### Common Core State Standards

#### Language Arts

**Grade 9 - Adopted 2010**

<table>
<thead>
<tr>
<th>STRAND / DOMAIN</th>
<th>CCSS.ELA-Literacy.RL.9-10</th>
<th>Reading Standards for Literature</th>
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<tbody>
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| STANDARD | CCSS.ELA-Literacy.RL.9-10.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |

**Human Rights for All?**
This activity familiarizes students with the Universal Declaration of Human Rights and inspires them to think about the freedoms they enjoy that others cannot.

**Spaceship Earth**
Our fossil fuels are gone! How will we survive and thrive without them? Students explore two scenarios and develop plans of action for living successfully and sustainably.

**The Aliens Have Landed: Exploring Oppression, Rights &amp; Freedom**
Students explore oppression, rights & freedoms by participating in a scenario in which aliens have invaded Earth and humans must plead their case not to be oppressed to a Universal Court.

**Word Power**
Words have enormous power and often assign value. This activity explores sample words in context and what kinds of value those words imply.

| STANDARD | CCSS.ELA-Literacy.RL.9-10.2 | Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. |

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| STANDARD | CCSS.ELA-Literacy.RL.9-10.4 | Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). |

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<p>| STANDARD | CCSS.ELA-Literacy.RL.9-10.7 | Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s ”Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus). |</p>
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<tr>
<th>Activity</th>
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<td>Council of All Beings</td>
<td>What does a mountain wish for? A wolf? A cow? A river? Participants “become” a being or part of nature and share the lives, concerns, hopes and wisdoms of their being in a Council.</td>
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<td>Sustainer</td>
<td>Students become castaways on a remote and pristine island and must determine how to live in a way that is sustainable for all.</td>
<td>Range of Reading and Level of Text Complexity</td>
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<td>The Cool Factor</td>
<td>Help participants think about “cool” in a new way and define their sense of self by exploring what’s cool, who decides what’s cool, and different ways of defining cool.</td>
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| STANDARD | CCSS.ELA-Literacy.RI.9-10.2 | Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. |

| Analyzing Advertising | Students learn to be ad-savvy by exploring the pervasiveness of ads in their lives and by analyzing what ads are trying to sell...and trying to hide. |
| Be a C.R.I.T.I.C. | Students learn to use the C.R.I.T.I.C. technique to help them bring critical thinking skills to any information they receive, whether from industry, non-profits, government, or media. |
| Behind the Scenes | Participants explore the hidden lives of their everyday stuff by investigating how ordinary products come into existence & who/what has been helped or harmed in the creation & distribution of that product. |
| Cast Your Vote | Students learn about the “hidden ingredients” in every day products and practice voting their values by “buying” different kinds of items. |
| Choice Cards | Participants consider pairs of related behaviors and products and contemplate which choices do more good and less harm. |
| Clothing Line Up | We make choices every day about what we wear, but how often do we pay attention to the impact of our clothing choices on others? Students explore more and less harmful clothing options from the perspectives of the animals, other people, and the environment. |
| Do You Want Slavery With That? | Modern slavery is ubiquitous. Students learn about slavery today through personal stories and consider what action they can take to help. |
| Earth Court | The biggest issues and challenges of our time go on trial as students serve as prosecution, defense, and jury, and then develop a solutions-based sentencing. |
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Me Against My Brother: An Exploration of Genocide
Students explore genocide, its broader impacts, and develop a means for taking action to help prevent or address genocide.

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The Third Side: Beyond Either/Or Thinking
Many people view the world through a lens of black and white, either/or. In this activity groups of students work together to explore a variety of possible solutions to a global issues conflict.

We Have You Surrounded: Exploring Branding, Marketing & Globalization
We're surrounded by marketing and advertising telling us what to buy, who to be, what we need to be happy. Use this series of activities to help students explore issues of branding, marketing, and globalization.

What Price Beauty?
This activity encourages students to explore and think critically about the impacts of the ingredients in the personal care products that they use on themselves, other people, animals and the environment, as well as how branding and marketing play into our choices.

What is a Humane Life?
What's a typical Saturday look like in the life of someone striving to live a more humane life? Participants follow a “humane presenter” or a “humane wannabe” through a reenactment of their day to learn about the whats and whys of making humane choices every day.

Where in the World?
Students “shop” for T-shirts to help them make the connection between what they wear and the conditions under which it’s made.

Whom Do You Pet & Whom Do You Eat?
Lead students in an activity which explores why we treat different types of animals differently, and how we can learn to view them with different eyes.

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Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

Choice Cards
Participants consider pairs of related behaviors and products and contemplate which choices do more good and less harm.

Circle of Compassion
This activity can serve as an excellent springboard for exploring compassion and introducing important social change issues to students.

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More Than a Label
This activity inspires students to think about their own areas of prejudice, to identify how we develop our attitudes about others, and empowers them to take action to reduce bigotry in their own lives and in society.

One Makes the Difference
Every person has the power to create positive change. Students explore the power of one and the values that help create a better world.

Picturing Oppression
Use images from magazines and other sources to spark students to consider the ways oppression, exploitation, and dominance of people and nonhuman animals are still prevalent.

The Cool Factor
Help participants think about “cool” in a new way and define their sense of self by exploring what’s cool, who decides what’s cool, and different ways of defining cool.

The Dreaded Comparison
Participants explore the connections between human and animal oppression and ways that we can choose not to oppress others.

The Gist of You
Just as businesses and non-profits have their own taglines to help identify them and serve as a touchstone for their goals & intentions, so people can have their own taglines to help guide us & reflect our own aspirations. In this activity,
participants create their own taglines.

**What Do We Need?**
What do humans need to be happy and fulfilled? What are our highest needs? What happens when our needs don’t get met? This activity uses Maslow’s Hierarchy of Needs as a springboard for exploring needs.

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<th>CCSS.ELA-Literacy.RI.9-10.5</th>
<th>Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</th>
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**Where in the World?**
Students “shop” for T-shirts to help them make the connection between what they wear and the conditions under which it’s made.

**Whom Do You Pet & Whom Do You Eat?**
Lead students in an activity which explores why we treat different types of animals differently, and how we can learn to view them with different eyes.

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<td>STANDARD</td>
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<td>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</td>
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**Do You Want Slavery With That?**
Modern slavery is ubiquitous. Students learn about slavery today through personal stories and consider what action they can take to help.

**Power Chat**
This activity can serve as a good icebreaker to allow students or fellow advocates to know each other better and to focus on important issues, or it can serve as an introduction for exploring what each (and all) of us can do for positive social change.

**The Aliens Have Landed: Exploring Oppression, Rights & Freedom**
Students explore oppression, rights & freedoms by participating in a scenario in which aliens have invaded Earth and humans must plead their case not to be oppressed to a Universal Court.

**EXPECTATION**
CCSS.ELA-Literacy.W.9-10.1a
Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

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**EXPECTATION**
CCSS.ELA-Literacy.W.9-10.1b
Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.

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**The Aliens Have Landed: Exploring Oppression, Rights & Freedom**
Students explore oppression, rights & freedoms by participating in a scenario in which aliens have invaded Earth and humans must plead their case not to be oppressed to a Universal Court.

**EXPECTATION**
CCSS.ELA-Literacy.W.9-10.1c
Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

**Do You Want Slavery With That?**
Modern slavery is ubiquitous. Students learn about slavery today through personal stories and consider what action they can take to help.

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**EXPECTATION**
CCSS.ELA-Literacy.W.9-10.1d
Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

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**We Have You Surrounded: Exploring Branding, Marketing &amp; Globalization**

We're surrounded by marketing and advertising telling us what to buy, who to be, what we need to be happy. Use this series of activities to help students explore issues of branding, marketing, and globalization.

**What Do We Need?**

What do humans need to be happy and fulfilled? What are our highest needs? What happens when our needs don't get met? This activity uses Maslow's Hierarchy of Needs as a springboard for exploring needs.

