

# Not “Waiting on the World to Change” | Grades 6-8 Social Studies

This is a sample planner for one version of the [Not “Waiting on the World to Change”](#) project. As you plan this or any project for your own classroom, begin by identifying the learning goals you want to address. Then consider how you will make the project your own, as well as the formative assessments and scaffolds you will use to ensure growth for each of your students in relation to the project’s learning goals.

## Step 1: Project Idea

### About This Section:

This section provides a “big picture” overview of the project idea aligned to specific learning goals for the focus grade level and content area. It also includes hyperlinks to key project documents that you can revise and share with students.

### Make It Your Own:

- **Consider Your Content:** What content and skills do you need to teach in the coming months? How might you need to adjust the learning goals, driving question, and products so that the project can be a vehicle for students to learn this content and skills?
- **Consider Your Students:** What adjustments might you need to make to connect this project with your students’ interests, identities, and passions?
- **Consider Your Context:** What resources and/or challenges in your own community might help to make this project more authentic for students?

### Driving Question

How can we make change happen in our community?

### Learning Goals

*This sample project plan addresses learning goals aligned to the following standards. In some cases, a listed standard may be only partially addressed.*

#### C3 Framework for Social Studies

- ❖ D2.Civ.2.6-8 Explain specific roles played by citizens (such as voters, jurors, taxpayers, members of the armed forces, petitioners, protesters, and office-holders).

- ❖ D2.Civ.14.6-8 Compare historical and contemporary means of changing societies, and promoting the common good.

### **Common Core State Standards—Literacy in History/Social Studies, Science, and Technical Subjects**

- ❖ WHST.6-8.1 Write arguments focused on *discipline-specific content*.
- ❖ WHST.6-8.1.a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- ❖ WHST.6-8.1.b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- ❖ WHST.6-8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- ❖ WHST.6-8.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### **Common Core State Standards—ELA-Literacy**

- ❖ SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

### **PBLWorks Success Skills—Creativity 6-12 ([Rubric](#))**

- ❖ Novelty and Usefulness
  - Product reflects both a novel and useful idea/solution to address the problem or task objectives.
- ❖ Generating and Experimenting
  - Generates a range of ideas that directly connect to the problem/task objectives.
  - Manipulates, synthesizes, and adapts ideas to develop new potential solutions to the problem/task objectives.
- ❖ Selecting and Elaborating
  - Explanation of the product demonstrates a detailed understanding of the problem/task objectives.
  - Explanation is clear, detailed, and convincing.

### **PBLWorks Success Skills—Complex Communication 6-12 ([Rubric](#))**

- ❖ Integration and Sharing
  - Shares information in an organized and interesting way.

	➤ Uses precise and descriptive/ content-specific vocabulary to enhance the topic or message.	
<b>Project Summary</b>	Students learn about political activism and actively engage in the political process in their community. After identifying a problem or issue of concern, students write an issue statement then design and present an action plan that proposes a solution and helps to address the issue.	
<b>Major Product(s)</b>	<b>Individual Products</b>	<b>Team Products</b>
	Issue statement: summary, impact, and stakeholder perspectives  Contribution to presentation of action plan	Written action plan outlining proposed solution and implementation
<b>Making It Public</b>	Presentation of action plan recommending community changes to an authentic audience	
<b>Key Project Documents</b>	<ul style="list-style-type: none"> <li>• <a href="#">Project Information Sheet</a></li> <li>• <a href="#">Project Rubric</a></li> </ul>	

