



Advocacy Common Core Lesson

Adapted from a lesson used by Margaret Dubel, La Costa Canyon High School, Carlsbad, CA with rubric design by Paul Pinza, Westmont High School, Campbell, CA and additional materials by CHSSA Curriculum Committee.

PHILOSOPHY: The CC anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations. The Common Core seeks to frame important skills in a continuum that builds between 6th grade and 12th grade. The goal of this lesson is to offer an activity that is linked to the Common Core in reading, writing, speaking and listening and provide a rubric for evaluation that is directly tied to the CC.

The most concise statement of our purpose is detailed in Write: 9-#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.”

TASK: The California High School Speech Association (CHSSA) offers a competitive event called Original Advocacy. An instructional DVD is available at www.cahssa.org that will be a great resource with sample speeches for students to view and evaluate. The format for this speech is directly tied to the CC. Students in this lesson will be drafting a four paragraph advocacy for governmental change on a food related issue of their choice. They must explain the problem facing society, why we should be concerned with it, the legislation they propose as a solution and how their proposed legislation solves the problem.

TOPIC IDEAS: These topic areas will serve as ideas for research. Depending on the time you have allotted for this assignment, you may wish to allow students to do their own topic discovery.

- Nutrition in School Lunches
- Treatment of Animals in Slaughter houses
- Subsidies Given to Farmers by the US Government
- Advertising by Fast Food Corporations
- Portion Size in Restaurants
- Use of Pink Slime in Food Sources
- Genetically Modified Food
- Health Issues Associated with Obesity
- Food Deserts in Urban Areas

Students who do additional research may come up with additional topic ideas, but ultimately their final topic must be related to the production, advertising or consumption of food.

MATERIALS TO COLLECT FOR YOUR STUDENTS' USE: Available as a link to this lesson.

FORMAT:

-Paragraph 1:

****Description of the Problem***

- Needs to be a specific problem that the legislature can solve
- Only describe what the problem is!

-Paragraph 2:

****Significance of the Problem***

- How is this problem negatively impacting society?
- Must provide SPECIFIC EXAMPLES
- Examples provided in class must be cited within the text of your paragraph (According to...)
- If you use sources other than the ones provided in class, please cite them in a Works Cited Page

-Paragraph 3:

****Legislative Solution***

- What is the exact solution you are proposing?
- BE SPECIFIC
- Remember that it needs to be a law that the Federal Government can enforce

-Paragraph 4:

****Impacts***

- Why does this solution solve the problem that you have described?
- Why is this solution the best possible solution?

STYLE OF DELIVERY: The Advocacy Speech is designed to convince an audience to change their **beliefs** about a subject and be called to **action**. The speech will cite evidence from the students' reading which will be used as proof for their main points. You will need to give direct instruction to students so that they can identify **logical** evidence, **emotional** evidence, and **ethical** appeals. The following framework will help give the students some structure. You may want to use the Original Advocacy DVD at www.cahssa.org as a tool to point out poise and vocal techniques that will appear on their rubric.

Time Limits: You must speak at least four minutes and you will be stopped after six minutes. Take time to practice and time your speech so that you do not incur a grade penalty for a time violation.

Speaking notes: You may use one (1) note card, no larger than 4" x 6", for the purpose of constructing a short outline so the speech can be delivered extemporaneously. You may prepare an unlimited number of 4 x 6 evidence cards. Evidence cards must rest on the lectern and may cite important support material, word for word. Visual aids are optional.

Sources of information: Three citations from three different sources are required, with evidence quoted **word-for-word**. For each source, you must also reveal to the audience the specific magazine, book, or website that your support material has been taken from.

DUE on the day of your speech:

- A copy of your speech
- Your note card with the outline of what you will be saying
- Highlight your solution on your note card
- Evidence cards must be turned in after the speech.

Advocacy Common Core Unit Planner

Note to the teacher:

I teach on a two-hour block schedule where I meet with my students every other day. This unit can easily be done on a traditional, 50-minute class schedule by splitting the assignments in half and allotting double the number of days for the unit to take place. I also teach College Prep Seniors, so this is their final exam for the second semester. It is a fun way to end the year that allows them to think critically about something that they have probably never considered an issue before.

Hope your students have as much fun with it as mine do!