**Behind the Scenes**

Participants explore the hidden lives of their everyday stuff by investigating how ordinary products come into existence & who/what has been helped or harmed in the creation & distribution of that product.

**Circle of Compassion**

This activity can serve as an excellent springboard for exploring compassion and introducing important social change issues to students.

**Don't Tread On Me: Exploring Oppression**

This activity helps students think critically about what oppression is and who gets oppressed, and invites them to consider ways they can promote justice and equality.

**Heroes &amp; Enemies**

We're often told to look for heroes we can turn to for inspiration. How often do we seek out what we can learn from people we dislike, or those who've done evil? This activity explores what we can learn from both our heroes and enemies (what to do and what NOT to do).

**Leave Only Footprints**

Everyone has an ecological footprint. Participants use paper footprints to simulate the impact of their choices on the earth. Extension activities allow students to explore their ecological footprints and what choices can be made to reduce them.

**One Person Can Change the World**
Empower students by using stories and activities to show them that one person can make a positive difference.

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<th>Writing Standards</th>
</tr>
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<tbody>
<tr>
<td>CATEGORY / CLUSTER</td>
<td></td>
<td>Text Types and Purposes</td>
</tr>
<tr>
<td>STANDARD</td>
<td>CCSS.ELA-Literacy.W.9-10.3</td>
<td>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</td>
</tr>
<tr>
<td>EXPECTATION</td>
<td>CCSS.ELA-Literacy.W.9-10.3a</td>
<td>Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</td>
</tr>
<tr>
<td>EXPECTATION</td>
<td>CCSS.ELA-Literacy.W.9-10.3d</td>
<td>Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</td>
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**Scavenger Hunt**
Help participants rediscover the wonder of the natural world by taking them on an outdoor scavenger hunt for which they’ll record their finds, rather than “taking” anything.

**Word Power**
Words have enormous power and often assign value. This activity explores sample words in context and what kinds of value those words imply.

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<td>Production and Distribution of Writing</td>
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<tr>
<td>STANDARD</td>
<td>CCSS.ELA-Literacy.W.9-10.4</td>
<td>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</td>
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**Not So Fair and Balanced: Analyzing Bias in the Media**
This lesson plan helps high school students take a closer look at prejudices, the biases that media contain perpetuate, and the ways we are influenced by those media biases.

**One Makes the Difference**
Every person has the power to create positive change. Students explore the power of one and the values that help create a better world.

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What Will You Say?
At the end of your very long life, a child asks you what you did to help make the world so much better. Guide students through this visualization to help them get in touch with their power to make positive change.

Behind the Scenes
Participants explore the hidden lives of their everyday stuff by investigating how ordinary products come into existence & who/what has been helped or harmed in the creation & distribution of that product.

Choice Cards
Participants consider pairs of related behaviors and products and contemplate which choices do more good and less harm.

Earth Court
The biggest issues and challenges of our time go on trial as students serve as prosecution, defense, and jury, and then develop a solutions-based sentencing.

How’d That Get on my Plate?
This activity encourages participants to explore how sample ingredients in our food might affect the environment, people, and animals, and what humane alternatives might exist.

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**Where in the World?**
Students “shop” for T-shirts to help them make the connection between what they wear and the conditions under which it's made.

**Whom Do You Pet & Whom Do You Eat?**
Lead students in an activity which explores why we treat different types of animals differently, and how we can learn to view them with different eyes.

**STANDARD** CCSS.ELA-Literacy.W.9-10.8
Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

**A Moment in Your Shoes**
How will students feel spending a moment in the shoes of a battery hen or a child slave? Use this lively and thought-provoking activity to introduce human and animal issues and the connections between them.

**Analyzing Advertising**
Students learn to be ad-savvy by exploring the pervasiveness of ads in their lives and by analyzing what ads are trying to sell...and trying to hide.

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**Greatest Impact**
Groups of students analyze the impact of behaviors and product choices to determine which choices have the greatest impact on the environment, on human health and well-being, and on other species.

**Human Rights for All?**
This activity familiarizes students with the Universal Declaration of Human Rights and inspires them to think about the freedoms they enjoy that others cannot.

**Is What’s Good for the GDP Good for Me?**
This activity increases student awareness about the Gross Domestic Product (GDP) and what it measures, introduces them to alternative indicators, and encourages critical thinking about what factors contribute to a healthy, sustainable, stable economy.

**It Ads Up**
This activity explores: How do ads influence us? What strategies do ad designers use to target different groups of people? How can we recognize those strategies and our own triggers?

**Judge Not, Lest Ye Be Judged**
How do our own stereotypes and judgments limit our openness and receptivity to others? This activity uses props (or photos) to explore our snap perceptions of others.

**Leave Only Footprints**
Everyone has an ecological footprint. Participants use paper footprints to simulate the impact of their choices on the earth. Extension activities allow students to explore their ecological footprints and what choices can be made to reduce them.
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<td>STANDARD</td>
<td>CCSS.ELA-Literacy.W.9-10.10</td>
<td>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</td>
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<td>Comprehension and Collaboration</td>
<td></td>
</tr>
<tr>
<td>STANDARD</td>
<td>CCSS.ELA-Literacy.SL.9-10.1</td>
<td>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</td>
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<td>EXPECTATION</td>
<td>CCSS.ELA-Literacy.SL.9-10.1a</td>
<td>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</td>
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**Earth Court**

The biggest issues and challenges of our time go on trial as students serve as prosecution, defense, and jury, and then develop a solutions-based sentencing.

**Find Your Tree**

Participants get in touch with their senses and nature by finding “their” tree using senses other than sight.

**Greatest Impact**

Groups of students analyze the impact of behaviors and product choices to determine which choices have the greatest impact on the environment, on human health and well-being, and on other species.

**Heroes &amp; Enemies**

We’re often told to look for heroes we can turn to for inspiration. How often do we seek out what we can learn from people we dislike, or those who’ve done evil? This activity explores what we can learn from both our heroes and enemies (what to do and what NOT to do).

**How’d That Get on my Plate?**

This activity encourages participants to explore how sample ingredients in our food might affect the environment, people, and animals, and what humane alternatives might exist.

**Human Picture**

This icebreaker encourages participants to consider the kind of world they want to live in by creating human statues that depict positive and negative emotions.

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<td><strong>Local Treasures</strong></td>
<td>Reawaken wonder about the natural world and teach students about the environment in which they live by sending them on a treasure hunt!</td>
</tr>
<tr>
<td><strong>Lottery Tickets</strong></td>
<td>Use this quick icebreaker to show participants that everyone can make a positive difference!</td>
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<td><strong>Me Against My Brother: An Exploration of Genocide</strong></td>
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<td><strong>One Person Can Change the World</strong></td>
<td>Empower students by using stories and activities to show them that one person can make a positive difference.</td>
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<td><strong>Picturing Oppression</strong></td>
<td>Use images from magazines and other sources to spark students to consider the ways oppression, exploitation, and dominance of people and nonhuman animals are still prevalent.</td>
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<td><strong>Power Chat</strong></td>
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<td><strong>Smell Teas</strong></td>
<td>Awaken wonder, enhance memory skills and explore the sense of smell by having students concoct their own special “smell tea” for other students to identify….only by smell!</td>
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<tr>
<td><strong>Spaceship Earth</strong></td>
<td>Our fossil fuels are gone! How will we survive and thrive without them? Students explore two scenarios and develop plans of action for living successfully and sustainably.</td>
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<td><strong>Sustainer</strong></td>
<td>Students become castaways on a remote and pristine island and must determine how to live in a way that is sustainable for all.</td>
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<td><strong>Take Two</strong></td>
<td>Unveil the manipulation inherent in marketing and corporate branding and awaken the creativity of your students by having them explore commercials aimed at them and then empowering them to create new commercials with a positive message.</td>
</tr>
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<td><strong>The Cool Factor</strong></td>
<td>Help participants think about “cool” in a new way and define their sense of self by exploring what’s cool, who decides what’s cool, and different ways of defining cool.</td>
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<td><strong>The Third Side: Beyond Either/or Thinking</strong></td>
<td>Many people view the world through a lens of black and white, either/or. In this activity groups of students work together to explore a variety of possible solutions to a global issues conflict.</td>
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<tr>
<td><strong>True Price</strong></td>
<td>Students will explore the positive &amp; negative impacts of our product choices on themselves, other people, animals, and the earth.</td>
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Two Apples
In this icebreaker, participants learn just how important words and actions are when they explore their impact on two apples.

