Exploring Cause and Effect through Change [7th grade]

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This unit focuses on (as the title suggests) exploring cause and effect through change. Students will explore different personal, local, and global changes; what causes those changes, and what effects those change have on them, those around them, and the world. They will also understand that, while change is not avoidable, we empower ourselves by deciding how to react and respond to those changes. Students will read a fictional narrative in which they can relate to the main character: the story is about her first day at a US school. They will also read fictional and non-fiction letters to the editor, and a non-fiction, informative text. They will do a different assessment for each level of change, with a culminating assessment in which they are asked to choose something, virtually anything, that they want to change. They will have to show why they want that change to happen, what they will do to cause it, and what its effects will be. The assessment rubrics and handouts are attached at the end of the document, as well as a few of the worksheets that will be used throughout the unit.

As an extension to the unit, students may have an opportunity to volunteer and see how empowering it is to create change.
# Unit: Exploring Cause and Effect through Change
## Grade: 7

### Stage 1: Desired Results

#### Understandings

*Students will understand that...*
- Change is an experience that is inevitable.
- There are many causes of change.
- Even the smallest change has some lasting effect.
- We cannot stop change from happening, but we can control our responses to change.

<table>
<thead>
<tr>
<th>Essential Questions</th>
<th>Knowledge &amp; Skill</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can change be avoided?</td>
<td>The student is expected to:</td>
</tr>
<tr>
<td>What causes change?</td>
<td>- read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader) (7.7 B)</td>
</tr>
<tr>
<td>What effect does change have on me? My world? The world?</td>
<td>- read for varied purposes such as to be informed, to be entertained, to appreciate the writer's craft, and to discover models for his/her own writing. (7.8 C)</td>
</tr>
<tr>
<td></td>
<td>- represent text information in different ways such as in outline, timeline, or graphic organizer. (7.10 L)</td>
</tr>
<tr>
<td></td>
<td>- identify the purposes of different types of texts such as to inform, influence, express, or entertain. (7.12 A)</td>
</tr>
<tr>
<td></td>
<td>- analyze ways authors organize and present ideas such as through cause/effect, compare/contrast, inductively, deductively, or chronologically. (7.12 I)</td>
</tr>
<tr>
<td></td>
<td>- write to express, discover, record, develop, reflect on ideas, and to problem solve. (7.15 A)</td>
</tr>
<tr>
<td></td>
<td>- write to influence such as to persuade, argue, and request. (7.15 B)</td>
</tr>
<tr>
<td></td>
<td>- write to inform such as to explain, describe, report, and narrate. (7.15 C)</td>
</tr>
<tr>
<td></td>
<td>- make connections across content areas and use and reuse language and concepts in different ways. (7.25 F)</td>
</tr>
</tbody>
</table>
Stage 2: Assessment Evidence

**Performance Task:**

**Exploring Personal Change**

Students will choose one of the following three options:

1. Write an essay where you can reflect on a change you have experienced. Answer these questions: What caused the change? What effects did the change have on you? Who/what else did that change effect? How? Why was the change important? How did you respond to it? What were some other possible ways to respond? (Modification for beginners: Outline answers to the questions and meet one on one with the teacher for clarification.)

2. Think about a time when you experienced an important change in your life. Create a collage or scrapbook using pictures and symbols to show what that change was. Also, show the cause and effects of that change. Be sure to include who and what it effected and how. Use some pictures to show the importance of the change to you, how you responded to it, and what some other possible responses to it could have been. Then write a sentence about each picture—why you chose to include it and what it represents.

3. Be a therapist. You will be given a scenario that your patient is experiencing. Figure out why this is important to them and what were the causes of the change. Help your patient figure out all the possible ways they can respond to the situation. Decide how your patient will respond to the change, and what effects this decision has on your patient and his or her loved ones. Write a case study describing the whole therapy session. (Modification for beginners: Borrow camera and allow them to video-record their case study.)

**Exploring Local Change**

Jackson Middle School is starting up a school paper. Write a letter to the editor about some change that you want to happen at school (a recess period, no uniforms, etc.). Explain what you want changed, why you want it to change, how you plan to make it happen, and what the effects will be.