## Step 2: Project Path Overview

<p><b>About This Section:</b></p> <ol style="list-style-type: none"> <li>1. The left-hand column outlines the major milestones that tell the “story” of the project across the four phases of the Project Path.</li> <li>2. The middle column addresses the questions students will be engaged in answering during each milestone– many of these questions will be generated by students during the Project Launch.</li> <li>3. The right-hand column outlines the learning experiences that students will engage in at each milestone as they answer each question and grow in relation to the project learning goals. These learning experiences are also noted in the <a href="#">Day-by-Day Calendar</a>.</li> </ol>	<p><b>Make It Your Own:</b></p> <ul style="list-style-type: none"> <li>• <b>Consider Alignment:</b> If you made changes to the learning goals, driving question, or products, how might you need to adjust the learning experiences to align with those changes?</li> <li>• <b>Consider Your Students:</b> What learning experiences and scaffolds will engage, challenge, and support your learners?</li> <li>• <b>Consider Your Context:</b> How can you connect the learning experiences in this project with resources and challenges in your own community?</li> <li>• <b>Consider Your Content:</b> What learner-centered instructional materials and practices do you already like to use to teach this content, and how might you incorporate those into your project?</li> </ul>
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### Project Launch (2-3 hours)

Milestone	Anticipated Student Need to Know Question	Learning Experiences (Lessons, Activities, and Scaffolds)
<p><b>Entry event: View an example of students taking informed action to make a difference and identify one local or global challenge the class can address.</b></p> <p><b>Form teams, prepare for effective collaboration and learn about design thinking.</b></p>	<p>What is a problem our class is willing and able to address?</p>	<p>→ Watch <a href="#">Media Saves the Beach</a> (video, 5:32) and participate in a <a href="#">think-write-pair-share</a> discussion of these questions:</p> <ul style="list-style-type: none"> <li>◆ What’s the problem?</li> <li>◆ Who is affected by the problem?</li> <li>◆ Why does this problem matter?</li> <li>◆ Can this problem be solved by one person? A group? Or does a government agency need to get involved?</li> <li>◆ Who might be opposed to solving this problem? Why?</li> </ul> <p>→ Explore additional <a href="#">examples of youth activism</a>.</p>

- [Chalk talk](#): What problems do you care about in our community, region, or world? Record problems, build on one another's ideas, make connections. Step back and review ideas generated by the class. Share observations of themes and common threads.
- Review the driving question, [project information sheet](#), and [rubric](#). Discuss expectations for the final product and explore the question: *How might we learn about problems experienced by others?*
- Brainstorm and capture [need to know questions](#) about the topic and the project.
- Homework: Ask family and community members to share problems they feel strong about and wish were addressed.
- Add problems from family members to the “chalk talk” posters.
- Use [Dot Voting](#) to select a problem the class can study and take informed action to address.
- Organize into [project teams](#), develop [working agreements](#), and establish [team norms](#).
- Teams discuss the focus problem:
  - ◆ *Who might have an opposing view and not think that this is a problem? Why?*
  - ◆ *Who in the community could help us solve this problem?*
  - ◆ *Who needs to hear about this problem?*
- Watch [The Design Thinking Process](#) video (3:56) to learn about [design thinking](#).
- Use the [project wall](#) to track the phases of the design thinking process including the additional [equity-centered](#)

steps of “notice” and “reflect” throughout the process.

- Teams create [Kanban Boards](#) guided by the design thinking process and their list of need to know questions.

## Build Knowledge and Develop & Critique (12-16 hours)

Milestone	Anticipated Student Need to Know Question	Learning Experiences (Lessons, Activities, and Scaffolds)
<b>Write individual issue statements after researching the problem and conducting empathy interviews with local community members.</b>	How do others perceive this issue?	<ul style="list-style-type: none"><li>→ Research the focus problem in order to understand the issue in depth and determine how best to act on and communicate about it. Document information in a <a href="#">learning log</a>:<ul style="list-style-type: none"><li>◆ Scope of the problem</li><li>◆ Duration of the problem</li><li>◆ Intensity of its impact</li><li>◆ Who is most affected by the problem</li><li>◆ How the problem is perceived by others</li><li>◆ Previous or ongoing attempts to address the problem</li><li>◆ Obstacles to attempted solutions</li></ul></li><li>→ <a href="#">Exit ticket</a>: Why has this problem been challenging to solve?</li><li>→ <a href="#">Prepare for interviews</a>: As a class, brainstorm people to be interviewed; include as many different stakeholder groups and viewpoints as possible (affected individuals, government agencies, NGOs, businesses, community groups, etc.), including those who may oppose change. Create a list of interview questions. Develop scripts for professional phone calls and emails.</li></ul>

- Assign teams different interview subjects. Conduct interviews: document and record notes in learning logs.
- Participate in a [Harkness discussion](#) to share and summarize data from interviews and research with a focus on empathy, deep understanding, and defining the problem; not judgment or solutions.
- Individually write a summary of the issue, its impact, and the perspectives of key stakeholders.