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What do humans need to be happy and fulfilled? What are our highest needs? What happens when our needs don’t get met? This activity uses Maslow's Hierarchy of Needs as a springboard for exploring needs.

What Price Beauty?
This activity encourages students to explore and think critically about the impacts of the ingredients in the personal care products that they use on themselves, other people, animals and the environment, as well as how branding and marketing play into our choices.

What is a Humane Life?
What's a typical Saturday look like in the life of someone striving to live a more humane life? Participants follow a “humane presenter” or a “humane wannabe” through a reenactment of their day to learn about the whats and whys of making humane choices every day.

What's in a Name?
"You're such a pig!" "She's a total dog!" Help students examine our myths about and prejudices against animals, to explore why they exist, and to consider what we might want to change about our relationships with them.

Where in the World?
Students “shop” for T-shirts to help them make the connection between what they wear and the conditions under which it's made.

Which Harms Less?
Great for a larger assembly, this activity asks students to compare pairs of similar products to consider which of the two helps more and harms less.

Whom Do You Pet & Whom Do You Eat?
Lead students in an activity which explores why we treat different types of animals differently, and how we can learn to view them with different eyes.

Why Are We Here?
What is our purpose here on Earth? What can we do about the problems of the world? The activity uses two short films and discussion to help students explore these important issues.

Wonder Walk
Participants take turns leading each other on a silent Wonder Walk to discover the natural world with their 5 senses.

Word Power
Words have enormous power and often assign value. This activity explores sample words in context and what kinds of value those words imply.

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EXCEPTION

CCSS.ELA-Literacy.SL.9-10.1b
Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
Do You Want Slavery With That?
Modern slavery is ubiquitous. Students learn about slavery today through personal stories and consider what action they can take to help.

Don’t Tread On Me: Exploring Oppression
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Students explore oppression, rights & freedoms by participating in a scenario in which aliens have invaded Earth and humans must plead their case not to be oppressed to a Universal Court.

**The Third Side: Beyond Either/or Thinking**
Many people view the world through a lens of black and white, either/or. In this activity groups of students work together to explore a variety of possible solutions to a global issues conflict.

**True Price**
Students will explore the positive & negative impacts of our product choices on themselves, other people, animals, and the earth.

**We Have You Surrounded: Exploring Branding, Marketing & Globalization**
We're surrounded by marketing and advertising telling us what to buy, who to be, what we need to be happy. Use this series of activities to help students explore...
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<thead>
<tr>
<th>STANDARD</th>
<th>CCSS.ELA-Literacy.SL.9-10.5</th>
<th>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</th>
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<td>Students explore genocide, its broader impacts, and develop a means for taking action to help prevent or address genocide.</td>
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<td>CATEGORY / CLUSTER</td>
<td>Conventions of Standard English</td>
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<tr>
<td>STANDARD</td>
<td>CCSS.ELA-Literacy.L.9-10.1</td>
<td>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
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<td>EXPECTATION</td>
<td>CCSS.ELA-Literacy.L.9-10.1b</td>
<td>Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</td>
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<td>STANDARD</td>
<td>CCSS.ELA-Literacy.L.9-10.4</td>
<td>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.</td>
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<td>EXPECTATION</td>
<td>CCSS.ELA-Literacy.L.9-10.4a</td>
<td>Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</td>
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<td>CCSS.ELA-Literacy.L.9-10.4c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</td>
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Word Power
Words have enormous power and often assign value. This activity explores sample words in context and what kinds of value those words imply.

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### Vocabulary Acquisition and Use

**Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.**

### Choice Cards
Participants consider pairs of related behaviors and products and contemplate which choices do more good and less harm.

### Circle of Compassion
This activity can serve as an excellent springboard for exploring compassion and introducing important social change issues to students.

### Do You Want Slavery With That?
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Every person has the power to create positive change. Students explore the power of one and the values that help create a better world.

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Participants explore the connections between human and animal oppression and ways that we can choose not to oppress others.

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Just as businesses and non-profits have their own taglines to help identify them and serve as a touchstone for their goals & intentions, so people can have their own taglines to help guide us & reflect our own aspirations. In this activity, participants create their own taglines.

### What Do We Need?
What do humans need to be happy and fulfilled? What are our highest needs? What happens when our needs don’t get met? This activity uses Maslow’s Hierarchy of Needs as a springboard for exploring needs.

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#### Common Core State Standards

**Language Arts**

**Grade 10 - Adopted 2010**

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<th>STRAND / DOMAIN</th>
<th>CCSS.ELA-Literacy.RL.9-10</th>
<th>Reading Standards for Literature</th>
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<td>CATEGORY / CLUSTER</td>
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Council of All Beings
What does a mountain wish for? A wolf? A cow? A river? Participants “become” a being or part of nature and share the lives, concerns, hopes and wisdoms of their being in a Council.

Sustainer
Students become castaways on a remote and pristine island and must determine how to live in a way that is sustainable for all.

The Cool Factor
Help participants think about “cool” in a new way and define their sense of self by exploring what’s cool, who decides what’s cool, and different ways of defining cool.

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By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.
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<td>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</td>
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<td><strong>What Do We Need?</strong></td>
<td>What do humans need to be happy and fulfilled? What are our highest needs? What happens when our needs don’t get met? This activity uses Maslow’s Hierarchy of Needs as a springboard for exploring needs.</td>
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<td><strong>What is a Humane Life?</strong></td>
<td>What’s a typical Saturday look like in the life of someone striving to live a more humane life? Participants follow a “humane presenter” or a “humane wannabe” through a reenactment of their day to learn about the what and whys of making humane choices every day.</td>
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<tr>
<th><strong>STANDARD</strong></th>
<th><strong>CCSS.ELA-Literacy.RI.9-10.5</strong></th>
<th>Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</th>
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<td><strong>Analyzing Advertising</strong></td>
<td>Students learn to be ad-savvy by exploring the pervasiveness of ads in their lives and by analyzing what ads are trying to sell…and trying to hide.</td>
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<td><strong>Be a C.R.I.T.I.C.</strong></td>
<td>Students learn to use the C.R.I.T.I.C. technique to help them bring critical thinking skills to any information they receive, whether from industry, non-profits, government, or media.</td>
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<td>The biggest issues and challenges of our time go on trial as students serve as prosecution, defense, and jury, and then develop a solutions-based sentencing.</td>
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<td><strong>Greatest Impact</strong></td>
<td>Groups of students analyze the impact of behaviors and product choices to determine which choices have the greatest impact on the environment, on human health and well-being, and on other species.</td>
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<td><strong>Local Treasures</strong></td>
<td>Reawaken wonder about the natural world and teach students about the environment in which they live by sending them on a treasure hunt!</td>
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biases that media contain perpetuate, and the ways we are influenced by those media biases.

**The Third Side: Beyond Either/or Thinking**
Many people view the world through a lens of black and white, either/or. In this activity groups of students work together to explore a variety of possible solutions to a global issues conflict.

**We Have You Surrounded: Exploring Branding, Marketing & Globalization**
We're surrounded by marketing and advertising telling us what to buy, who to be, what we need to be happy. Use this series of activities to help students explore issues of branding, marketing, and globalization.

**What Price Beauty?**
This activity encourages students to explore and think critically about the impacts of the ingredients in the personal care products that they use on themselves, other people, animals and the environment, as well as how branding and marketing play into our choices.

