensions:** You can give students other articles of historical advocates and have them create body bios for them as well. Examples include: Jane Goodall, Andrew Carnegie.
| Day(s) 7: | **Entry Task:** Students watch video on Koko the Gorilla painting a picture. [https://www.youtube.com/watch?v=VCeVY30YM0](https://www.youtube.com/watch?v=VCeVY30YM0). Students write or draw in their journal the connections that can be made from this video to the novel.  
**Lesson:** Read Pg. 20-40 in the novel. Have students pick either Stella (the elephant), Bob (the dog) or Mack (the Mall Zoo Owner) to complete a body bio on. Handout outlines of each character to whoever needs each one. Have students focus on what makes each character unique and different from the others.  
**Outlines:**  
- **Mack:** [https://s-media-cache-ak0.pinimg.com/originals/0e/bd/f0/0ebdf0db0f6b64e214ba270c99abe595.png](https://s-media-cache-ak0.pinimg.com/originals/0e/bd/f0/0ebdf0db0f6b64e214ba270c99abe595.png)  
**Concluding Activity:** Students will share their body bios with the class. Post rubric to help guide student to student feedback. Use the rubric as a self reflection and have students evaluate their own work. [https://docs.google.com/document/d/1uuuyzrsjV4rHvx3Ac1iaCG83sxPhoVEs2HISYphgtpQ/edit](https://docs.google.com/document/d/1uuuyzrsjV4rHvx3Ac1iaCG83sxPhoVEs2HISYphgtpQ/edit) |
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<tbody>
<tr>
<td>Desired Outcome(s):</td>
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</table>
- One and Only Ivan  
- Crayons etc. to create a body bio for their chosen character  
- Unit Journal |
| Vocabulary: | No new terms |
**Major Idea/Topic #2: Causes and Effects**

<table>
<thead>
<tr>
<th>Day(s) and Desired Outcome(s)</th>
<th>Texts and Resources</th>
<th>Instructional Notes (including Scaffolding, Extensions, Vocabulary Terms and strategies, UDL Principles, and Formative Assessments)</th>
</tr>
</thead>
</table>
| Day(s) 8:                    | Entry Task: Students will complete a writing into the day in their Unit Journals. They will divide their notebook page into fourths and write their initial response in the upper left hand corner. The topic for this writing will be “What makes Stella a good friend to Ivan?” Students will respond to this prompt using details from the story so far as well as their personal opinion on the topic. Students will then share their responses to the class by passing their notebooks silently to each other. A timer will be set for three minutes. Students have three minutes to read, write a response in the box clockwise from the first box and pass to the next person. Students will respond to what they read with their own thoughts and opinions. After an initial plus three responses have been written in each student’s notebook, students will receive their own notebooks back and read over what was written. Have groups review their responses through the lens of the rubric. ~**Writing into the Day, Partner Writing** Lesson: Preview the vocabulary words with your students. Definitions are footnoted at the bottom of the article. These words should be added to the back of their notebook along with a brief word or two that describes each or a diagram that describes. Students will be given the article, “Saving the Animals” by ReadWorks.org. The article will be read aloud to the class. After reading the article the students will be given a Cause and Effect T-Chart Graphic Organizer. The teacher will model one entry on this graphic organizer. The students at a public school in New York hold a bake sale (cause), the students raised $266 to help animals at the Kabul Zoo (effect). The teacher breaks the students into their groups and has each group add entries to the T-Chart based on what is read in the article. When completed groups will share their recording with the whole class. The answers from each group will be recorded on chart paper. ~**Cause and Effect T-Chart** Next have students find one important cause and effect in *The One and Only Ivan*. For example: Julia gives Ivan a crayon, he learns to draw. The students should be using the previously read chapters to fill in the chart as much as possible. Explain to the students that the chart will be filled in more as...
| Day(s) 9:  | One and Only Ivan  | Entry Task: Watch video on Koko [https://www.youtube.com/watch?v=26oWRDqkvkE](https://www.youtube.com/watch?v=26oWRDqkvkE). The second time the video is watched have students record causes and effects found in the video. Example: Koko is taught sign language (cause), Koko can communicate thoughts and feelings (effect) – Graphic Organizer

**Lesson:** Read Pg. 40-70. Choose one page out the text to close read and annotate for causes and effects. Have students highlight causes in one color and effects in another. Use an arrow or line to indicate causes and effects in direct relation to one another. Provide students with an example of this prior to having them begin. Then have students share examples of their annotations either in pairs or as a whole class. Have students record any causes and effects that they notice while reading those pages. After they are done reading have them add to the setting picture or body bios that are completed on the characters. ~ Body Bios

**Concluding Activity:** Have students write or draw connections they see between Koko and Ivan in their unit journals. What do you notice is the same? What is different?