 **Reflection** Checkpoint:

- Revisit the Driving Question and update the [knows and need to know questions](#).
- Return to team working agreements/contracts and check in on the collaboration process.
- Consider learning strategies that have been working well, as well as areas of challenge, and identify next steps for learning.

**Examine the role of active participants in the political system and analyze social movements to identify strategies used.**

What strategies might we use to address this issue?

- Explore topics related to [democracy and participatory politics](#):
  - ◆ What is the role of an active community member?
  - ◆ What are the structures of government at the federal, state, and local levels?
  - ◆ What are some examples of social movements, protests, or civic resistance throughout history that we have learned about in social studies?
  - ◆ How does our own role as active community members and the problem we are addressing fit into the larger story of historical social movements?
- [Exit ticket](#): How can one person do something small to help solve a big problem?
- Create a timeline of events for each of the social movements students have learned about in social studies.

		<ul style="list-style-type: none"> <li>→ Investigate different strategies used to make change; analyze why these strategies were used; identify the strengths and challenges of each tactic.</li> <li>→ If relevant to the social movements being examined, explore and discuss the <a href="#">effectiveness of protests</a>.</li> </ul>
<p><b>Ideate, prototype, test, critique, and refine prototypes to address the focus problem.</b></p>	<p>What should be done about this problem?</p>	<ul style="list-style-type: none"> <li>→ <a href="#">Brainstorm ideas</a> for how to address the focus problem: 1.) individually reflect in writing; 2.) share in teams and continue brainstorming; 3.) defer judgment and generate as many ideas as possible.</li> <li>→ Teams choose one possible solution and create a prototype (a quick, high-level way to develop an idea, communicate about the details, and test out how it might work): <ul style="list-style-type: none"> <li>◆ Storyboard</li> <li>◆ Poster</li> <li>◆ Role Play</li> <li>◆ Diagram</li> <li>◆ Model</li> <li>◆ Mock-up</li> <li>◆ 3-D prototype made from inexpensive or recycled materials</li> </ul> </li> <li>→ Participate in a <a href="#">gallery walk</a> of prototypes for <a href="#">peer critique</a>. Review feedback and revise prototypes, iterate, or create new ones.</li> <li>→ If time allows, prototype, test, and critique additional ideas before selecting the final solution.</li> </ul>



 **Reflection Checkpoint:**

- Revisit the Driving Question and update the knows and need to know questions.
- Return to team working agreements/contracts and check in on the collaboration process.
- Consider learning strategies that have been working well, as well as areas of challenge, and identify next steps for learning.

**Develop and refine action plans and presentations to convince the community to take up a proposed solution.**

What actions can we take to address the problem?

- Teams write [action plans](#) detailing a proposed solution to the problem and advocating for its implementation.
  - ◆ Audience: identify and address specific organizations or individuals who have the power to implement the solution.
  - ◆ Content:
    - define the problem
    - describe multiple solutions
    - address the perspectives of stakeholders
    - [argue for the recommended solution](#)
    - make a case (citing historical precedent) as to why the strategies are appropriate for the identified challenge
- Develop a presentation to pitch the solution to the target audience. Incorporate the prototype into the team's presentation format of choice (poster, infographic, multimedia, skit, video, etc.).
- Plan and prepare for presentations as appropriate (sketch, draft, outline, script, storyboard, rehearse, etc.).
- Practice presentations and use a [tuning protocol](#) to gather peer feedback [based on the rubric](#).
- Reflect on feedback, revise and rehearse as needed.