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What's a typical Saturday look like in the life of someone striving to live a more humane life? Participants follow a “humane presenter” or a “humane wannabe” through a reenactment of their day to learn about the whats and whys of making humane choices every day.

**Where in the World?**
Students “shop” for T-shirts to help them make the connection between what they wear and the conditions under which it’s made.

**Whom Do You Pet & Whom Do You Eat?**
Lead students in an activity which explores why we treat different types of animals differently, and how we can learn to view them with different eyes.

---

**STANDARD**
CCSS.ELA-Literacy.RI.9-10.6
Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

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**STRAND / DOMAIN**
CCSS.ELA-Literacy.RI.9-10
Reading Standards for Informational Text

**CATEGORY / CLUSTER**
Integration of Knowledge and Ideas

---

**STANDARD**
CCSS.ELA-Literacy.RI.9-10.8
Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

**Analyzing Advertising**
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</tr>
<tr>
<td>STANDARD</td>
<td>CCSS.ELA-Literacy.W.9-10.1</td>
<td>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</td>
</tr>
<tr>
<td>EXPECTATION</td>
<td>CCSS.ELA-Literacy.W.9-10.1a</td>
<td>Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</td>
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<td>EXPECTATION</td>
<td>CCSS.ELA-Literacy.W.9-10.1b</td>
<td>Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</td>
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<td>EXPECTATION</td>
<td>CCSS.ELA-Literacy.W.9-10.1c</td>
<td>Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</td>
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**The Aliens Have Landed: Exploring Oppression, Rights & Freedom**
Students explore oppression, rights & freedoms by participating in a scenario in which aliens have invaded Earth and humans must plead their case not to be oppressed to a Universal Court.

| EXPECTATION | CCSS.ELA-Literacy.W.9-10.1e | Provide a concluding statement or section that follows from and supports the argument presented.

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**The Aliens Have Landed: Exploring Oppression, Rights & Freedom**
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| STANDARD | CCSS.ELA-Literacy.W.9-10.2 | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

| EXPECTATION | CCSS.ELA-Literacy.W.9-10.2a | Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

**The Aliens Have Landed: Exploring Oppression, Rights & Freedom**
Students explore oppression, rights & freedoms by participating in a scenario in which aliens have invaded Earth and humans must plead their case not to be oppressed to a Universal Court.

**We Have You Surrounded: Exploring Branding, Marketing & Globalization**
We're surrounded by marketing and advertising telling us what to buy, who to be, what we need to be happy. Use this series of activities to help students explore issues of branding, marketing, and globalization.

**What Do We Need?**
What do humans need to be happy and fulfilled? What are our highest needs? What happens when our needs don’t get met? This activity uses Maslow's Hierarchy of Needs as a springboard for exploring needs.

| EXPECTATION | CCSS.ELA-Literacy.W.9-10.2b | Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

**Behind the Scenes**
Participants explore the hidden lives of their everyday stuff by investigating how ordinary products come into existence & who/what has been helped or harmed in the creation & distribution of that product.

**Circle of Compassion**
This activity can serve as an excellent springboard for exploring compassion and introducing important social change issues to students.

**Don't Tread On Me: Exploring Oppression**
This activity helps students think critically about what oppression is and who get oppressed, and invites them to consider ways they can promote justice and equality.

**Heroes &amp; Enemies**
We're often told to look for heroes we can turn to for inspiration. How often do we seek out what we can learn from people we dislike, or those who've done evil? This activity explores what we can learn from both our heroes and enemies (what to do and what NOT to do).
**Leave Only Footprints**
Everyone has an ecological footprint. Participants use paper footprints to simulate the impact of their choices on the earth. Extension activities allow students to explore their ecological footprints and what choices can be made to reduce them.

**One Person Can Change the World**
Empower students by using stories and activities to show them that one person can make a positive difference.

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<td>STANDARD</td>
<td>CCSS.ELA-Literacy.W.9-10.3</td>
<td>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</td>
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<td>EXPECTATION</td>
<td>CCSS.ELA-Literacy.W.9-10.3a</td>
<td>Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</td>
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**Where in the World?**
Students “shop” for T-shirts to help them make the connection between what they wear and the conditions under which it’s made.

**Whom Do You Pet & Whom Do You Eat?**
Lead students in an activity which explores why we treat different types of animals differently, and how we can learn to view them with different eyes.

**Scavenger Hunt**
Help participants rediscover the wonder of the natural world by taking them on an outdoor scavenger hunt for which they’ll record their finds, rather than “taking” anything.

**Word Power**
Words have enormous power and often assign value. This activity explores sample words in context and what kinds of value those words imply.

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<tr>
<td>STANDARD</td>
<td>CCSS.ELA-Literacy.W.9-10.4</td>
<td>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</td>
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**Circle of Compassion**
This activity can serve as an excellent springboard for exploring compassion and introducing important social change issues to students.

**Lend a Hand**
It comes naturally to most of us to help out when needed. This icebreaker sparks discussion about the importance of helping others, and how easy it can be to make helping part of our everyday lives.

**More Than a Label**
This activity inspires students to think about their own areas of prejudice, to identify how we develop our attitudes about others, and empowers them to take action to reduce bigotry in their own lives and in society.

**Not So Fair and Balanced: Analyzing Bias in the Media**
This lesson plan helps high school students take a closer look at prejudices, the biases that media contain perpetuate, and the ways we are influenced by those media biases.

**One Makes the Difference**
Every person has the power to create positive change. Students explore the power of one and the values that help create a better world.

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Students become castaways on a remote and pristine island and must determine how to live in a way that is sustainable for all.

**The Aliens Have Landed: Exploring Oppression, Rights &amp; Freedom**
Students explore oppression, rights & freedoms by participating in a scenario in which aliens have invaded Earth and humans must plead their case not to be oppressed to a Universal Court.

**The Dreaded Comparison**
Participants explore the connections between human and animal oppression and ways that we can choose not to oppress others.

**The Gist of You**
Just as businesses and non-profits have their own taglines to help identify them and serve as a touchstone for their goals & intentions, so people can have their own taglines to help guide us & reflect our own aspirations. In this activity, participants create their own taglines.

**We Have You Surrounded: Exploring Branding, Marketing &amp; Globalization**
We're surrounded by marketing and advertising telling us what to buy, who to be, what we need to be happy. Use this series of activities to help students explore issues of branding, marketing, and globalization.

**What Will You Say?**
At the end of your very long life, a child asks you what you did to help make the world so much better. Guide students through this visualization to help them get in touch with their power to make positive change.

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<td><strong>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</strong></td>
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**Behind the Scenes**
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<td><strong>Research to Build and Present Knowledge</strong></td>
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<th>STANDARD</th>
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<td><strong>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.</strong></td>
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Participants explore the hidden lives of their everyday stuff by investigating how ordinary products come into existence & who/what has been helped or harmed in the creation & distribution of that product.

**Choice Cards**
Participants consider pairs of related behaviors and products and contemplate which choices do more good and less harm.

**Earth Court**
The biggest issues and challenges of our time go on trial as students serve as prosecution, defense, and jury, and then develop a solutions-based sentencing.

**How’d That Get on my Plate?**
This activity encourages participants to explore how sample ingredients in our food might affect the environment, people, and animals, and what humane alternatives might exist.

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Students explore genocide, its broader impacts, and develop a means for taking action to help prevent or address genocide.

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**Whom Do You Pet & Whom Do You Eat?**

Lead students in an activity which explores why we treat different types of animals differently, and how we can learn to view them with different eyes.

**STANDARD**

**CCSS.ELA-Literacy.W.9-10.8**

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

**A Moment in Your Shoes**

How will students feel spending a moment in the shoes of a battery hen or a child slave? Use this lively and thought-provoking activity to introduce human and animal issues and the connections between them.