**Lesson Specific Accommodations:** Students can either draw a picture of their response to the conclusion question or partner up to have someone record their verbal response. The students can work together to complete the T-Chart.

**Lesson Specific Extensions:** Students can begin to write their description of the setting a paragraph/essay format. They should focus on using descriptive words and phrases that match what is happening in the story.

<p>| Desired Outcome(s): Students will understand cause and effects in texts and on video. | Vocabulary: Nothing new introduced |</p>
<table>
<thead>
<tr>
<th>Day(s) 10:</th>
<th>Entry Task: Share the bio poem written about Ivan <a href="http://mistylovesivan.weebly.com/bio-poem--haiku.html">http://mistylovesivan.weebly.com/bio-poem--haiku.html</a>. Have students share what they like about the poem. Does it make sense with what they have read so far?</th>
</tr>
</thead>
</table>
| Desired Outcome(s): Students will identify characteristics of an important character. | **Lesson:** Read Pg. 70-96. Model how to write a bio poem about someone. Tell students they will be writing with a partner about the character of Ruby using a bio poem. Prior to having the partners write the poem a brainstorming session could occur over words that could be used to describe Ruby. The format of the bio poem will be as follows:** **Bio Poem**

(Line 1) Name  
(Line 2) Three or four adjectives that describe the person  
(Line 3) Important relationship (daughter of . . ., mother of . . ., etc)  
(Line 4) Two or three things, people, or ideas that the person loved  
(Line 5) Three feelings the person experienced  
(Line 6) Three fears the person experienced  
(Line 7) Where they Live  
(Line 8) Name  

**Vocabulary words of relationship, and adjectives can be explained using the following resources.**


These words can be added to the back of the notebook along with a word or two that describes each or a diagram for each.  

**Concluding Activity:** Have students share the bio poem with each other when they are finished. A picture can be added to complete the writing.  

**Lesson Specific Accommodations:** Partners should be strategically picked in order to help all students succeed. Additional examples can be given to help students succeed with writing the poem.

**Lesson Specific Extensions:** Students can write bio poems on other characters or even write one for themselves.  

| Day(s) 11: | Entry: Watch video on baby elephant. [https://www.youtube.com/watch?v=H_czNGfKQec](https://www.youtube.com/watch?v=H_czNGfKQec). Have students write one connection they see between the video and the novel currently being read.  

**Lesson:** Read Pg. 96-116. Have students pick one quote out from these pages and write it in their journal. By the quote have students draw a picture to represent what is being said. Have students go around the classroom and share the one line that they picked out of the pages, creating a serpentine poem. **Serpentine Poem**

Have students add to their cause and effect chart based on what happened during these pages.  

**Concluding Activity:** Have students do a written or drawn response to the following question in their journal:  

| Desired Outcome(s): Students will identify causes and effects during a critical point in the novel. | -[The One and Only Ivan](http://mistylovesivan.weebly.com/bio-poem--haiku.html)  

**YouTube Video** [https://www.youtube.com/watch?v=H_czNGfKQec](https://www.youtube.com/watch?v=H_czNGfKQec) on a baby elephant.  

**Entry:** Watch video on baby elephant. [https://www.youtube.com/watch?v=H_czNGfKQec](https://www.youtube.com/watch?v=H_czNGfKQec). Have students write one connection they see between the video and the novel currently being read.  

**Lesson:** Read Pg. 96-116. Have students pick one quote out from these pages and write it in their journal. By the quote have students draw a picture to represent what is being said. Have students go around the classroom and share the one line that they picked out of the pages, creating a serpentine poem. **Serpentine Poem**

Have students add to their cause and effect chart based on what happened during these pages.  