**Exploring Global Change**

Heterogeneous Groups will read different articles that touch on the changes talked about in “Changing Earth.” (Those changes include: Population Growth, Genetically Engineered/Genetically Modified Foods, Fuel Supply, Transportation, Energy Resources, Environmentally Friendly Buildings.) Also included will be other types of global changes that the students can think of (war in Iraq, smog, oil spills, etc.). These focus groups will then write a report detailing the causes and effects of the changes. They will also tell if the effects are positive or negative. Students will also include any information that does not fit into those categories, but that may be interesting nonetheless. Students will use Microsoft Publisher to create a brochure with all of their information.

**Final Assessment**

Students will mind map on the following: If I could change ANY one thing (it could be one thing about yourself, one thing about school or San Antonio, or one thing about the world), what would I change? Why? After mind-mapping, students will choose what they want to change, and create a song, essay, flowchart, letter, brochure, newsletter, or poster. The student’s creation must answer these questions: What do I want to change? What will I do to make this happen? How will this change affect you? How will this change affect the world around you? Why do you want this change to happen?
Other evidence:
(quizzes, tests, academic prompts, self-assessments, etc.  
note – these are usually included where appropriate in Stage 3 as well)

-Throughout the unit, students will work on a journal.
-Four Corners and Chalk Talk for pre-assessment purposes.
-Vocabulary Quiz
-Open Heart Activity
-Open Mind Activity
-What did they say? Activity
-Interactive Homework
-Compare and contrast Shirley’s reactions to your own
-Exit Slip
-Exit Slip

Extension Activity: Find local organizations, schools, charities, etc. that would appreciate a few extra hands, and take students to do volunteer work showing them the power of creating change in others' lives. These organizations would ideally help students make changes to some of the things they want to affect and some of the problems we studied in the unit.

### Stage 3: Learning Activities

*(Steps taken to get students to answer Stage 1 questions and complete performance task)*

#### Day 1

**Pre-assessment**
- Four Corners: to see students' ideas and opinions about the essential questions and related situations.
- Chalk Talk: Students have a silent, anonymous discussion about the essential questions on butcher paper.
- **Journal entry:** What do I think we are learning about? What do I want to learn over the course of the unit?

#### Day 2

Background on “China’s Little Ambassador” (chapter from the book *In the Year of the Boar and Jackie Robinson* by Bette Bao Lord)
- Explain: ambassador, Jackie Robinson, Brooklyn, Chinese calendar
- Chinese calendar activity: Students will manipulate the Chinese calendar to estimate the year in which the book/ chapter takes place.
- **Journal entry:** What is this story going to be about?

#### Day 3

- How does the first day of school represent change? (Pizza Talk)
- Vocabulary building activity: Words will be presented to students. They will need to draw a picture, use the word in a sentence, and (if they want to) write the word in their native language.
Journal entry: Why is the first day of school important to the story?

Day 4-6
- Vocabulary quiz
- Use your own experiences to understand the story. Relate to Shirley. Throughout the story, students will fill a t-chart with Shirley’s experiences and similar experiences the student went through.
- Read “China’s Little Ambassador”
- Open Heart activity
- Open Mind activity
- What did they say?
- Interactive Homework: Talk to a family member about a time that there was a big change in the family (try to avoid talking about coming to US).
- Journal entries: 1. One thing I know about the story. One thing I want to know about what will happen. 2. How is my interactive homework going? 3. How do I feel about Shirley’s experience?

Day 7
- Assessment: How does changing schools affect the student, their classmates, and their family members? How can you respond to changing schools? How have you responded? How did Shirley respond? Compare and contrast Shirley’s reactions to your own.
- No journal entry.

Day 8-12
Assessment for Personal Change.
Students will choose one of the following three options:

1. Write an essay where you can reflect on a change you have experienced. Answer these questions: What caused the change? What effects did the change have on you? Who/what else did that change effect? How? Why was the change important? How did you respond to it? What were some other possible ways to respond? (Modification for beginners: Outline answers to the questions and meet one on one with the teacher for clarification.)

2. Think about a time when you experienced an important change in your life. Create a collage or scrapbook using pictures and symbols to show what that change was. Also, show the cause and effects of that change. Be sure to include who and what it effected and how. Use some pictures to show the importance of the change to you, how you responded to it, and what some other possible responses to it could have been. Then write a sentence about each picture- why you chose to include it and what it represents.

3. Be a therapist. You will be given a scenario that your patient is experiencing. Figure out why this is important to them and what were the causes of the change. Help your patient figure out all the possible ways they can respond to the situation. Decide how your patient will respond to the change, and what effects this decision has on your patient and his or her loved ones. Write a case study describing the whole therapy
session. (Modification for beginners: Borrow camera and allow them to video-record their case study.)