**Analyzing Advertising**

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**Greatest Impact**

Groups of students analyze the impact of behaviors and product choices to determine which choices have the greatest impact on the environment, on human health and well-being, and on other species.

**Human Rights for All?**

This activity familiarizes students with the Universal Declaration of Human Rights and inspires them to think about the freedoms they enjoy that others cannot.

**Is What’s Good for the GDP Good for Me?**

This activity increases student awareness about the Gross Domestic Product (GDP) and what it measures, introduces them to alternative indicators, and encourages critical thinking about what factors contribute to a healthy, sustainable, stable economy.

**It Ads Up**

This activity explores: How do ads influence us? What strategies do ad designers use to target different groups of people? How can we recognize those strategies and our own triggers?

**Judge Not, Lest Ye Be Judged**

How do our own stereotypes and judgments limit our openness and receptivity to others? This activity uses props (or photos) to explore our snap perceptions of others.

**Leave Only Footprints**

Everyone has an ecological footprint. Participants use paper footprints to simulate the impact of their choices on the earth. Extension activities allow students to explore their ecological footprints and what choices can be made to reduce them.
**Me Against My Brother: An Exploration of Genocide**
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**Sustainer**
Students become castaways on a remote and pristine island and must determine how to live in a way that is sustainable for all.

**Take Two**
Unveil the manipulation inherent in marketing and corporate branding and awaken the creativity of your students by having them explore commercials aimed at them and then empowering them to create new commercials with a positive message.

**True Price**
Students will explore the positive & negative impacts of our product choices on themselves, other people, animals, and the earth.

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### Writing Standards

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Participants take turns leading each other on a silent Wonder Walk to discover the natural world with their 5 senses.

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Words have enormous power and often assign value. This activity explores sample words in context and what kinds of value those words imply.

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How will students feel spending a moment in the shoes of a battery hen or a child slave? Use this lively and thought-provoking activity to introduce human and animal issues and the connections between them.

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Students learn to be ad-savvy by exploring the pervasiveness of ads in their lives and by analyzing what ads are trying to sell...and trying to hide.

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Participants explore the hidden lives of their everyday stuff by investigating how

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Students learn about the “hidden ingredients” in every day products and practice
voting their values by “buying” different kinds of items.

Choice Cards
Participants consider pairs of related behaviors and products and contemplate
which choices do more good and less harm.

Circle of Compassion
This activity can serve as an excellent springboard for exploring compassion and
introducing important social change issues to students.

Clothing Line Up
We make choices every day about what we wear, but how often do we pay
attention to the impact of our clothing choices on others? Students explore more
and less harmful clothing options from the perspectives of the animals, other
people, and the environment.

Don’t Tread On Me: Exploring Oppression
This activity helps students think critically about what oppression is and who gets
oppressed, and invites them to consider ways they can promote justice and
equality.

Earth Court
The biggest issues and challenges of our time go on trial as students serve as
prosecution, defense, and jury, and then develop a solutions-based sentencing.

Find Your Tree
Participants get in touch with their senses and nature by finding “their” tree using
senses other than sight.

Greatest Impact
Groups of students analyze the impact of behaviors and product choices to
determine which choices have the greatest impact on the environment, on human
health and well-being, and on other species.

Heroes & Enemies
We're often told to look for heroes we can turn to for inspiration. How often do we
seek out what we can learn from people we dislike, or those who’ve done evil?
This activity explores what we can learn from both our heroes and enemies (what
to do and what NOT to do).

How’d That Get on my Plate?
This activity encourages participants to explore how sample ingredients in our
food might affect the environment, people, and animals, and what humane
alternatives might exist.

Human Picture
This icebreaker encourages participants to consider the kind of world they want to
live in by creating human statues that depict positive and negative emotions.

Human Rights for All?
This activity familiarizes students with the Universal Declaration of Human Rights
and inspires them to think about the freedoms they enjoy that others cannot.

Is What’s Good for the GDP Good for Me?
This activity increases student awareness about the Gross Domestic Product
(GDP) and what it measures, introduces them to alternative indicators, and
encourages critical thinking about what factors contribute to a healthy,
sustainable, stable economy.

It Ads Up
This activity explores: How do ads influence us? What strategies do ad designers
use to target different groups of people? How can we recognize those strategies
and our own triggers?

Judge Not, Lest Ye Be Judged
How do our own stereotypes and judgments limit our openness and receptivity to
others? This activity uses props (or photos) to explore our snap perceptions of
others.

Leave Only Footprints
Everyone has an ecological footprint. Participants use paper footprints to
simulate the impact of their choices on the earth. Extension activities allow
students to explore their ecological footprints and what choices can be made to
reduce them.

Lend a Hand
It comes naturally to most of us to help out when needed. This icebreaker sparks
discussion about the importance of helping others, and how easy it can be to
make helping part of our everyday lives.

Local Treasures
Reawaken wonder about the natural world and teach students about the
environment in which they live by sending them on a treasure hunt!

Lottery Tickets
Use this quick icebreaker to show participants that everyone can make a positive
difference!

Me Against My Brother: An Exploration of Genocide
Students explore genocide, its broader impacts, and develop a means for taking
action to help prevent or address genocide.

More Than a Label
This activity inspires students to think about their own areas of prejudice, to
identify how we develop our attitudes about others, and empowers them to take action to reduce bigotry in their own lives and in society.

**Not So Fair and Balanced: Analyzing Bias in the Media**
This lesson plan helps high school students take a closer look at prejudices, the biases that media contain perpetuate, and the ways we are influenced by those media biases.

**One Makes the Difference**
Every person has the power to create positive change. Students explore the power of one and the values that help create a better world.

**One Person Can Change the World**
Empower students by using stories and activities to show them that one person can make a positive difference.

**Picturing Oppression**
Use images from magazines and other sources to spark students to consider the ways oppression, exploitation, and dominance of people and nonhuman animals are still prevalent.

**Power Chat**
This activity can serve as a good icebreaker to allow students or fellow advocates to know each other better and to focus on important issues, or it can serve as an introduction for exploring what each (and all) of us can do for positive social change.

**Scavenger Hunt**
Help participants rediscover the wonder of the natural world by taking them on an outdoor scavenger hunt for which they’ll record their finds, rather than “taking” anything.

**Smell Teas**
Awaken wonder, enhance memory skills and explore the sense of smell by having students concoct their own special “smell tea” for other students to identify….only by smell!

**Spaceship Earth**
Our fossil fuels are gone! How will we survive and thrive without them? Students explore two scenarios and develop plans of action for living successfully and sustainably.

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<td>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</td>
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<th>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</th>
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<td>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
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<td>CCSS.ELA-Literacy.L.9-10.1b</td>
<td>Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</td>
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<td>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.</td>
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Where in the World?
Students “shop” for T-shirts to help them make the connection between what they wear and the conditions under which it's made.

Whom Do You Pet & Whom Do You Eat?
Lead students in an activity which explores why we treat different types of animals differently, and how we can learn to view them with different eyes.

Word Power
Words have enormous power and often assign value. This activity explores sample words in context and what kinds of value those words imply.

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<td>STANDARD</td>
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<td>EXPECTATION</td>
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Participants consider pairs of related behaviors and products and contemplate which choices do more good and less harm.

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Every person has the power to create positive change. Students explore the power of one and the values that help create a better world.

### The Dreaded Comparison

Participants explore the connections between human and animal oppression and ways that we can choose not to oppress others.

### The Gist of You

Just as businesses and non-profits have their own taglines to help identify them and serve as a touchstone for their goals & intentions, so people can have their own taglines to help guide us & reflect our own aspirations. In this activity, participants create their own taglines.

### What Do We Need?

What do humans need to be happy and fulfilled? What are our highest needs? What happens when our needs don’t get met? This activity uses Maslow’s Hierarchy of Needs as a springboard for exploring needs.