**Concluding Activity:** Have students do a written or drawn response to the following question in their journal:  

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An Idaho Core Teacher Program Unit Developed by **Core Teacher Name:** Nara Spade  
**Unit Title:** Advocacy

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**An Idaho Core Teacher Program Unit Developed by** Nara Spade  
**Core Teacher Name:** Nara Spade  
**Unit Title:** Advocacy

**Story:** Students will use evidence from the text to support their thoughts and opinions.  
**Vocabulary:** No new taught

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**Extension Resources:**  
http://voices.nationalgeographic.com/2013/05/03/no-ethical-way-to-keep-elephants-in-captivity/

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**Journal:** “If you were Ruby how would you feel after what just happened to Stella? How do you think the rest of the characters feel?”  
**Raft Assignment**

**Lesson Specific Accommodations:** Students can use their C-Pen to gather important facts from the novel or the article or look up unfamiliar words. This pen can also be used to read difficult parts in the novel or article. Students can either draw a picture of their response to the conclusion question or partner up to have someone record their verbal response. The students can work together to complete the T-Chart.

**Lesson Specific Extensions:** Students can do some research about elephants in captivity. Have them find out how many elephants have died from mistreatment in captivity.

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| Day(s) 12-15: | The One and Only Ivan |  
| Desired Outcome(s): | Unit Journal |  
| | Causes and effects T-Chart |  
| | Elephant Claw Hook |  
| | Example: http://i.dailymail.co.uk/i/pix/2015/08/16/13/2B659B3800000578-3199391-A_baby_elephant_is_beaten_by_a_mahout_using_an_ankush_a_wooden_s-a-8_1439726525780.jp |  
| | Picture of a Gorilla Hand Ashtray |  
| | https://boneclones.co |  

**Entry:** Begin each day by reviewing the causes and effect chart.

**Lesson:**
1. Read pg. 117. Answer the question in unit journal. “What does George mean when he says, Vet, Should Have, Wrong?”
2. Read Pg. 117-127. Add to Body Bio for Ivan. Share additions with the class.
3. Read Pg. 127-134. Answer question, “Do you think Ivan sounds happy about his life with humans or sad?”
4. Read Pg. 134-147. Add causes and effects to chart. Have students create a body bio for Julia.  
5. Read Pg. 147-153. Add causes and effects to the chart. Answer the question in unit journal, “What does Julia do for Ruby? What does Ruby do for herself?”  
**Extension Opportunity:** Have students pretend to be Julia and explain why they spoke up for Ruby? How did speaking up make them feel? Image: Elephant Claw Hook Example: http://i.dailymail.co.uk/i/pix/2015/08/16/13/2B659B3800000578-3199391-A_baby_elephant_is_beaten_by_a_mahout_using_an_ankush_a_wooden_s-a-8_1439726525780.jpeg
6. Read Pg. 153-165 Add causes and effects to the chart. Answer the question in the unit journal, “Do you think Ruby will die in the domain like Stella? Why or why not?”  
**Extension Opportunity:** How do you think Ivan could help free Ruby from the domain?
7. Have students fill in “L” on KWL chart about animals in captivity. What have we learned about animals in captivity? What has changed from we initially knew?
8. Read Pg. 166-171 Add causes and effect to the chart. Begin to highlight moments when no one spoke up for change and moments someone did speak up for change. What is the change

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Day(s) 16:  
**Desired Outcome(s):** Students will identify causes and effect in the story. Students will identify ways that speaking up can change the outcome or effect.  
**Vocabulary:** Nothing new covered

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<tr>
<th>Day(s)</th>
<th>Texts and Resources</th>
<th>Instructional Notes (including Scaffolding, Extensions, Vocabulary Terms and strategies, UDL Principles, and Formative Assessments)</th>
</tr>
</thead>
</table>
| 16     | The One and Only Ivan Unit Journal Ivan Movie [https://www.youtube.com/watch?v=OYYL2LxotA8](https://www.youtube.com/watch?v=OYYL2LxotA8) Cause and Effect T Chart | **Entry:** Have students find their setting picture. Using the past readings have students update their setting picture.  
**Lesson:** Show students the video [https://www.youtube.com/watch?v=OYYL2LxotA8](https://www.youtube.com/watch?v=OYYL2LxotA8). Have students record what they see on the setting picture. Have students share their reactions to the video in their journal. Read Pg. 171-181. Add to cause and effect chart. Answer the question, “Do you feel like Mack is a good owner? Why or why not?”  
**Concluding Activity:** Have students share their answers with the class. Post rubric to guide feedback. [https://docs.google.com/document/d/1uuuyzrjV4rHvx3Ac1iaCG83sxPhoVEs2HISYphgtPQ/edit](https://docs.google.com/document/d/1uuuyzrjV4rHvx3Ac1iaCG83sxPhoVEs2HISYphgtPQ/edit)  
**Lesson Specific Accommodations:** Students can either draw a picture of their response to the conclusion question or partner up to have someone record their verbal response. The students can work together to complete the T-Chart.  
**Lesson Specific Extensions:** Students can complete a RAFT assignment taking the perspective of Mack, Ivan, or Rosie. How do they feel? Students should use evidence from the text to support their writing. |