**Day 13**
- Pre-reading Activity: Learn about letters to the editor—what is the purpose for writing one? What formula do you use to write one? Talk about persuasion.
- Use prior knowledge to touch on how effective letter writing can be.
- **Journal entry:** How did I feel when the administrators allowed us to play soccer after we wrote our letter?
- Exit Slip

**Day 14 and 15**
- Read “The Intersection” by Dina Anastasio.
- Talk through vocabulary as it comes up throughout the selection.
- Create a chart showing the changes that occurred between 1900, 1950, and 2000 (when the three letters were written. These changes could be based on the pictures in the story, the letters themselves, etc. At the bottom of the chart, leave room for similarities between 1900 and 1950, and 1950 and 2000. Also, leave room for similarities among the three years. (Could also use Venn Diagram)
- **Journal entries:** Are the writers of the letters making change happen? How could they be more effective? Is change taking place over the 100 years? How?

**Day 16 and 17**
- Study some local letters to the editor that have been pulled over the semester. Be sure to get some really good samples and some really weak samples that show people asking for change to happen.
- Do a jigsaw to get more samples studied in less time.
- Each student should create a list of all the local changes they read about.
- **Journal entries:** What is one effective technique that a writer used? Why did it work? What was one letter that was ineffective? Why didn’t it work?

**Day 18-20**
**Assessment of Local Change**
- Jackson Middle School is starting up a school paper. Write a letter to the editor about some change that you want to happen at school (a recess period, no uniforms, etc.). Explain what you want changed, why you want it to change, how you plan to make it happen, and what the effects will be.
- **Journal entry.** Traffic light work. (Red means they still need a lot of work, Yellow means they are getting things done, but slower than they wanted, Green is that they feel like they are on target with where they need to be.) Why do they feel like that?

**Supplemental activity for students who are advanced or finish their letter to the editor early.**
- **Journal entries:** Are all changes personal? What other types of changes are there? What have I learned in the last 15 days? What have I learned in the last 15 days? What
has been the best part of the unit? What was the worst part of the unit?

**Day 21**
- Pre-reading Activity
- Informational text vs. persuasion/ letters to the editor vs. fictional narrative
- How do we approach informational texts?
  - **Give One Get One.** Answer these questions:
    - How has the Earth changed?
    - How have cars changed?
    - How has food changed?
    - How have buildings changed?
    - How has energy changed?
- No journal entry.

**Day 22**
- Vocabulary Activity
- Review Cause/Effect/Solution
- **Journal entry:** Give students a scenario. Ask them to identify the change and write a cause, effect, and solution for that scenario.
- **Exit Slip**

**Day 23-25**
- Read “Changing Earth”
- Take notes over the selection on butcher paper, so the whole class can participate and contribute. (For beginners, say the points out loud and write them on the overhead so they can copy them onto the butcher paper.)
- **Journal entry:** What have I learned today? What more do I want to know about what we read?

**Day 26-30**
- Assessment of Global Change
  - Heterogeneous Groups will read different articles that touch on the changes talked about in “Changing Earth.” (Those changes include: Population Growth, Genetically Engineered/ Genetically Modified Foods, Fuel Supply, Transportation, Energy Resources, Environmentally Friendly Buildings.) Also included will be other types of global changes that the students can think of (war in Iraq, smog, oil spills, etc.). These focus groups will then write a report detailing the causes and effects of the changes. They will also tell if the effects are positive or negative. Students will also include any information that does not fit into those categories, but that may be interesting nonetheless. Students will use Microsoft Publisher to create a brochure with all of their information.
- No journal entry.

**Day 31**
- Listen to songs about change. Begin to think about final performance assessment.
- Review different writing styles covered in the unit.
- Look at final performance assessment. Go over the rubric. Clarify and Explain the rubric.

- **No journal entry.**

**Day 32-36**

**Final Assessment**

Students will mind map on the following: If I could change ANY one thing (it could be one thing about yourself, one thing about school or San Antonio, or one thing about the world), what would I change? Why?

After mind-mapping, students will choose what they want to change, and create a song, essay, flowchart, letter, brochure, newsletter, or poster. The student's creation must answer these questions: What do I want to change? What will I do to make this happen? How will this change affect you? How will this change affect the world around you? Why do you want this change to happen?
Exploring Personal Change

Choose one of the following to show me that you understand what we’ve talked about throughout this unit.