## Present Products (1-2 hours)

Milestone	Anticipated Student Need to Know Question	Learning Experiences <i>(Lessons, Activities, and Scaffolds)</i>
<p><b>Host a community forum to present action plans to relevant stakeholders in the community.</b></p>	<p>How can we encourage others to help with this issue?</p>	<ul style="list-style-type: none"> <li>→ Plan and host a <a href="#">community forum</a>.</li> <li>→ Teams deliver presentations to share action plans with families as well as relevant individuals and organizations in the community asking for change.</li> <li>→ Collect <a href="#">audience feedback</a>.</li> </ul>
<p> <b>Reflect on the Project Experience:</b></p> <ul style="list-style-type: none"> <li>● Return to the Driving Question and the need to know questions.</li> <li>● Use the <a href="#">Self-Reflection on Project Work</a> to reflect on how the project went. Review and reflect on audience feedback.</li> <li>● Use the LAW protocol to discuss “What I Learned; How I can Apply my learning in the future; and What I still Wonder.”</li> </ul>		

## Step 3: Day-by-Day Calendar

<p><b>About This Section:</b> This calendar shows an alternate, day-by-day view of the learning experiences outlined in the Project Path Overview.</p>	<p><b>Make It Your Own:</b></p> <ul style="list-style-type: none"> <li>● <b>Consider Alignment:</b> If you made changes to the learning goals, driving question, or products, how might you need to adjust the learning experiences to align with those changes?</li> <li>● <b>Consider Your Students:</b> What learning experiences and scaffolds will engage, challenge, and support your learners?</li> <li>● <b>Consider Your Context:</b> How can you connect the learning experiences in this project with resources and challenges in your own community? What scheduling considerations do you need to incorporate into your plan?</li> <li>● <b>Consider Your Content:</b> What learner-centered instructional materials and practices do you already like to use to teach this content, and how might you incorporate those into your project?</li> </ul>
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Day 1	Day 2	Day 3	Day 4	Day 5
<p>Entry Event: Watch <a href="#">Media Saves the Beach</a> (video, 5:32); participate in a <a href="#">think-write-pair-share</a> discussion:</p> <ul style="list-style-type: none"> <li>◆ What's the problem?</li> <li>◆ Who is affected by the problem?</li> <li>◆ Why does this problem matter?</li> <li>◆ Can this problem be solved by one person? A group? Or does a government agency need to get involved?</li> <li>◆ Who might be opposed to solving this problem? Why?</li> </ul> <p>Explore additional <a href="#">examples of youth activism</a>.</p>	<p><a href="#">Chalk talk</a>: What problems do you care about in our community, region, or world?</p> <p>Record problems, build on one another's ideas, make connections. Step back and review ideas generated by the class. Share observations of themes and common threads.</p> <p>Review the driving question, <a href="#">project information sheet</a>, and <a href="#">rubric</a>.</p> <p>Discuss expectations for the final product and explore the question: How might we learn about problems experienced by others?</p> <p>Brainstorm and capture <a href="#">need to know questions</a> about the topic and the project.</p> <p>Homework: Ask family and community members to share problems they feel strong about and</p>	<p>Add problems from family members to the "chalk talk" posters.</p> <p><a href="#">Dot Voting</a>: select a problem the class can study and take informed action to address.</p> <p>Organize into <a href="#">project teams</a>; develop <a href="#">working agreements</a>; establish <a href="#">team norms</a>.</p> <p>Team discussion of focus problem:</p> <ul style="list-style-type: none"> <li>◆ Who might have an opposing view and not think that this is a problem? Why?</li> <li>◆ Who in the community could help us solve this problem?</li> <li>◆ Who needs to hear about this problem?</li> </ul> <p>Watch <a href="#">The Design Thinking Process</a> video (3:56) to learn about <a href="#">design thinking</a>.</p> <p>Use the <a href="#">project wall</a> to track the phases of the design thinking process including the additional</p>	<p>Research the focus problem to understand the issue in depth and determine how best to act on and communicate about it.</p> <p>Document information in a <a href="#">learning log</a>:</p> <ul style="list-style-type: none"> <li>◆ Scope of the problem</li> <li>◆ Duration of the problem</li> <li>◆ Intensity of its impact</li> <li>◆ Who is most affected by the problem</li> <li>◆ How the problem is perceived by others</li> <li>◆ Previous or ongoing attempts to address the problem</li> <li>◆ Obstacles to attempted solutions</li> </ul>	<p>Finish researching and taking notes in learning log.</p> <p>Exit ticket: <i>Why has this problem been challenging to solve?</i></p> <p><a href="#">Revisit need to know questions</a> (NTKs).</p>