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<tbody>
<tr>
<td>CATEGORY / CLUSTER</td>
<td>Key Ideas and Details</td>
<td></td>
</tr>
<tr>
<td>STANDARD</td>
<td>CCSS.ELA-Literacy.RL.11-12.1</td>
<td>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</td>
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### Common Core State Standards

**Language Arts**

**Grade 11 - Adopted 2010**

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<tr>
<td>STANDARD</td>
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<td>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</td>
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<tr>
<td>CATEGORY / CLUSTER</td>
<td>Range of Reading and Level of Text Complexity</td>
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<tr>
<td>STANDARD</td>
<td>CCSS.ELA-Literacy.RL.11-</td>
<td>By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with</td>
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scaffolding as needed at the high end of the range.

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Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Analyzing Advertising
Students learn to be ad-savvy by exploring the pervasiveness of ads in their lives and by analyzing what ads are trying to sell...and trying to hide.

Be a C.R.I.T.I.C.
Students learn to use the C.R.I.T.I.C. technique to help them bring critical thinking skills to any information they receive, whether from industry, non-profits, government, or media.

Behind the Scenes
Participants explore the hidden lives of their everyday stuff by investigating how ordinary products come into existence & who/what has been helped or harmed in the creation & distribution of that product.

Cast Your Vote
Students learn about the “hidden ingredients” in every day products and practice voting their values by “buying” different kinds of items.

Choice Cards
Participants consider pairs of related behaviors and products and contemplate which choices do more good and less harm.

Clothing Line Up
We make choices every day about what we wear, but how often do we pay attention to the impact of our clothing choices on others? Students explore more and less harmful clothing options from the perspectives of the animals, other people, and the environment.

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The biggest issues and challenges of our time go on trial as students serve as prosecution, defense, and jury, and then develop a solutions-based sentencing.

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**Where in the World?**
Students “shop” for T-shirts to help them make the connection between what they wear and the conditions under which it’s made.

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Lead students in an activity which explores why we treat different types of animals differently, and how we can learn to view them with different eyes.

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**STANDARD**

**CCSS.ELA-Literacy.RI.11-12.2**
Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

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<th>Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</th>
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<td>STANDARD</td>
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<td>Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</td>
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<td>STANDARD</td>
<td>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</td>
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<td>EXPECTATION</td>
<td>Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</td>
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<td>EXPECTATION</td>
<td>Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.</td>
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<td>EXPECTATION</td>
<td>Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</td>
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<td>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</td>
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<td>Provide a concluding statement or section that follows from and supports the argument presented.</td>
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<td>STANDARD</td>
<td>CCSS.ELA-Literacy.W.11-12.2</td>
<td>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</td>
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<td>EXPECTATION</td>
<td>CCSS.ELA-Literacy.W.11-12.2a</td>
<td>Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</td>
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**Behind the Scenes**
Participants explore the hidden lives of their everyday stuff by investigating how ordinary products come into existence & what has been helped or harmed in the creation & distribution of that product.

**It Ads Up**
This activity explores: How do ads influence us? What strategies do ad designers use to target different groups of people? How can we recognize those strategies and our own triggers?

**One Person Can Change the World**
Empower students by using stories and activities to show them that one person can make a positive difference.

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**Whom Do You Pet & Whom Do You Eat?**
Lead students in an activity which explores why we treat different types of animals differently, and how we can learn to view them with different eyes.

**EXPECTATION**
CCSS.ELA-Literacy.W.11-12.2b
Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

**Behind the Scenes**
Participants explore the hidden lives of their everyday stuff by investigating how ordinary products come into existence & what has been helped or harmed in the creation & distribution of that product.

**It Ads Up**
This activity explores: How do ads influence us? What strategies do ad designers use to target different groups of people? How can we recognize those strategies and our own triggers?

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Empower students by using stories and activities to show them that one person can make a positive difference.

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This activity can serve as a good icebreaker to allow students or fellow advocates to know each other better and to focus on important issues, or it can serve as an introduction for exploring what each (and all) of us can do for positive social change.

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Students explore oppression, rights & freedoms by participating in a scenario in which aliens have invaded Earth and humans must plead their case not to be oppressed to a Universal Court.
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We Have You Surrounded: Exploring Branding, Marketing & Globalization

We’re surrounded by marketing and advertising telling us what to buy, who to be, what we need to be happy. Use this series of activities to help students explore issues of branding, marketing, and globalization.

What Will You Say?

At the end of your very long life, a child asks you what you did to help make the world so much better. Guide students through this visualization to help them get in touch with their power to make positive change.

Behind the Scenes

Participants explore the hidden lives of their everyday stuff by investigating how ordinary products come into existence & who/what has been helped or harmed in the creation & distribution of that product.

Choice Cards

Participants consider pairs of related behaviors and products and contemplate which choices do more good and less harm.

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STANDARD CCSS.ELA-Literacy.W.11-12.8
Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

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**EXPECTATION**

**CCSS.ELA-Literacy.SL.11-12.1b**
Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

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Students learn to be ad-savvy by exploring the pervasiveness of ads in their lives and by analyzing what ads are trying to sell...and trying to hide.

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CCSS.ELA-Literacy.SL.11-
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This activity explores: How do ads influence us? What strategies do ad designers use to target different groups of people? How can we recognize those strategies and our own triggers?

Judge Not, Lest Ye Be Judged
How do our own stereotypes and judgments limit our openness and receptivity to others? This activity uses props (or photos) to explore our snap perceptions of others.

Leave Only Footprints
Everyone has an ecological footprint. Participants use paper footprints to simulate the impact of their choices on the earth. Extension activities allow students to explore their ecological footprints and what choices can be made to
reduce them.

Lend a Hand
It comes naturally to most of us to help out when needed. This icebreaker sparks discussion about the importance of helping others, and how easy it can be to make helping part of our everyday lives.

Local Treasures
Reawaken wonder about the natural world and teach students about the environment in which they live by sending them on a treasure hunt!

Lottery Tickets
Use this quick icebreaker to show participants that everyone can make a positive difference!

Me Against My Brother: An Exploration of Genocide
Students explore genocide, its broader impacts, and develop a means for taking action to help prevent or address genocide.

More Than a Label
This activity inspires students to think about their own areas of prejudice, to identify how we develop our attitudes about others, and empowers them to take action to reduce bigotry in their own lives and in society.

Not So Fair and Balanced: Analyzing Bias in the Media
This lesson plan helps high school students take a closer look at prejudices, the biases that media contain perpetuate, and the ways we are influenced by those media biases.

One Makes the Difference
Every person has the power to create positive change. Students explore the power of one and the values that help create a better world.

One Person Can Change the World
Empower students by using stories and activities to show them that one person can make a positive difference.

Picturing Oppression
Use images from magazines and other sources to spark students to consider the ways oppression, exploitation, and dominance of people and nonhuman animals are still prevalent.

Power Chat
This activity can serve as a good icebreaker to allow students or fellow advocates to know each other better and to focus on important issues, or it can serve as an introduction for exploring what each (and all) of us can do for positive social change.

Scavenger Hunt
Help participants rediscover the wonder of the natural world by taking them on an outdoor scavenger hunt for which they'll record their finds, rather than “taking” anything.

Smell Teas
Awaken wonder, enhance memory skills and explore the sense of smell by having students concoct their own special “smell tea” for other students to identify….only by smell!

Spaceship Earth
Our fossil fuels are gone! How will we survive and thrive without them? Students explore two scenarios and develop plans of action for living successfully and sustainably.

Sustainer
Students become castaways on a remote and pristine island and must determine how to live in a way that is sustainable for all.

Take Two
Unveil the manipulation inherent in marketing and corporate branding and awaken the creativity of your students by having them explore commercials aimed at them and then empowering them to create new commercials with a positive message.

The Aliens Have Landed: Exploring Oppression, Rights & Freedom
Students explore oppression, rights & freedoms by participating in a scenario in which aliens have invaded Earth and humans must plead their case not to be oppressed to a Universal Court.