• Write an essay where you can reflect on a change you have experienced. Answer these questions: What caused the change? What effects did the change have on you? Who/what else did that change effect? How? Why was the change important? How did you respond to it? What were some other possible ways to respond?

• Think about a time when you experienced an important change in your life. Create a collage or scrapbook using pictures and symbols to show what that change was. Also, show the cause and effects of that change. Be sure to include who and what it affected and how. Use some pictures to show the importance of the change to you, how you responded to it, and what some other possible responses to it could have been. Then write a sentence about each picture—why you chose to include it and what it represents.

• Be a therapist. You will be given a scenario that your patient is experiencing. Figure out why this is important to your patient and what were the causes of the change. Help your patient figure out all the possible ways they can respond to the situation. Decide how your patient will respond to the change, and what effects this decision has on your patient and his or her loved ones. Write a case study describing the whole therapy session.
## Exploring Personal Change

<table>
<thead>
<tr>
<th>What did I choose?</th>
<th>Essay</th>
<th>Collage/Scrapbook</th>
<th>Case Study</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Change</strong></td>
<td>Unacceptable</td>
<td>Acceptable</td>
<td>Good</td>
</tr>
<tr>
<td>I do not in any way express the situation in which the change occurs.</td>
<td>I allude to the situation in which the change occurs.</td>
<td>I express the situation in which the change occurs.</td>
<td>I clearly express the situation in which the change occurs.</td>
</tr>
<tr>
<td><strong>Causes</strong></td>
<td>I do not express any of the causes that led to the change.</td>
<td>I express few causes that led to the change, but do not show all of the causes.</td>
<td>I make clear most of the causes that led to change.</td>
</tr>
<tr>
<td><strong>Effects on Individual</strong></td>
<td>I do not express any of the effects he/she/the patient experiences.</td>
<td>I express few but not all of the effects he/she/the patient experiences.</td>
<td>I express most but not all of the effects he/she/the patient experiences.</td>
</tr>
<tr>
<td><strong>Effects on Others</strong></td>
<td>I do not express any of the effects that other people experience.</td>
<td>I express few but not all of the effects other people experience.</td>
<td>I express most of the effects other people experience.</td>
</tr>
<tr>
<td><strong>All Possible Responses</strong></td>
<td>I do not express any of the possible responses. I do not express how they responded.</td>
<td>I express the best response/the way they responded. I do not express all possible responses.</td>
<td>I express the best response/the way they responded. I express all other possible responses.</td>
</tr>
</tbody>
</table>
EXPLORING LOCAL CHANGE

JACKSON MIDDLE SCHOOL IS STARTING UP A SCHOOL PAPER. WRITE A LETTER TO THE EDITOR ABOUT SOME CHANGE THAT YOU WANT TO HAPPEN AT SCHOOL (A RECESS PERIOD, NO UNIFORMS, ETC.). EXPLAIN: 1. WHAT YOU WANT CHANGED, 2. WHY YOU WANT IT TO CHANGE, 3. HOW YOU PLAN TO MAKE IT HAPPEN, AND 4. WHAT THE EFFECTS WILL BE.

YOU WILL BE GRADED AS FOLLOWS:

<table>
<thead>
<tr>
<th>USE OF LETTER FORMAT</th>
<th>UNACCEPTABLE</th>
<th>ACCEPTABLE</th>
<th>GOOD</th>
<th>EXCELLENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>STUDENT DOES NOT USE ANY KEY ELEMENTS OF LETTER WRITING.</td>
<td>STUDENT USES ONE OR TWO ELEMENTS OF LETTER WRITING.</td>
<td>STUDENT INCLUDES MOST OF THE ELEMENTS OF LETTER WRITING.</td>
<td>STUDENT HAS USED ALL OF THE KEY ELEMENTS OF LETTER WRITING.</td>
<td></td>
</tr>
<tr>
<td>INFORMATION PROVIDED</td>
<td>STUDENT HAS ANSWERED 0 OR 1 OF THE QUESTIONS ABOVE.</td>
<td>STUDENT HAS ANSWERED 2 OF THE QUESTIONS ABOVE.</td>
<td>STUDENT HAS ANSWERED 3 OF THE QUESTIONS ABOVE.</td>
<td>STUDENT HAS ANSWERED ALL OF THE QUESTIONS ABOVE.</td>
</tr>
<tr>
<td>----------------------</td>
<td>------------------------------------------------------</td>
<td>-------------------------------------------------</td>
<td>-------------------------------------------------</td>
<td>-------------------------------------------------</td>
</tr>
<tr>
<td>EFFECTIVE PERSUASION</td>
<td>STUDENT HAS NO ARGUMENT FOR WHY THEIR CHANGE SHOULD HAPPEN.</td>
<td>STUDENT HAS A WEAK ARGUMENT FOR WHY THEIR CHANGE SHOULD HAPPEN BUT HAS NOT PERSUADED THE READER TO HELP MAKE IT HAPPEN.</td>
<td>STUDENT HAS A VERY STRONG ARGUMENT, BUT HAS NOT PERSUADED THE READER TO MAKE THE CHANGE HAPPEN.</td>
<td>STUDENT HAS PERSUADED THE READER TO MAKE THE CHANGE HAPPEN.</td>
</tr>
<tr>
<td>HAPPEN</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Exploring Global Change