	wish were addressed.	<p><a href="#">equity-centered</a> steps of “notice” and “reflect” throughout the process.</p> <p>Teams create <a href="#">Kanban Boards</a> guided by the design thinking process and their list of need to know questions.</p>		
Day 6	Day 7	Day 8	Day 9	Day 10
<p><a href="#">Prepare for interviews:</a> As a class, brainstorm people to be interviewed; include as many different stakeholder groups and viewpoints as possible (affected individuals, government agencies, NGOs, businesses, community groups, etc.), including those who may oppose change.</p> <p>Create a list of interview questions.</p> <p>Develop scripts for professional phone calls and emails.</p> <p>Assign teams different interview subjects.</p>	Participate in a <a href="#">Harkness discussion</a> to share and summarize data from interviews and research with a focus on empathy, deep understanding, and defining the problem; not judgment or solutions.	<p>Individually write a summary of the issue, its impact, and the perspectives of key stakeholders.</p> <p>Revisit NTKs.</p>	<p>Explore topics related to <a href="#">democracy and participatory politics:</a></p> <ul style="list-style-type: none"> <li>◆ What is the role of an active community member?</li> <li>◆ What are the structures of government at the federal, state, and local levels?</li> <li>◆ What are some examples of social movements, protests, or civic resistance throughout history that we have learned about in social studies?</li> <li>◆ How does our own role as active community members and the problem we are addressing fit into</li> </ul>	<p>Create a timeline of events for each of the social movements students have learned about in social studies.</p> <p>Investigate different strategies used to make change; analyze why these strategies were used; identify the strengths and challenges of each tactic.</p>

Conduct interviews: document and record notes in learning logs.			the larger story of historical social movements?  <u>Exit ticket:</u> How can one person do something small to help solve a big problem?	
<b>Day 11</b>	<b>Day 12</b>	<b>Day 13</b>	<b>Day 14</b>	<b>Day 15</b>
Explore and discuss the <a href="#">effectiveness of protests</a> .	<p><a href="#">Brainstorm ideas</a> for how to address the focus problem: 1.) individually reflect in writing; 2.) share in teams and continue brainstorming; 3.) defer judgment and generate as many ideas as possible.</p> <p>Teams choose one possible solution and create a prototype (a quick, high-level way to develop an idea, communicate about the details, and test out how it might work):</p> <ul style="list-style-type: none"> <li>◆ Storyboard</li> <li>◆ Poster</li> <li>◆ Role Play</li> <li>◆ Diagram</li> <li>◆ Model</li> <li>◆ Mock-up</li> </ul>	Continue prototyping.  Participate in a <a href="#">gallery walk</a> of prototypes for <a href="#">peer critique</a> .	Review feedback and revise prototypes, iterate, or create new ones.  Prototype, test, and critique additional ideas before selecting the final solution.  Revisit NTKs.	Teams write <a href="#">action plans</a> detailing a proposed solution to the problem and advocating for its implementation.  Audience: identify and address specific organizations or individuals who have the power to implement the solution.  Content: <ul style="list-style-type: none"> <li>◆ define the problem</li> <li>◆ describe multiple solutions</li> <li>◆ address the perspectives of stakeholders</li> <li>◆ <a href="#">argue for the recommended solution</a></li> <li>◆ make a case (citing historical precedent) as to why the</li> </ul>

