

# California Writing Project

## Upstanders, Not Bystanders: Lesson Planning Template Writing to Inform/Argue/Analyze in a Glogster Poster

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Lesson Planning Template – Amanda von Kleist

<p><b>Lesson Title:</b> Upstanders, Not Bystanders</p>	<p><b>Text Type/Writing Genre:</b> Writing to Inform/Argue/Analyze in a Glogster Poster</p>	<p><b>Grade Level:</b> 9-10 Special Education</p>
<p><b>Writing Prompt (revised for your grade level)</b> Create a Glogster that explains the concept of upstander and describes the actions and traits of a specific upstander from history (or present). Specific criteria /sections for Glogster: definition of upstander, context, issue, target, perpetrator, upstander (role in context/issue, traits/actions as upstander), risks for upstander, outcomes, personal reflection.</p>		
<p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>▪ Students will discuss and write about (define, connect to personal experience, brainstorm, etc.) the concept of advocacy for others (being an upstander), risks, sacrifices and positive character traits.</li> <li>▪ Students will use evidence gathered in research process to back up claims about character traits of selected upstander.</li> <li>▪ Student will analyze information gathered in research to determine risks taken and sacrifices made by chosen upstander.</li> <li>▪ Student will use research to identify and explain the context, issue, target, perpetrator, and outcomes surrounding the actions taken by chosen upstander.</li> <li>▪ Students will write a personal reflection about what they learned as a result of researching selected upstander.</li> <li>▪ Students will explore and utilize online posters (Glogster EDU) to present information appropriate for the genre. (Students will help develop criteria chart/rubric for desired features/layout etc. for Glogsters)</li> </ul>		
<p><b>Common Core State Standards addressed:</b> ELA 9-10 RI 1 ELA 9-10 RI 7 These reading standards address the content students must navigate and evaluate as they conduct their research.  ELA 9-10 W 1 ELA 9-10 W 2 ELA 9-10 W 6 ELA 9-10 W 7 ELA 9-10 W 8 Students use the internet to research their selected upstander, looking for specific information and images from credible sources. To present their findings, they will create an online virtual poster.  ELA 9-10 SL 1 ELA 9-10 SL 4 ELA 9-10 SL 5</p>	<p><b>California Content Standards addressed:</b></p>	<p><b>ELD Standards addressed:</b> 9-10 Part 1: Interacting in Meaningful Ways A. Collaborative 1. Exchanging info/ideas 2. Interacting with written language 3. Supporting opinions/ persuading others 5. Listening actively 6. Read/ View closely 9. Presenting 10. Writing 12. Selecting language sources  ** These ELD Standards (Bridging) were at the crux of the reading, discussing, writing, sharing, planning for the final product. Students worked in pairs and shared out as a whole group throughout the process.</p>

<p><b>Academic language focus:</b> self-advocacy, advocacy, traits, upstander, bystander, human rights, context, issue, perpetrator, target, risks, sacrifices, outcomes, reflection, analyze, connect, evidence, empathy, motivation, initiative, perseverance</p>	<p><b>Method(s) for formative assessment or checking for understanding along the way:</b> Think &amp; Write Discussion/structured questioning Contribution to brainstorming activities Traits posters Glogster sections</p> <p><b>Plan for writing assessment and feedback:</b> Ongoing support during writing process Conferencing Peer Revision Gallery Peer Editing Gallery Class developed rubric for Glogster features/layout</p>
<p><b>Plans for instructional sequence (Include support planned for steps you deem to be crucial – reading, writing, language, academic talk, revision):</b> This project will likely take 2 to 3 weeks to complete. Significant frontloading is required to build conceptual base and understanding of academic vocabulary.</p> <p><b>Anticipatory activities:</b></p> <ol style="list-style-type: none"> <li>1. Think &amp; Write: T&amp;W is 5-15 minutes designated for students to think about a topic, look up info if needed, ask clarifying Qs, and respond to a prompt.</li> <li>2. Think &amp; Write (10 mins): <i>What is self-advocacy and why is it important?</i> (Many of my students are already familiar with self-advocacy, but T&amp;W allows time to ask, lookup, etc. when students do not know.) Discuss / share writing /record big ideas about self advocacy on chart paper.</li> <li>3. Think &amp; Write (10 mins): <i>Self advocacy is standing up for yourself. Write about the idea of standing up for another person. Give an example.</i> Discuss/ share writing/record big ideas about standing up for another on chart paper.</li> </ol> <p><b>Introduce the term/concept of upstander to students:</b></p> <ol style="list-style-type: none"> <li>1. Use student ideas to chart the differences/exemplars of <i>Upstanders</i> vs. <i>Bystanders</i>.</li> <li>2. Show video: <a href="http://www.youtube.com/watch?v=8ZVxsnDh8Ic">http://www.youtube.com/watch?v=8ZVxsnDh8Ic</a></li> <li>3. Write a whole-class generated definition of Upstander.</li> <li>4. Think &amp; Write (10 mins): <i>Why do you think people choose not to help people who are clearly in need of assistance? What are the possible costs/risks for Upstanders?</i> Discuss/share writing and record big ideas on chart paper.</li> <li>5. Bring forward the Upstander/Bystander comparison chart (anticipatory activities #3).</li> <li>6. Discuss positive character traits of upstanders.</li> <li>7. Introduce <i>Megaskills</i> (by Dorothy Rich) to students (see texts for more info).</li> <li>8. Ask students to create a small poster in which they will each define, illustrate, and provide examples for one of the Megaskills traits (plus empathy). Students can use computers, dictionaries, discussion with peers or adults, etc. to get ideas about the trait they are presenting.</li> <li>9. Students will present posters to classmates. Post for easy referral for later writing.</li> </ol> <p><b>What are Human Rights?</b></p> <ol style="list-style-type: none"> <li>1. Show YouTube video <i>The Universal Declaration of Human Rights</i>. <a href="http://www.youtube.com/watch?v=kJ2XMRJkyv4">http://www.youtube.com/watch?v=kJ2XMRJkyv4</a></li> <li>2. Provide students with <i>The Universal Declaration of Human Rights</i>. <a href="http://www.un.org/en/documents/udhr/index.shtml">http://www.un.org/en/documents/udhr/index.shtml</a></li> <li>3. Read over the rights with students and lead them through highlighting/annotating main ideas.</li> <li>4. Think &amp; Write (10 mins): <i>What are Human Rights? How do Upstanders try to protect human rights?</i> Discuss/ share writing/record big ideas on chart paper.</li> </ol>	