With your groups, you will read an article that touches on one of the changes talked about in “Changing Earth” or some other global change. You will write a report detailing the causes and effects of the changes. You will also tell if the effects are positive or negative. You will also need to include any information that is interesting, but might not fit into those categories. You will use Microsoft Publisher to create a brochure with all of your information.

Group members will be: reporter/recorder, primary investigator, illustrator/not taker, and group manager.

You will receive a group grade that is the same for all group members, and an individual grade based on a self-assessment, an assessment your group members do, and my own observations.

<table>
<thead>
<tr>
<th>Points Received</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title Fold: Title of your brochure in WordArt, all group members and their positions.</td>
<td>10</td>
</tr>
<tr>
<td>Introduction Fold: Tells your reader what you will be talking about and why it is important.</td>
<td>20</td>
</tr>
<tr>
<td>Sources Fold: Include “Changing Earth,” the article you read, and any websites where your group found pictures.</td>
<td>20</td>
</tr>
<tr>
<td>Cause Fold: Include the causes for the change you are talking about.</td>
<td>20</td>
</tr>
<tr>
<td>Effects Folds: What are the positive and negative effects on you as a group and on the world in general.</td>
<td>30</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
</tr>
<tr>
<td>Individual grade based on self assessment, group individual assessment, and Ms. Gamboa’s observations.</td>
<td>100</td>
</tr>
</tbody>
</table>

Creating Change: How and Why?

We have spent about 6 weeks talking about different kinds of changes: personal, local, and global.
Now, think for 5 minutes: If you could change ANY one thing (it could be one thing about yourself, one thing about school or San Antonio, or one thing about the world), what would it be? Why? You will turn in a mind map at the end of this activity.

Once you choose what you want to change, you will create a song, essay, flowchart, letter, brochure, newsletter, or poster. Your creation must answer these questions:

What do you want to change?

What will you do to make this happen?

How will this change affect you?

How will this change affect the world around you?

Why do you want this to change?
## Creating Change: How and Why?

<table>
<thead>
<tr>
<th></th>
<th>Unacceptable</th>
<th>Acceptable</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mind Map</strong></td>
<td>Student did not do mind map.</td>
<td>Mind Map was unorganized and did not help in choosing what to focus on.</td>
<td>Mind Map was cohesive and organized, but did not help student make a decision.</td>
<td>Mind map was well organized and made focusing on one thing very easy for the student.</td>
</tr>
<tr>
<td><strong>Choice of Media</strong></td>
<td>Student chose the easiest medium to represent his or her project, but did not use it as effectively as possible.</td>
<td>Student chose the easiest medium to represent his or her project and used it effectively.</td>
<td>Student chose a challenging medium to represent his or her project, but did not use it as effectively as possible.</td>
<td>Student chose a challenging medium to represent his or her project, and used it effectively.</td>
</tr>
<tr>
<td><strong>Questions</strong></td>
<td>Student answers 0-1 questions effectively. Answers are very choppy.</td>
<td>Student answers 2-3 questions effectively. Answers are choppy, but there is some flow.</td>
<td>Student answers 3-4 questions effectively. Answers flow and are cohesive.</td>
<td>Student answers all questions presented effectively. Answers flow well and are cohesive.</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>Final project is sloppy and unorganized.</td>
<td>Final project is sloppy and slightly organized.</td>
<td>Final project is sloppy, but well organized.</td>
<td>Final project is neat and well organized.</td>
</tr>
</tbody>
</table>
"Waiting on a World to Change" by John Mayer