	◆ 3-D prototype made from inexpensive or recycled materials			strategies are appropriate for the identified challenge
<b>Day 16</b>	<b>Day 17</b>	<b>Day 18</b>	<b>Day 19</b>	<b>Day 20</b>
Complete action plans.	Develop a presentation to pitch the solution to the target audience. Incorporate the prototype into the team's presentation format of choice (poster, infographic, multimedia, skit, video, etc.).  Plan and prepare for presentations as appropriate (sketch, draft, outline, script, storyboard, rehearse, etc.).	Finish preparing presentations.	Practice presentations and use a <a href="#">tuning protocol</a> to gather peer feedback <a href="#">based on the rubric</a> .  Reflect on feedback, revise and rehearse as needed.	Plan and host a <a href="#">community forum</a> .  Teams deliver presentations to share action plans with families and relevant individuals and organizations in the community asking for change.  Collect <a href="#">audience feedback</a> .
<b>Day 21</b>				
<p><a href="#">Final reflection:</a></p> <ul style="list-style-type: none"> <li>◆ <a href="#">Self-Reflection on Project Work</a> and audience feedback</li> <li>◆ Discussion using LAW protocol: <ul style="list-style-type: none"> <li>● What I Learned</li> <li>● How I can Apply my learning in the future</li> <li>● What I still Wonder</li> </ul> </li> </ul>				

# Resources

<p><b>Design Thinking</b></p>	<ul style="list-style-type: none"> <li>• <a href="#">The Design Thinking Process</a>, Sprouts (video, 3:56)</li> <li>• <a href="#">What is Design Thinking?</a> (video, 1:50)</li> <li>• <a href="#">Get Started with Design Thinking</a>, Stanford d.school</li> <li>• <a href="#">An Introduction to Design Thinking: PROCESS GUIDE</a>, Stanford d.school</li> <li>• <a href="#">An Introduction to Design Thinking: Facilitator’s Guide</a>, Stanford d.school</li> <li>• <a href="#">Equity-Centered Design Framework</a>, d.school - click on “Equity-Centered Design Deck”</li> <li>• <a href="#">Design Thinking Playbook from Design Tech High School</a>, Stanford d.school</li> <li>• <a href="#">Design Thinking: Lessons for the Classroom</a>, Edutopia</li> <li>• <a href="#">Design Thinking</a> articles and resources from Edutopia</li> <li>• <a href="#">Real-Life Examples of Design Thinking in the Classroom</a>, GettingSmart</li> <li>• <a href="#">The LAUNCH Cycle: A K-12 Design Thinking Framework</a>, John Spencer - an alternate design thinking protocol</li> <li>• Design Thinking Teacher Training Videos: <a href="#">Part 1</a> (8:01) and <a href="#">Part 2</a> (11:42)</li> </ul>
<p><b>Democracy and Participatory Politics</b></p>	<ul style="list-style-type: none"> <li>• <a href="#">State and Local Governments</a>, iCivics</li> <li>• <a href="#">Citizenship and Participation</a>, iCivics</li> <li>• <a href="#">Citizen Power Makes Democracy Work</a>, Facing History and Ourselves</li> <li>• <a href="#">What Responsibilities Accompany Our Rights?</a>, Learning for Justice</li> <li>• <a href="#">Activism and Organizing: Lessons and booklists</a>, Social Justice Books</li> <li>• <a href="#">Civil Rights Teaching Booklists</a>, Social Justice Books</li> </ul>
<p><b>Brainstorming</b></p>	<ul style="list-style-type: none"> <li>• <a href="#">4 Steps to Better Brainstorming in PBL</a>, PBLWorks</li> <li>• <a href="#">Brainstorming Is Broken. Here’s How You Can Fix It</a>, John Spencer</li> <li>• <a href="#">PBL Essentials: Ideation</a>, High Tech High Graduate School of Education</li> </ul>
<p><b>Examples of Youth Activism</b></p>	<ul style="list-style-type: none"> <li>• <a href="#">32 Young Activists Who Are Changing the World</a>, Complex</li> <li>• <a href="#">Read the Stories of 40 Incredible Kids Who Have Changed the World</a>, Good Housekeeping</li> <li>• <a href="#">Stories of Youth Changing the World</a>, Freechild Institute for Youth Engagement</li> <li>• <a href="#">If Greta Thunberg Inspires You, You’ll Love These 4 Teen Climate Activists Too</a>, Fast Company</li> <li>• <a href="#">7 Young Indigenous Activists Standing Up for Their Communities</a>, Do Something.org</li> <li>• <a href="#">How Teenage Sisters Pushed Bali to Say “Bye-Bye” to Plastic Bags</a>, National Public Radio</li> <li>• <a href="#">Youth in Revolt: Five Powerful Movements Fueled by Young Activists</a>, National Geographic</li> </ul>