**Introduce research project—Upstanders from History (or today):**

1. Explain criteria for Glogster project.
2. Provide examples/ask for examples from students for the specific components of the Glogster. (definition of upstander, context, issue, target, perpetrator, upstander's role in context/issue, traits/actions, risks for upstander, outcomes, personal reflection)
3. Show teacher created sample of Glogster project.
4. Discuss potential audiences for sharing Glogsters.
5. Discuss design elements and possibilities for links to websites and videos to enrich Glogsters.
6. Look at other Glogster samples to develop a design-related rubric for upstander Glogster.

**Lead students through brainstorming activities to select Upstander to research:**

1. Be ready to spend some time helping students select a research subject.
2. Provide lists, project images of different upstanders or contexts for students to ask about, give students time to look up possible subjects on computer, and review the rights listed on the Declaration of Human Rights to find an area of human rights interest to research as a lead to an upstander.
3. Students narrow choices down to 3 possible research subjects and write big ideas and reasons for interest for each on 3x5 cards. Each student shares ideas/3x5 cards with thinking partner.
4. Pass out folders with notebook paper.
5. Have students write the name of their selected research subject in the folder.

**Provide students with Glogster components notes chart for research:**

1. Refer (and refer again) students to class created charts and posters, so they can apply previously discussed academic vocabulary to writing.
2. Provide students with research resources & time to research.
3. Actively support students through the research process.
4. Support students in context to organize information for specific sections of Glogster.
5. Once students have notes/resources/text developed for all sections of Glogster, students log into Glogster and create their online posters.

**Revision Gallery:**

1. Students visit with 2 other Glogster creators and use Glogster components/notes/charts to comment on content in the sections of the Glogster.
2. Revision time
3. Editing Gallery
4. Teacher student/revision editing conferences
5. Presentations of Glogsters to each other, and chosen audiences

**Important instructional strategies:**

1. Think & Write
2. Whole group and small group/pairs discussion
3. Word banks
4. Academic vocabulary rich environment (Megaskills posters/ brainstorming & comparison charts)
5. Multimedia presentation of information /videos/ Glogster
6. Connections to prior knowledge/experiences
7. Annotation/ highlighting for information/ content
8. Organization of research info (Glogster components, notes, charts)
9. Supported research subject selection
10. Supported research process/ organization of research info

**Texts needed:**

**Texts to increase content knowledge:** Assorted biography resources for students to research selected upstanders

**Texts to increase genre knowledge:** Probably teacher's own Glogster example

**Texts to increase language knowledge:** *Megaskills* by Dorothy Rich is an exploration of twelve specific positive character

traits: confidence, motivation, responsibility, effort, initiative, perseverance, caring, teamwork, common sense, problem solving, focus, and respect. Students explore, identify, and define these traits in not only their own lives and personal experiences, but also use them as a lens to examine and develop claims about characters from literature and history. (Rich. D, *Megaskills*. New York, NY: Mariner Books, 1998.)

**Additional materials needed for lesson:**

Students need access to computers with internet (that do not block Glogster)

**Elements that may Need Modification:**

**Suggested Modification:**

Researching details about the upstander, context, issues, etc.

Provide teacher selected/modified biography resources for students to use.  
Locate short biographical videos (California streaming, YouTube, Teacher Tube, etc.)

Using Glogster

Have students do project in pairs to support the exploration/ problem solving associated with using Glogster (as well as doing research)  
\*For those working in pairs, each student should write his/her own personal reflection

**Digital support or digital extensions:**

1. <http://edu.glogster.com> – an online poster building resource

2. Selected YouTube videos

Facing History and Ourselves. 2009. *Upstanders: Portraits of Courage*. <http://www.youtube.com/watch?v=8ZVxsnDh8Ic> (accessed January 12, 2013).

3. Organization for Peace and Human Rights. 2008. *The Universal Declaration of Human Rights* <http://www.youtube.com/watch?v=kJ2XMRJkyv4> (accessed January 12, 2013)

4. United Nations. 1948. *The Universal Declaration of Human Rights*. <http://www.un.org/en/documents/udhr/index.shtml> (accessed January 12, 2013).

Adapted from the Lesson Template developed by the Northern California Writing Project for Cross-disciplinary inquiry into the CCSS.