Me and all my friends
We're all misunderstood
'They say we stand for nothing and
There's no way we ever could
Now we see everything is going wrong
With the world and those who lead it
We just feel like we don't have the means
To rise above and beat it

So we keep waiting (waiting)
Waiting on the world to change
We keep on waiting (waiting)
Waiting on the world to change
It's hard to beat the system
When we're standing at a distance
So we keep waiting (waiting)
Waiting on the world to change

Now if we had the power
To bring our neighbors home from war
They would have never missed a Christmas
No more ribbons on their door
When you trust your television
What you get is what you got
'Cuz when they own the information ooohhh,
They can bend it all they want

So while we're waiting (waiting)
Waiting on the world to change
We keep on waiting (waiting)
Waiting on the world to change
It's not that we don't care
We just know that the fight ain't fair
So we keep waiting (waiting)
Waiting on the world to change

We're still waiting (waiting)
Waiting on the world to change
We keep on waiting (waiting)
Waiting on the world to change
One day our generation
Is gonna rule the population

So we keep on waiting (waiting)
Waiting on the world to change
Know we keep on waiting (waiting)
Waiting on the world to change
We keep on waiting (waiting)
Waiting on the world to change
Waiting on the world to change
Waiting on the world to change
Waiting on the world to change

"What's Going On" by Various Artists

Tell me
People dying
People crying
Lord help us

Mother, mother
There's too many of you crying
Oh, brother, brother, brother
There's far too many of you dying
That's right
You know we've got to find a way
To bring some lovin' here today

Oh my father, father
We don't need to escalate
You see war is not the answer
For only love can conquer hate
You know we've got to find a way
To bring some understanding here today

To bring some lovin' here today
Barricades, can't block our way
Don't punish me with brutality

Talk to me
So you can see

Oh what's going on
What's going on
Yeah what's going on
Ahh what's going on

What's going on in a world filled with pain
Where's the love for which we pray
What's going on
When our children can't play
Homeless can't eat
There's got to be a better way
What's going on
When we politically blind
Can't see the signs of endangered times
What's going on

What's goin' on in the world today
I'd rather be dead than to turn my head away
We got this first world vision too
Comfy to lift up our hands in the air
And cry for a switch

Father, father
Father help us, come on
Everybody thinks we're wrong
Oh, but who are they to judge us
Together we can all be strong
United we stand, divided we fall
Oh you know we've got to find a way
To bring some understanding here today

Barricades can't block our way
Don't punish me with brutality
Baby talk to me
So you can see

Yeah, what's going on
Hey, what's going on
Somebody tell me what's going on
I'll tell you what's goin' on-uh

What's going on 'cross seas
Every minute a child dies by this disease
In record numbers indeed
Got momma's crying out please
My baby hold on
My child ain't done nothing wrong
Still I want to holler
Ask them why they don't bother
Oh no, oh no
Make me turn to my father
And ask him why they all got a trapped soul

I can feel what was bothering Marvin
Why his words forever remain
Dealing with these modern day problems
'Cause of ignorance surrounding me and my constituents
Too many infected
Too many lives diminishing
Nobody say Protestants, Jews, Blacks, and Whites, Latinos and Asians
Pray together
Less fight
We better unite
As genocide chemical war
And the rich and the poor
Know that God delivers a cure

It's a shame our reality is devastating
People praying for a cure
Dying while they're waiting
Ask the Lord for the comfort and strength to face it
All the kids with dreams
Won't get the chance to chase it
Makes me sad
Think about the lives they would've had
Think about the orphan babies got no moms and dads
How can we sit back and not try to make it right
We gotta come together
We gotta fight for life

Somebody tell me what's going on
(What's going on)
We got human beings using humans for a bomb
But everyone wanna live
Don't nobody really want to die
You feeling me right
I can't be watching people die (die)
And watching people cry
Let me break it down for a minute
If there's enough room here for you and me
There's plenty of room for some humanity

Somebody tell me what's going on
(What's going on)
Somebody tell me what's going on
(What's going on)
Somebody tell me what's going on
(What's going on)
Somebody tell me what's going on
(What's going on)
Somebody tell me what's going on
(What's going on)
Somebody tell me what's going on
(What's going on)

(What's going on)
Somebody tell me what's going on
(What's going on)
Somebody tell me what's going on
(What's going on)
Somebody tell me what's going on
(What's going on)
Somebody tell me what's going on
(What's going on)
Somebody tell me what's going on
(What's going on)
Somebody tell me what's going on
(What's going on)
Somebody tell me what's going on
(What's going on)

"Man in the Mirror" by Michael Jackson
I'm Gonna Make A Change,
For Once In My Life
It's Gonna Feel Real Good,
Gonna Make A Difference
Gonna Make It Right . . .