The Cool Factor
Help participants think about “cool” in a new way and define their sense of self by exploring what’s cool, who decides what’s cool, and different ways of defining cool.

The Dreaded Comparison
Participants explore the connections between human and animal oppression and ways that we can choose not to oppress others.

The Gist of You
Just as businesses and non-profits have their own taglines to help identify them and serve as a touchstone for their goals & intentions, so people can have their own taglines to help guide us & reflect our own aspirations. In this activity, participants create their own taglines.

The Third Side: Beyond Either/or Thinking
Many people view the world through a lens of black and white, either/or. In this activity groups of students work together to explore a variety of possible solutions to a global issues conflict.
True Price
Students will explore the positive & negative impacts of our product choices on themselves, other people, animals, and the earth.

Two Apples
In this icebreaker, participants learn just how important words and actions are when they explore their impact on two apples.

We Have You Surrounded: Exploring Branding, Marketing & Globalization
We’re surrounded by marketing and advertising telling us what to buy, who to be, what we need to be happy. Use this series of activities to help students explore issues of branding, marketing, and globalization.

What Do We Need?
What do humans need to be happy and fulfilled? What are our highest needs? What happens when our needs don’t get met? This activity uses Maslow’s Hierarchy of Needs as a springboard for exploring needs.

What Price Beauty?
This activity encourages students to explore and think critically about the impacts of the ingredients in the personal care products that they use on themselves, other people, animals and the environment, as well as how branding and marketing play into our choices.

What is a Humane Life?
What’s a typical Saturday look like in the life of someone striving to live a more humane life? Participants follow a “humane presenter” or a “humane wannabe” through a reenactment of their day to learn about the whys and whys of making humane choices every day.

What’s in a Name?
“‘You’re such a pig!’ “She’s a total dog!” Help students examine our myths about and prejudices against animals, to explore why they exist, and to consider what we might want to change about our relationships with them.

Where in the World?
Students “shop” for T-shirts to help them make the connection between what they wear and the conditions under which it’s made.

Which Harms Less?
Great for a larger assembly, this activity asks students to compare pairs of similar products to consider which of the two helps more and harms less.

Whom Do You Pet & Whom Do You Eat?
Lead students in an activity which explores why we treat different types of animals differently, and how we can learn to view them with different eyes.

Wonder Walk
Participants take turns leading each other on a silent Wonder Walk to discover the natural world with their 5 senses.

Word Power
Words have enormous power and often assign value. This activity explores sample words in context and what kinds of value those words imply.

EXPECTATION
CCSS.ELA-Literacy.SL.11-12.1d
Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

Clothing Line Up
We make choices every day about what we wear, but how often do we pay attention to the impact of our clothing choices on others? Students explore more and less harmful clothing options from the perspectives of the animals, other people, and the environment.

Greatest Impact
Groups of students analyze the impact of behaviors and product choices to determine which choices have the greatest impact on the environment, on human health and well-being, and on other species.

Power Chat
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<tr>
<th>CATEGORY / CLUSTER</th>
<th>Comprehension and Collaboration</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STANDARD</strong></td>
<td><strong>CCSS.ELA-Literacy.SL.11-12.2</strong></td>
</tr>
<tr>
<td><strong>Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</strong></td>
<td></td>
</tr>
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**Analyzing Advertising**
Students learn to be ad-savvy by exploring the pervasiveness of ads in their lives and by analyzing what ads are trying to sell...and trying to hide.

**Be a C.R.I.T.I.C.**
Students learn to use the C.R.I.T.I.C. technique to help them bring critical thinking skills to any information they receive, whether from industry, non-profits, government, or media.

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**Earth Court**
The biggest issues and challenges of our time go on trial as students serve as prosecution, defense, and jury, and then develop a solutions-based sentencing.

**Greatest Impact**
Groups of students analyze the impact of behaviors and product choices to determine which choices have the greatest impact on the environment, on human health and well-being, and on other species.

**How'd That Get on my Plate?**
This activity encourages participants to explore how sample ingredients in our food might affect the environment, people, and animals, and what humane alternatives might exist.

**It Ads Up**
This activity explores: How do ads influence us? What strategies do ad designers use to target different groups of people? How can we recognize those strategies and our own triggers?

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**Which Harms Less?**
Great for a larger assembly, this activity asks students to compare pairs of similar products to consider which of the two helps more and harms less.

**Whom Do You Pet & Whom Do You Eat?**
Lead students in an activity which explores why we treat different types of animals differently, and how we can learn to view them with different eyes.

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<th><strong>STANDARD</strong></th>
<th><strong>CCSS.ELA-Literacy.SL.11-12.3</strong></th>
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<tbody>
<tr>
<td><strong>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</strong></td>
<td></td>
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</tbody>
</table>
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<tbody>
<tr>
<td>CATEGORY / CLUSTER</td>
<td>Presentation of Knowledge and Ideas</td>
<td></td>
</tr>
<tr>
<td>STANDARD</td>
<td>CCSS.ELA-Literacy.SL.11-12.4</td>
<td>Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.</td>
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| STANDARD | CCSS.ELA-Literacy.SL.11-12.5 | Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. |

**Me Against My Brother: An Exploration of Genocide**
Students explore genocide, its broader impacts, and develop a means for taking action to help prevent or address genocide.

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<td>CATEGORY / CLUSTER</td>
<td>Vocabulary Acquisition and Use</td>
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</tr>
<tr>
<td>STANDARD</td>
<td>CCSS.ELA-Literacy.L.11-12.4</td>
<td>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.</td>
</tr>
</tbody>
</table>

| EXPECTATION | CCSS.ELA-Literacy.L.11-12.4a | Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. |

**Analyzing Advertising**
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**Be a C.R.I.T.I.C.**
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**Behind the Scenes**
Participants explore the hidden lives of their everyday stuff by investigating how ordinary products come into existence & who/what has been helped or harmed in the creation & distribution of that product.

**Cast Your Vote**
Students learn about the “hidden ingredients” in every day products and practice voting their values by “buying” different kinds of items.

**Choice Cards**
Participants consider pairs of related behaviors and products and contemplate which choices do more good and less harm.

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This activity familiarizes students with the Universal Declaration of Human Rights and inspires them to think about the freedoms they enjoy that others cannot.

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Lead students in an activity which explores why we treat different types of animals differently, and how we can learn to view them with different eyes.

**Word Power**
Words have enormous power and often assign value. This activity explores sample words in context and what kinds of value those words imply.
### EXPECTATION: CCSS.ELA-Literacy.L.11-12.4c
Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

**Not So Fair and Balanced: Analyzing Bias in the Media**
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### EXPECTATION: CCSS.ELA-Literacy.L.11-12.4d
Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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<td>Vocabulary Acquisition and Use</td>
<td></td>
</tr>
<tr>
<td>STANDARD</td>
<td>CCSS.ELA-Literacy.L.11-12.5</td>
<td>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</td>
</tr>
<tr>
<td>EXPECTATION</td>
<td>CCSS.ELA-Literacy.L.11-12.5b</td>
<td>Analyze nuances in the meaning of words with similar denotations.</td>
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<td>STANDARD</td>
<td>CCSS.ELA-Literacy.L.11-12.6</td>
<td>Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</td>
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**Choice Cards**
Participants consider pairs of related behaviors and products and contemplate which choices do more good and less harm.

**Circle of Compassion**
This activity can serve as an excellent springboard for exploring compassion and introducing important social change issues to students.