Major Idea/Topic #3: Advocacy Defined

<table>
<thead>
<tr>
<th>Day(s) and Desired Outcome(s)</th>
<th>Texts and Resources</th>
<th>Entry: Write into the day question: Read students the querencia passage. Have them write on a</th>
</tr>
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<tbody>
<tr>
<td>17</td>
<td>Querencia passage</td>
<td><strong>Entry:</strong> Write into the day question: Read students the querencia passage. Have them write on a</td>
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</table>

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### An Idaho Core Teacher Program Unit Developed by **Core Teacher Name:** Nara Spade  **Unit Title:** Advocacy

<table>
<thead>
<tr>
<th>Desired Outcome(s):</th>
<th><strong>Unit Journals</strong></th>
</tr>
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<tbody>
<tr>
<td>Students will look at Ivan’s actions for Ruby and predict the effect that will come from those actions.</td>
<td><strong>One and Only Ivan novel</strong></td>
</tr>
<tr>
<td><strong>Vocabulary:</strong></td>
<td><strong>Nothing new taught</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Write into the day</strong></td>
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<tr>
<td></td>
<td><strong>Lesson:</strong> Read Pg. 181-200. Add to cause and effect chart, character body bios and setting picture.</td>
</tr>
<tr>
<td><strong>Concluding Activity:</strong></td>
<td>Have students answer the question in their journals, “Why is Ivan painting? Is it for himself? Do you think that Ivan is doing the right thing? Do you think his idea will help?” Students can share their ideas when they are finished. Use rubric to guide feedback given.</td>
</tr>
<tr>
<td><strong>Lesson Specific Accommodations:</strong></td>
<td>Students can draw a picture of the place that they feel most at home. Students can also partner up when the notecards are passed around so someone can read it aloud to someone. Students can also verbally tell someone about the place that they feel most at home and have someone else record their thoughts.</td>
</tr>
<tr>
<td><strong>Lesson Specific Extensions:</strong></td>
<td>Students can put themselves in Ivan’s shoes and draw their own picture to plea for help.</td>
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<tr>
<th>Day(s) 18:</th>
<th><strong>The One and Only Ivan novel</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Desired Outcome(s):</strong></td>
<td><strong><a href="http://articles.latimes.com/print/1993-08-15/local/me-23950_1_lowland-gorilla">http://articles.latimes.com/print/1993-08-15/local/me-23950_1_lowland-gorilla</a> Ivan Article</strong> Read the following article as a class. Code the article as a group. ( *surprising info, ? questions have, ___ important facts) Add causes and effects from the article to the chart.</td>
</tr>
<tr>
<td>Students will make connections between the true story of Ivan and the novel version. Students will identify the causes and effects happening in Ivan’s story.</td>
<td><strong>Article Coding Anchor Chart</strong></td>
</tr>
<tr>
<td><strong>Vocabulary:</strong> Captivity</td>
<td><strong>Unit Journals Ivan made Poster</strong></td>
</tr>
<tr>
<td><strong>Entry:</strong></td>
<td>Show Ivan’s poster example to students. Have students write their notices and responses to the poster they are viewing. <a href="http://articles.latimes.com/print/1993-08-15/local/me-23950_1_lowland-gorilla">http://articles.latimes.com/print/1993-08-15/local/me-23950_1_lowland-gorilla</a></td>
</tr>
<tr>
<td><strong>Lesson:</strong> Read Pg. 200-221. Record causes and effects on chart. Refer to additional resources provided for help in reviewing lesson specific vocabulary.</td>
<td><strong>Word should be added to back of the notebook along with a word or two that describes or a diagram that matches.</strong></td>
</tr>
<tr>
<td><strong>Concluding Activity:</strong></td>
<td>Have students answer question in their Unit Journals, “What should be done now? How do you think Mack will react?” Post rubric to help guide feedback and responses. <a href="https://docs.google.com/document/d/1uuuyzrsjV4rHvx3Ac1iaCG83sxPhoVEs2HISYphgtPQ/edit">https://docs.google.com/document/d/1uuuyzrsjV4rHvx3Ac1iaCG83sxPhoVEs2HISYphgtPQ/edit</a></td>
</tr>
<tr>
<td><strong>Lesson Specific Accommodations:</strong></td>
<td>Students can use their C-Pen to gather important facts from the article or look up unfamiliar words. This pen can also be used to read difficult parts in the passage. Students can either draw a picture of their response to the conclusion question or partner up to have someone record their verbal response. The students can work together to complete the T-Chart.</td>
</tr>
<tr>
<td><strong>Lesson Specific Extensions:</strong></td>
<td>Students can pretend to be a newspaper reporter and write their own article about what is happening with Ivan and the mall. They can do a story on the impact the drawing has on the surrounding community.</td>
</tr>
</tbody>
</table>
### Day(s) 19:

**Desired Outcome:** Students are able to identify characteristics of an advocate. Students are able to identify characteristics of a character in the story who is an advocate.

**Vocabulary:** Advocate, Rally

<table>
<thead>
<tr>
<th>Advocate Characteristic list</th>
<th><strong>Entry:</strong> Show the characteristics of an advocate list. <a href="https://www.learningtogive.org/sites/default/files/handouts/Characteristics_Advocates.pdf">https://www.learningtogive.org/sites/default/files/handouts/Characteristics_Advocates.pdf</a></th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="https://www.learningtogive.org/sites/default/files/handouts/Characteristics_Advocates.pdf">https://www.learningtogive.org/sites/default/files/handouts/Characteristics_Advocates.pdf</a></td>
<td>Have students read the list. Using the body bios of the characters have them decide on which character fits these characteristics the best. Students should use information from the text to support their answers. Share out ideas.</td>
</tr>
<tr>
<td>The One and Only Ivan novel</td>
<td><strong>Lesson:</strong> Read Pg. 222-231. Show pictures of Ivan Rally.</td>
</tr>
<tr>
<td>Ivan rally picture.</td>
<td><strong>Concluding Activity:</strong> Have students write in a couple sentences or use pictures to share what makes their chosen character an advocate.</td>
</tr>
</tbody>
</table>

***Vocabulary Note:*** target terms (advocate, rally) can be added to back of notebook along with a couple words that describe term or a diagram that matches.

**Lesson Specific Accommodations:** Students can either draw a picture of their response to the conclusion question or partner up to have someone record their verbal response.

**Lesson Specific Extensions:** Students can make connections to the advocate characteristic list, by naming other people who also fit these characteristics.

### Day(s) 20:

**Desired Outcome:** Students are able to identify characteristics of an advocate. Students are able to identify characteristics of a character in the story who is an advocate.

**Vocabulary:** Advocate

| Unit Journal                | **Lesson:** Read Pg. 232-244. Add causes and effects to chart. |
| New York Times Article      | **Concluding Activity:** Have students answer the following question in their journal. “How did Julia and Ivan’s actions help Ruby? What would have happened if Ivan and Julia did not do what they did for Ruby?” Post rubric to help guide responses and feedback. |
| Article Coding Anchor Chart | **Lesson Specific Accommodations:** Students can either draw a picture of their response to the conclusion question or partner up to have someone record their verbal response. |

**Lesson Specific Extensions:** Students can write a summary of the article that was read or write down connections between the article and the novel.