As I, Turn Up The Collar On My Favorite Winter Coat
This Wind Is Blowin' My Mind
I See The Kids In The Street,
With Not Enough To Eat
Who Am I, To Be Blind?
Pretending Not To See Their Needs
A Summer's Disregard,
A Broken Bottle Top
And A One Man's Soul
They Follow Each Other On
The Wind Ya' Know
'Cause They Got Nowhere To Go
That's Why I Want You To Know

I'm Starting With The Man In The Mirror
I'm Asking Him To Change His Ways
And No Message Could Have Been Any Clearer
If You Wanna Make The World
A Better Place
(If You Wanna Make The World A Better Place)
Take A Look At Yourself, And Then Make A Change
(Take A Look At Yourself, And Then Make A Change)
(Na Na Na, Na Na Na, Na Na, Na Nah)

I've Been A Victim Of A Selfish Kind Of Love
It's Time That I Realize That There Are Some With No Home, Not A Nickel To Loan
Could It Be Really Me, Pretending That They're Not Alone?

A Willow Deeply Scarred,
Somebody's Broken Heart
And A Washed-Out Dream
(Washed-Out Dream)
They Follow The Pattern Of The Wind, Ya' See
Cause They Got No Place To Be
That's Why I'm Starting With Me
(Starting With Me!)

I'm Starting With The Man In The Mirror
(Ooh!)
I'm Asking Him To Change His Ways
(Change His Ways-Ooh!)
And No Message Could've Been Any Clearer
If You Wanna Make The World A Better Place
(If You Wanna Make The World A Better Place)
Take A Look At Yourself And Then Make A Change
(Take A Look At Yourself And Then Make A Change)

I'm Starting With The Man In The Mirror
(Man In The Mirror-Oh Yeah!)
I'm Asking Him To Change His Ways
(Better Change!)
No Message Could Have Been Any Clearer
(If You Wanna Make The World A Better Place)
(Take A Look At Yourself And Then Make A Change)

Then Make The Change!
(You Gotta Get It Right, While You Got The Time)
('Cause When You Close Your Heart)
You Can't Close Your . . . Your Mind!
(Then You Close Your . . . Mind!)
That Man, That Man, That Man
With That Man In The Mirror
(Man In The Mirror, Oh Yeah!)
That Man, That Man, That Man
I'm Asking Him To Change His Ways
(Better Change!)
You Know . . . That Man
No Message Could Have Been Any Clearer
If You Wanna Make The World A Better Place
(If You Wanna Make The World A Better Place)
Take A Look At Yourself And Then Make A Change
(Take A Look At Yourself And Then Make A Change)

Hoo! Hoo! Hoo! Hoo! Hoo!
Na Na Na, Na Na Na, Na Na, Na Nah
(Oh Yeah!)
Gonna Feel Real Good Now!
Yeah Yeah! Yeah Yeah!
Yeah Yeah!
Na Na Na, Na Na Na, Na Na, Na Nah
(Ooooh . . .)
Oh No, No No . . .
I'm Gonna Make A Change
It's Gonna Feel Real Good!
Come On!
(Change . . .)
Just Lift Yourself
You Know
You've Got To Stop It.
Yourself!
(Yeah!-Make That Change!)
I've Got To Make That Change,
Today!
Hoo!
(Man In The Mirror)
You Got To
You Got To Not Let Yourself . . .
Brother . . .
Hoo!
(Yeah!-Make That Change!)
You Know-I've Got To Get
That Man, That Man . . .
(Man In The Mirror)
You've Got To
You've Got To Move! Come
On! Come On!
You Got To . . .
Stand Up! Stand Up!
Stand Up!
(Yeah-Make That Change)
Stand Up And Lift
Yourself, Now!
(Man In The Mirror)
Hoo! Hoo! Hoo!
Aaow!
(Yeah-Make That Change)
Gonna Make That Change . . .
Come On!
(Man In The Mirror)
You Know It!
You Know It!
You Know . . .
(Change . . .)
Make That Change.