	<ul style="list-style-type: none"> <li>● <a href="#">9 Young Activists Who Are Making a Difference in the World Today</a>, Global Citizen</li> <li>● <a href="#">10 Young Changemakers Stand Up, Inspire Others to Be Fearless and Kind</a>, Points of Light</li> <li>● <a href="#">March of the Penguins: Kids Take Political Activism to the Virtual World</a>, National Public Radio</li> <li>● <a href="#">These 7 Young Changemakers are Defying Stereotypes about Millennials</a>, Oxfam</li> <li>● <a href="#">10 Youths Changing the World</a>, School of International Service</li> </ul>
<p><b>Effectiveness of Protests</b></p>	<ul style="list-style-type: none"> <li>● <a href="#">What Makes a Protest Effective?</a>, The World</li> <li>● <a href="#">Psychology of Effective Protest</a>, The Atlantic</li> <li>● <a href="#">4 Rules for Making a Protest Work</a>, Vox</li> <li>● <a href="#">Do Protests Work?</a>, The Perspective</li> <li>● <a href="#">A Harvard Study Identified the Precise Reason Protests Are an Effective Way to Cause Political Change</a>, Quartz</li> </ul>



# Not “Waiting on the World to Change” - Grade 6 Rubric

**Note to Teacher.** This sample rubric is aligned to the standards in this sample project (see Learning Goals section of planner). Before implementing the project in your classroom, be sure to review your state-specific grade-level standards and revise the rubric accordingly. You may also wish to leverage assessment tools you already use (e.g., writing or problem-solving rubrics) to support the learning experiences in this project. Throughout the project, [use the rubric](#) with students to capture evidence of their growth and needs related to each learning goal.

	<b>Feedback</b> <i>Record any additional feedback to help the team improve.</i>	<b>Developing</b>	<b>At Standard</b>	<b>Advanced</b> <i>If the product exceeds expectations, how does it do so?</i>
<b>Explain Citizen Participation</b> (C3 Framework) D2.Civ.2.6-8		I can explain how a democracy relies on people’s responsible participation, and draw implications for how individuals should participate.	I can explain specific roles played by citizens (such as voters, jurors, taxpayers, members of the armed forces, petitioners, protesters, and office-holders).	
<b>Compare Means of Changing Society</b> (C3 Framework) D2.Civ.14.6-8		I can illustrate historical and contemporary means of changing society.	I can compare historical and contemporary means of changing societies, and promoting the common good.	
<b>Write Arguments</b> (CCSS—Literacy in History/Social Studies,		I can write opinion pieces on <i>discipline-specific</i> content, supporting a	I can write arguments focused on <i>discipline-specific</i> content.	

<p>Science, and Technical Subjects)          WHST.6-8.1          WHST.6-8.1.a          WHST.6-8.1.b</p>		<p>point of view with reasons and information.</p> <p>I can introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support my purpose.</p> <p>I can provide logically ordered reasons that are supported by facts and details.</p>	<p>I can introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>I can support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p>	
<p><b>Conduct Short Research Projects</b>          (CCSS—Literacy in History/Social Studies, Science, and Technical Subjects)          WHST.6-8.7</p>		<p>I can conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>	<p>I can conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p>	
<p><b>Writing Over Time</b>          (CCSS—Literacy in History/Social Studies,</p>		<p>I can write routinely over shorter time frames (a single sitting or a day or</p>	<p>I can write routinely over extended time frames (time for reflection and</p>	