Margaret Dubel, Teacher, La Costa Canyon High School

Schedule:

Day 1:

- Watch: California High School Speech Association Advocacy Video
- *Introduction to the Assignment
- Investigating the Status Quo
- Watch: The Weight of the Nation – Consequences
- *Begin Weight of the Nation Video Guide
- Describe Article Jigsaw Activity
- HW: Read White House Task Force Article and fill out Jigsaw Graphic Organizer for Article #1

Day 2:

- Watch: Jamie Oliver's Food Revolution (I show Season 1, Episode 1 and 2; Available for digital streaming through Amazon.com)
- HW: Read Severson Article and fill out Jigsaw Graphic Organizer for Article #2 (Add additional info for connections to films for previous articles)

Day 3:

- Watch: Super Size Me
- *Fill out Video Guide (Due at the end of the period)
- HW: Read Weintraub, Zinzchenko, Barboza, Imus, and Neuman Articles and fill out Jigsaw Graphic Organizer for Articles #3-7 (Add additional info for connections to films for previous articles)

Day 4:

- Watch: Forks Over Knives
- *Fill out Video Guide (Due at the end of the period)

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-HW: Read Bittman and Engberg Articles and fill out Jigsaw Graphic Organizer for Articles #8-9 (Add additional info for connections to films for previous articles)

Day 5:

-Watch: Food, Inc

*Fill out Video Guide (Due at the end of the period)

-HW: Add additional info for connections to films for previous articles

Day 6:

-Watch: King Corn

*Fill out Video Guide (Due at the end of the period)

-HW: Read Scientific American, Mestel and Komisar Articles and fill out Jigsaw Graphic Organizer for Articles #10-12 (Add additional info for connections to films for previous articles) and begin thinking about Advocacy Topic

Day 7:

-Watch: The Weight of the Nation – Choices and Children in Crisis

*Continue filling out Video Guide

-Discuss Status Quo and Advocacy Statements

-HW: Read Begley and Brownlee Articles and fill out Jigsaw Graphic Organizer for Articles #13-14 (Add additional info for connections to films for previous articles) and begin drafting Advocacy

Day 8:

-Watch: The Future of Food

*Fill out Video Guide (Due at the end of the period)

-HW: Read Hennessey Article and fill out Jigsaw Graphic Organizer for Article #15 (Add additional info for connections to films for previous articles)

Day 9:

-Computer Lab to finalize Advocacy and submit to TurnItIn.com

-Watch: The Weight of the Nation – Challenges

*Finish filling out Video Guide (Due at the end of the period)

Day 10:

-Written Advocacy Due

-Begin Advocacy Presentations

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*Student Critiques (Each student critiques two peers)

Day 11:

-Continue Advocacy Presentations

*Student Critiques (Each student critiques two peers)

Day 12:

-Finish Advocacy Presentations

*Student Critiques (Each student critiques two peers)

Advocacy - Common Core Speech

TASK: The student will be drafting a four-paragraph advocacy for governmental change on a food related issue of their choice and presenting it to the class as an extemporaneous speech. The student must explain the problem facing society, why society should be concerned with it, the legislation that the student is proposing and why the proposed legislation solves the problem.

POSSIBLE TOPIC IDEAS:

- Nutrition in School Lunches
- Treatment of Animals in Slaughter houses
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- Portion Size in Restaurants
- Use of Pink Slime in Food Sources
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The student can ultimately choose any topic that you are interested in, but it needs to be related to the production, advertising or consumption of food that is approved by the teacher in advance. The student will be graded on the quality of the written advocacy as well as the quality of the presentation. Please refer to the rubric provided for specific grading criteria.

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-Paragraph 1:

**Description of the Problem*

- Needs to be a specific problem that the legislature can solve
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-Paragraph 2:

**Significance of the Problem*

- How is this problem negatively impacting society? How is the status quo NOT meeting the needs of society?
- Must provide SPECIFIC EXAMPLES
- Examples provided in class must be cited within the text of your paragraph (According to...)
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- Why is this solution the best possible solution?

THE PERFORMANCE:

Time Limits: You must speak at least four minutes and you will be stopped after six minutes. Take time to practice and time your speech so that you do not incur a grade penalty for a time violation.

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