“Heal the World” by Michael Jackson
There's A Place In
Your Heart.
And I Know That It Is Love
And This Place Could
Be Much
Brighter Than Tomorrow
And If You Really Try
You'll Find There's No Need
To Cry
In This Place You'll Feel
There's No Hurt Or Sorrow

There Are Ways
To Get There
If You Care Enough
For The Living
Make A Little Space
Make A Better Place...

Heal The World
Make It A Better Place
For You And For Me
And The Entire Human Race
There Are People Dying
If You Care Enough
For The Living
Make A Better Place
For You And For Me

If You Want To Know Why
There's A Love That
Cannot Lie
Love Is Strong

It Only Cares For
Joyful Giving
If We Try
We Shall See
In This Bliss
We Cannot Feel
Fear Or Dread
We Stop Existing And
Start Living

Then It Feels That Always
Love's Enough For
Us Growing
So Make A Better World...

Heal The World
Make It A Better Place
For You And For Me
And The Entire Human Race
There Are People Dying
If You Care Enough
For The Living
Make A Better Place
For You And For Me

And The Dream We Were
Conceived In
Will Reveal A Joyful Face
And The World We
Once Believed In
Will Shine Again In Grace
Then Why Do We Keep
Strangling Life
Wound This Earth
Crucify Its Soul
Though It's Plain To See
This World Is Heavenly
Be God's Glow
We Could Fly So High
Let Our Spirits Never Die
In My Heart
I Feel You Are All
My Brothers
Create A World With
No Fear
Together We'll Cry
Happy Tears
See The Nations Turn
Their Swords
Into Plowshares

We Could Really Get There
If You Cared Enough
For The Living
Make A Little Space
To Make A Better Place...

Heal The World
Make It A Better Place
For You And For Me
And The Entire Human Race
There Are People Dying
If You Care Enough
For The Living
Make A Better Place
For You And For Me

There Are People Dying
If You Care Enough
For The Living
Make A Better Place
For You And For Me

You And For Me
You And For Me
You And For Me

“Hands” by Jewel
If I could tell the world just one thing
It would be that we're all OK
And not to worry 'cause worry is wasteful
And useless in times like these
I won't be made useless
I won't be idle with despair
I will gather myself around my faith
For light does the darkness most fear
My hands are small, I know
But they're not yours, they are my own

But they're not yours, they are my own
And I am never broken
Poverty stole your golden shoes
It didn't steal your laughter
And heartache came to visit me
But I knew it wasn't ever after
We'll fight, not out of spite
For someone must stand up for what's right
'Cause where there's a man who has no voice
There ours shall go singing
My hands are small I know
But they're not yours, they are my own
But they're not yours, they are my own
I am never broken
In the end only kindness matters
In the end only kindness matters
I will get down on my knees, and I will pray
I will get down on my knees, and I will pray
I will get down on my knees, and I will pray
My hands are small I know
But they're not yours, they are my own
But they're not yours, they are my own
And I am never broken
My hands are small I know
But they're not yours, they are my own
But they're not yours, they are my own
And I am never broken
We are never broken
We are God's eyes
God's hands
God's mind
We are God's eyes
God's hands
God's heart
We are God's eyes
God's hands
God's eyes
We are God's hands
We are God's hands
Open Heart

As you read the selection, write down or draw feelings that you or the main character feel. After you are done, write a 3-6 sentence summary of what you read.
Open Mind

As you read the selection, write down or draw what you visualize. After you are done, write a 3-6 sentence summary of what you read.

Beginning _________________________________________________

Middle _____________________________________________________

End ________________________________________________________
What did they say?

In this selection, we are going to focus on identifying dialogue—the parts of the story where people are talking. In the mouth, write some of the dialogue that you find in the story. Don't forget your quotation marks.
Interactive Homework

Dear family partner:

We are learning about the causes and effects of change in our ESL class. I would appreciate it if you helped me to better understand this concept by talking with me about a change that has happened in our family, what caused it, and how were we affected by it. This assignment is due on _________________.

Thank you for your help!

___________________
Student’s signature

On this assignment, you are allowed to work in your native language, as long as you give me one sentence in English per question.

1. What was a big change that our family had to go through together? (a new baby, moving, a new pet, etc.)

2. What caused the change? (parents wanted another child, parents wanted a better life for their children, parents wanted children to learn responsibility, etc.)

3. What effects did it have on the family? (older children had to help with new baby, everyone had to make new friends, everyone had to leave the life they knew, children learned to take care of a pet, etc.)