Science, and Technical Subjects) WHST.6-8.10		two) for discipline-specific tasks, purposes, and audiences.	revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	
<b>Presentation: Organization</b> (CCSS—ELA-Literacy) SL.7.4		I can present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes.  I can use appropriate eye contact, adequate volume, and clear pronunciation.	I can present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples.  I can use appropriate eye contact, adequate volume, and clear pronunciation.	
<b>Novelty and Usefulness</b> (PBLWorks Success Skills—Creativity 6-12)		I can create a product that reflects both a novel or useful approach to address the problem/task objectives.	I can create a product that reflects both a novel and useful idea/solution to address the problem or task objectives.	
<b>Generating and Experimenting</b> (PBLWorks Success Skills—Creativity 6-12)		I can generate a limited number of ideas that directly connect to the problem/task objectives.	I can generate a range of ideas that directly connect to the problem/task objectives.  I can manipulate, synthesize, and adapt	

			ideas to develop new potential solutions to the problem/task objectives.	
<b>Selecting and Elaborating</b> (PBLWorks Success Skills—Creativity 6-12)		I can give an explanation of the product that demonstrates an understanding of the problem/task objectives.	I can give a detailed explanation of the product that demonstrates an understanding of the problem/task objectives.  I can give an explanation that is clear, detailed, and convincing.	
<b>Integration and Sharing</b> (PBLWorks Success Skills—Complex Communication 6-12)		I can share information in an organized way.  I can use a combination of simplistic and descriptive/content-specific vocabulary to explain the topic or message.	I can share information in an organized and interesting way.  I can use precise and descriptive/content-specific vocabulary to enhance the topic or message.	
<b>Reflection</b> (general)		I can describe my learning process and explain the decisions I made as I learned.  I can describe the value of the content and skills I've learned during this project.	I can analyze my learning process, evaluating the decisions I made to consider how I can improve as a learner.  I can evaluate the potential future applicability of what I	

		I can describe how my skills and knowledge have grown during this project.	learned during this project.  I can clearly identify how my understanding of key concepts and skills has deepened during this project.	
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# Not “Waiting on the World to Change”

The world is full of complex global issues that we are wrestling to solve. But our community also has issues that may or may not reflect on global concerns.

Too often young people are ignored when it comes time to discuss problems and solutions. Too often you have been told that school is a place to prepare you for the future.

This is your opportunity to take on a local problem and make a difference right *now*!

Your challenge is to find a local problem, use the design thinking process, and devise an action plan for change.

We are tired of waiting and are ready to take action today!

## Driving Question

How can we make change happen in our community?

## Major Products

- Issue statement: summary, impact, and stakeholder perspectives
- Action plan outlining proposed solution and implementation
- Presentation of action plan to the community

## Key Deliverables and Deadlines

- Need to know questions about the project: [DATE]
- Select issue to focus on: [DATE]
- Research notes: [DATE]
- Phone/email scripts: [DATE]
- Community interviews: [DATE]
- Issue statements: [DATE]
- Possible solution prototypes: [DATE]
- Action plan for selected solution: [DATE]
- Plan for presentation to share action plan: [DATE]
- Public presentation to the community: [DATE]

## Key Resources

- [The Design Thinking Process](#), Sprouts (video, 3:56)
- [What is Design Thinking?](#) (video, 1:50)
- [State and Local Governments](#), iCivics
- [Citizenship and Participation](#), iCivics
- [If Greta Thunberg Inspires You, You'll Love These 4 Teen Climate Activists Too](#), Fast Company
- [7 Young Indigenous Activists Standing Up for Their Communities](#), Do Something.org
- [How Teenage Sisters Pushed Bali to Say “Bye-Bye” to Plastic Bags](#), National Public Radio
- [Youth in Revolt: Five Powerful Movements Fueled by Young Activists](#), National Geographic
- **[INCLUDE ADDITIONAL RESOURCES HERE]**

## Evaluation Criteria

- [Not “Waiting on the World to Change” - Rubric](#)