### Day(s) 21:

<table>
<thead>
<tr>
<th>The One and Only Ivan novel</th>
<th><strong>Entry:</strong> Watch video of Ivan at the Atlanta zoo. <a href="https://www.youtube.com/watch?v=rkOKOoIfFrs">https://www.youtube.com/watch?v=rkOKOoIfFrs</a>. Have students write down any questions that they might have.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Unit Journal</strong></td>
</tr>
<tr>
<td>Desired Outcome: Students will be able to identify causes and effects in the ending part of Ivan’s story. Students will be able to identify how advocacy changed Ivan’s life for the better. Vocabulary: Nothing new covered</td>
<td>Unit Journal</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td>Ivan at Atlanta Zoo video <a href="https://www.youtube.com/watch?v=rkOKOolFrs">https://www.youtube.com/watch?v=rkOKOolFrs</a></td>
</tr>
<tr>
<td></td>
<td>Author Interview <a href="https://www.youtube.com/watch?v=Ez6t1G_1eLE">https://www.youtube.com/watch?v=Ez6t1G_1eLE</a></td>
</tr>
<tr>
<td>Day(s) 22:</td>
<td>The One and Only Ivan novel</td>
</tr>
<tr>
<td>Day(s) 23:</td>
<td>The One and Only Ivan novel</td>
</tr>
</tbody>
</table>
An Idaho Core Teacher Program Unit Developed by **Core Teacher Name:** Nara Spade  **Unit Title:** Advocacy

<table>
<thead>
<tr>
<th>Desired Outcome(s):</th>
<th>Unit Journal</th>
<th>their chart that led to something harmful to someone else (highlight in one color) and causes and effects that led to something positive for someone else (highlight in another color). Using the chart have students answer the following questions in their groups or as a whole class. What cause led to a harmful effect? What cause led to a positive effect? Which cause was from an advocate? Which cause was not from an advocate?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students can identify how the cause of advocacy can create a positive effect for another person.</td>
<td>Cause and effect T-Chart</td>
<td>Concluding Activity: Have students add to their definition of an advocate if needed. Have students share out their personal definitions of what it means to be an advocate.</td>
</tr>
<tr>
<td>Vocabulary: Advocate</td>
<td></td>
<td>Lesson Specific Accommodations: Students can either draw a picture of their response to the entry or conclusion question or partner up to have someone record their verbal response.</td>
</tr>
</tbody>
</table>

**Major Idea/Topic #3: Advocacy In Action**

<table>
<thead>
<tr>
<th>Day(s) and Desired Outcome(s)</th>
<th>Texts and Resources</th>
<th>Instructional Notes (including Scaffolding, Extensions, Vocabulary Terms and strategies, UDL Principles, and Formative Assessments)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day(s) 24:</td>
<td>The One and Only Ivan novel</td>
<td>Entry: Students read the reader’s theater, “Hey, Little Ant”. Students write in their journal ways that the ant “persuaded” or convinced the kid not to squish him.</td>
</tr>
</tbody>
</table>
| Desired Outcome(s): Students identify a problem in our world and use knowledge about advocacy to create change for people experiencing that problem. | Unit Journal | ***Pre-teach vocabulary necessary for understanding this portion of the DBI using the following resources.  
https://www.merriam-webster.com/dictionary/cocoa --Cocoa---  
Plantation Visual | |
| Vocabulary: Cocoa  
Plantations  
Hazardous  
Côte d’Ivoire | Folder 1 Cocoa Farm Visuals | https://www.merriam-webster.com/dictionary/hazardous hazardous  
http://www.worldatlas.com/img/areamap/6d1e44af72d69a09bac41807b141f730.gif Cote d’ Ivoire  
http://www.worldatlas.com/img/areamap/7894eb45cb6896c08e333f51b1b3d3dc.gif | On the map  
***Vocabulary Note: Terms can be added to back of the notebook along with a word or two that describes and a diagram that matches.  
Lesson: Explain to students they will be completing an advocacy project. In order to advocate they will need to learn about a situation and some individuals that need help in our world today. Divide students into groups. Pass out the folder one of resources. This folder contains visuals of kids working on cocoa farms. Captions for each photo are highlighted on each photo. Hand out the DBI graphic |
### Organizer

organizer for this activity. Tell students they will have ten minutes to silently view what is in the folder. On their graphic organizer they may write things they notice from each visual and any questions they have about the photos under the wonder column. In the third column students will write anything that they know about what they see in the visuals. During the ten minutes walk around and help students with the writing of their notices, wonders and connections. At the end of ten minute viewing session give the students five minutes to discuss what they found in folder one with their group. Have them write down any additional information they gather from the other members of the group.

For folder number 2 tell students that they will begin their investigation by watching a short documentary [https://www.youtube.com/watch?v=tTOiF1q4-zY](https://www.youtube.com/watch?v=tTOiF1q4-zY) about the topic being discussed and then will have ten minutes to read articles about the topic in folder 2. Students will record notices and wonders and things they know about folder 2 on their graphic organizer under part 2. After the ten minutes students will share with their groups what they wrote on their graphic organizer for five minutes. New information will be recorded on that graphic organizer.

**Lesson Specific Accommodations:** Students can use their C-Pen to gather important facts from the article or look up unfamiliar words. This pen can also be used to read difficult parts in the passage. Students can either draw a picture of their response to the conclusion question or partner up to have someone record their verbal response.

### Day(s) 25:

**Desired Outcome(s):**

- Students identify a problem in our world and use knowledge about advocacy to create change for people experiencing that problem.

**Vocabulary:**

- Fair Trade

<table>
<thead>
<tr>
<th>The One and Only Ivan novel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Journal</td>
</tr>
<tr>
<td>Folder 3 Solution Articles</td>
</tr>
<tr>
<td>Folder 3 Solution Videos</td>
</tr>
</tbody>
</table>

**Entry:** Have students share some of what they wrote on their graphic organizer to the whole class. Students can write down any additional information that they heard from folder 1 or 2.

**Lesson:** Students will continue with the DBI by taking ten minutes and looking through the contents of folder 3 which share possible solutions to this problem. Notices, wonders and things known will be recorded on the DBI graphic organizer under section 3. In addition to the readings in folder 3, students will watch two videos about possible solutions to this problem. [https://www.youtube.com/watch?v=GpPytCbgbSM](https://www.youtube.com/watch?v=GpPytCbgbSM) and [https://vimeo.com/33182794](https://vimeo.com/33182794)

**Concluding Activity:** Students will answer the final questions in the graphic organizer using the information that they gathered and any ideas that they might have. These questions include: *Why do you think the cocoa farmers use kids to work on their farms? Why do their parents let the kids work on the farms? Even with the solutions that have been found, why are kids still working on the cocoa farms in some areas?*

Students will then list any solutions that they might have found during the DBI. The next step for all students is to find a way to make sure these solutions happen for all kids experiencing slavery in the cocoa industry. How can they advocate for this solution to happen for all kids? Students will begin to think of a possible plan of action.
An Idaho Core Teacher Program Unit Developed by **Core Teacher Name:** Nara Spade  **Unit Title:** Advocacy

| DBI Graphic Organizer | *Additional Vocabulary Supports: Fair Trade*  
|----------------------|-----------------------------------------------|
|                      | https://s-media-cache-ak0.pinimg.com/originals/3e/c1/00/3ec100f6ee46ac7261a4f81dc927ebd8.jpg  
|                      | This word can be added to the back of the notebook along with a word or two that describes and a diagram that matches.  
|                      | **Lesson Specific Accommodations:** Students can use their C-Pen to gather important facts from the article or look up unfamiliar words. This pen can also be used to read difficult parts in the passages. Students can either draw a picture of their response to the conclusion question or partner up to have someone record their verbal response.  

| Day(s) 26-28: | The One and Only Ivan novel  
|---------------|-------------------------------|
| **Desired Outcome(s):** | Students identify a problem in our world and use knowledge about advocacy to create change for people experiencing that problem.  
| **Vocabulary:** | Audience  
|                | Problem  
|                | Evidence  

**Entry:** Students do a write into the day on the previous days’ DBI activity. The question that they will be answering is “What did you feel as you were learning about the slavery that exists in the cocoa industry? How can you advocate for change?”  

**Lesson:** Using the information that has been gathered through the DBI activity students will begin to create an advocacy proposal. In order to get the students started on their summative assessment the teacher will share the rubric that they will graded on. Students will close read and annotate the rubric using the following coding strategy (! excited about ? questions about ____ important to note). Students will share their coded rubrics with a partner and then with their class.  

*Additional Vocabulary Resources:  
https://www.merriam-webster.com/dictionary/audience  
https://www.merriam-webster.com/dictionary/problem  
https://www.merriam-webster.com/dictionary/evidence  
https://www.teachingchannel.org/videos/teaching-about-textual-evidence  

**Vocabulary Note:** This word can be added to the back of the notebook along with a word or two that describes and a diagram that matches.  

A copy of the rubric will be shared with everyone. Each person will be assigned a classmate who they will go to for support and feedback from using the summative assessment rubric.  

-Students will then begin to fill in the proposal document using the information they have gathered and their own opinions on this topic. Teacher will use discretion to determine stopping and checking points in order to make sure everyone is accomplishing the assigned task and feels supported. These stop and check points should use the rubric as a guide in order to make sure a clear purpose is conveyed throughout their work.  

**Lesson Specific Accommodations:** Lesson Specific Accommodations: Students can use their C-Pen to gather important facts from the article or look up unfamiliar words. This pen can also be used to read difficult parts in the passages. Students can either draw a picture of their response to the conclusion question or partner up to have someone record their verbal response.  

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Original unit development sponsored by The Idaho Coaching Network
### Day(s) 29-30 (or as much time as needed):

**Desired Outcome(s):** Students identify a problem in our world and use knowledge about advocacy to create change for people experiencing that problem.

**Vocabulary:** Nothing new taught

<table>
<thead>
<tr>
<th>The One and Only Ivan novel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Journal</td>
</tr>
<tr>
<td>DBI Graphic Organizer</td>
</tr>
</tbody>
</table>

**Entry:** Students will review the menu of choices on how they can present their proposal. The teacher will explain each choice and share the rubric that will be used for the proposal presentation.

**Lesson 1:** Students will make a choice on the menu and communicate that choice to their teacher. Students will begin constructing their choice using the time given during this class time.

**Lesson 2:** Students will work with their partner to evaluate each other’s work using the rubric as a guide. Students will give one suggestion or “step” and one compliment or “star”. Students will then be given an opportunity to revise their work with the given feedback.

### Day(s) 31 (or as much time as needed):

**Desired Outcome(s):** Students identify a problem in our world and use knowledge about advocacy to create change for people experiencing that problem.

**Vocabulary:** Nothing new taught

- Summative Assessment Rubric (One for each Student)
- Final Project proposal

**Entry:** Explain how to give feedback using the rubric as a guide. Explain to students that we will use the rubric to guide our compliments and ways we can help our classmates make their proposal even better. Give examples of how this should/shouldn’t be done.

**Lesson:** Have students share proposals and mode of expression. Ask for feedback on proposals as they are shared.

**Conclusion:** Wrap up proposals.
An Idaho Core Teacher Program Unit Developed by **Core Teacher Name:** Nara Spade  
**Unit Title:** Advocacy

### Other (important elements not captured in this template, explanation, reflection supplementary materials):

#### Unit Timing Consideration:
This is a longer unit with many pieces embedded into each section. Teaching this unit during a part of the year when consistent time can be devoted to it is key to its success.

#### Unit Journal Considerations:
It is important to note that posting the following journal writing expectations or using the created rubric for journal writing responses will increase the quality of all of your responses and help kids feel successful on the final assessment because they have been properly prepared and held to higher standard all along. It also might be helpful to periodically check on the journals using either peers or yourself and the rubric in order to ensure that students receive the feedback they deserve on their responses.

1. They represent your own thoughts and opinions, 2. You are to talk about what you read, saw, discussed 3. Your response is able to be understood by someone else 4. You can use pictures, words, diagrams or anything that makes your responses more complete

#### Vocabulary:
The content of this unit contains many new terms that are essential to the understanding of the texts that are used. By previewing and using the provided resources to explicitly teach the vocabulary students are able to access all of the text and thus increase their comprehension of the material. This will also help students accomplish the summative assessment as some of these terms are revisited during that task. By having students record words in notebook they can use this as a resource when they continue to encounter these terms in their future readings. Students can also utilize these terms in their formative journal responses and summative assessment. When journals are periodically checked it might also be helpful to check to make sure the vocabulary section is also being completed. Here are some additional vocabulary strategies that can be paired with any of the embedded resources and lessons.

- [https://www.pinterest.com/pin/277956608229734151/](https://www.pinterest.com/pin/277956608229734151/)
- [http://larremoreteachertips.blogspot.ca/2014/01/whats-dirt-on-soil.html](http://larremoreteachertips.blogspot.ca/2014/01/whats-dirt-on-soil.html)
- [https://www.pinterest.com/pin/574138652475069193/](https://www.pinterest.com/pin/574138652475069193/)