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<th>Reading Standards for Literature</th>
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</thead>
<tbody>
<tr>
<td>CATEGORY / CLUSTER</td>
<td>Key Ideas and Details</td>
<td>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</td>
</tr>
<tr>
<td>STANDARD</td>
<td>CCSS.ELA-Literacy.RL.11-12.1</td>
<td>Human Rights for All? This activity familiarizes students with the Universal Declaration of Human Rights and inspires them to think about the freedoms they enjoy that others cannot. Spaceship Earth Our fossil fuels are gone! How will we survive and thrive without them? Students explore two scenarios and develop plans of action for living successfully and sustainably. Word Power Words have enormous power and often assign value. This activity explores sample words in context and what kinds of value those words imply.</td>
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</tr>
<tr>
<td>CATEGORY / CLUSTER</td>
<td>Craft and Structure</td>
<td>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) Word Power Words have enormous power and often assign value. This activity explores sample words in context and what kinds of value those words imply.</td>
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<td>CCSS.ELA-Literacy.RL.11-12.4</td>
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<tr>
<td>CATEGORY / CLUSTER</td>
<td>Range of Reading and Level of Text Complexity</td>
<td>By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently. Human Rights for All? This activity familiarizes students with the Universal Declaration of Human Rights and inspires them to think about the freedoms they enjoy that others cannot. Spaceship Earth Our fossil fuels are gone! How will we survive and thrive without them? Students explore two scenarios and develop plans of action for living successfully and sustainably. Word Power Words have enormous power and often assign value. This activity explores sample words in context and what kinds of value those words imply.</td>
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<td>STANDARD</td>
<td>CCSS.ELA-Literacy.RL.11-12.10</td>
<td></td>
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<td>CATEGORY / CLUSTER</td>
<td>Key Ideas and Details</td>
<td>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. Analyzing Advertising Students learn to be ad-savvy by exploring the pervasiveness of ads in their lives and by analyzing what ads are trying to sell...and trying to hide. Be a C.R.I.T.I.C. Students learn to use the C.R.I.T.I.C. technique to help them bring critical thinking skills to any information they receive, whether from industry, non-profits,</td>
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Behind the Scenes
Participants explore the hidden lives of their everyday stuff by investigating how ordinary products come into existence & who/what has been helped or harmed in the creation & distribution of that product.

Cast Your Vote
Students learn about the “hidden ingredients” in every day products and practice voting their values by “buying” different kinds of items.

Choice Cards
Participants consider pairs of related behaviors and products and contemplate which choices do more good and less harm.

Clothing Line Up
We make choices every day about what we wear, but how often do we pay attention to the impact of our clothing choices on others? Students explore more and less harmful clothing options from the perspectives of the animals, other people, and the environment.

Earth Court
The biggest issues and challenges of our time go on trial as students serve as prosecution, defense, and jury, and then develop a solutions-based sentencing.

Greatest Impact
Groups of students analyze the impact of behaviors and product choices to determine which choices have the greatest impact on the environment, on human health and well-being, and on other species.

Local Treasures
Reawaken wonder about the natural world and teach students about the environment in which they live by sending them on a treasure hunt!

Me Against My Brother: An Exploration of Genocide
Students explore genocide, its broader impacts, and develop a means for taking action to help prevent or address genocide.

Not So Fair and Balanced: Analyzing Bias in the Media
This lesson plan helps high school students take a closer look at prejudices, the biases that media contain perpetuate, and the ways we are influenced by those media biases.

The Third Side: Beyond Either/or Thinking
Many people view the world through a lens of black and white, either/or. In this activity groups of students work together to explore a variety of possible solutions to a global issues conflict.

We Have You Surrounded: Exploring Branding, Marketing & Globalization
We’re surrounded by marketing and advertising telling us what to buy, who to be, what we need to be happy. Use this series of activities to help students explore issues of branding, marketing, and globalization.

What Price Beauty?
This activity encourages students to explore and think critically about the impacts of the ingredients in the personal care products that they use on themselves, other people, animals and the environment, as well as how branding and marketing play into our choices.

What is a Humane Life?
What’s a typical Saturday look like in the life of someone striving to live a more humane life? Participants follow a “humane presenter” or a “humane wannabe” through a reenactment of their day to learn about the whats and whys of making humane choices every day.

Where in the World?
Students “shop” for T-shirts to help them make the connection between what they wear and the conditions under which it’s made.

Whom Do You Pet & Whom Do You Eat?
Lead students in an activity which explores why we treat different types of animals differently, and how we can learn to view them with different eyes.

STANDARD CCSS.ELA-Literacy.RI.11-12.2
Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

Analyzing Advertising
Students learn to be ad-savvy by exploring the pervasiveness of ads in their lives and by analyzing what ads are trying to sell...and trying to hide.

Be a C.R.I.T.I.C.
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<td>STANDARD</td>
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<td>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</td>
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Participants consider pairs of related behaviors and products and contemplate which choices do more good and less harm.

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This activity can serve as an excellent springboard for exploring compassion and introducing important social change issues to students.

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**The Dreaded Comparison**
Participants explore the connections between human and animal oppression.
and ways that we can choose not to oppress others.

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Just as businesses and non-profits have their own taglines to help identify them and serve as a touchstone for their goals & intentions, so people can have their own taglines to help guide us & reflect our own aspirations. In this activity, participants create their own taglines.

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What do humans need to be happy and fulfilled? What are our highest needs? What happens when our needs don’t get met? This activity uses Maslow’s Hierarchy of Needs as a springboard for exploring needs.

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<td>Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</td>
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**We Have You Surrounded: Exploring Branding, Marketing & Globalization**
We’re surrounded by marketing and advertising telling us what to buy, who to be, what we need to be happy. Use this series of activities to help students explore issues of branding, marketing, and globalization.

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<td>Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</td>
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**What Price Beauty?**
This activity encourages students to explore and think critically about the impacts of the ingredients in the personal care products that they use on themselves, other people, animals and the environment, as well as how branding and marketing play into our choices.

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<th>STANDARD</th>
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<td></td>
<td>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</td>
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**Power Chat**
This activity can serve as a good icebreaker to allow students or fellow advocates to know each other better and to focus on important issues, or it can serve as an introduction for exploring what each (and all) of us can do for positive social change.

**EXPECTATION**
Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

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**EXPECTATION**
Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.

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**EXPECTATION**
Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

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**EXPECTATION**  
**CCSS.ELA-Literacy.W.11-12.1d**  
Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

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**EXPECTATION**  
**CCSS.ELA-Literacy.W.11-12.1e**  
Provide a concluding statement or section that follows from and supports the argument presented.

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**STANDARD**  
**CCSS.ELA-Literacy.W.11-12.2**  
Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

**EXPECTATION**  
**CCSS.ELA-Literacy.W.11-12.2.a**  
Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

**Behind the Scenes**  
Participants explore the hidden lives of their everyday stuff by investigating how ordinary products come into existence & who/what has been helped or harmed in the creation & distribution of that product.

**It Ads Up**  
This activity explores: How do ads influence us? What strategies do ad designers use to target different groups of people? How can we recognize those strategies and our own triggers?

**One Person Can Change the World**  
Empower students by using stories and activities to show them that one person can make a positive difference.

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What do humans need to be happy and fulfilled? What are our highest needs? What happens when our needs don’t get met? This activity uses Maslow’s Hierarchy of Needs as a springboard for exploring needs.

**Where in the World?**  
Students “shop” for T-shirts to help them make the connection between what they wear and the conditions under which it’s made.

**Whom Do You Pet &amp; Whom Do You Eat?**  
Lead students in an activity which explores why we treat different types of animals differently, and how we can learn to view them with different eyes.

**EXPECTATION**  
**CCSS.ELA-Literacy.W.11-12.2.b**  
Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.

**Behind the Scenes**  
Participants explore the hidden lives of their everyday stuff by investigating how ordinary products come into existence & who/what has been helped or harmed in the creation & distribution of that product.

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<td>STANDARD</td>
<td>CCSS.ELA-Literacy.W.11-12.3</td>
<td>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</td>
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<td>STANDARD</td>
<td>CCSS.ELA-Literacy.W.11-12.3a</td>
<td>Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</td>
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<td>STANDARD</td>
<td>CCSS.ELA-Literacy.W.11-12.3d</td>
<td>Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</td>
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**Scavenger Hunt**
Help participants rediscover the wonder of the natural world by taking them on an outdoor scavenger hunt for which they’ll record their finds, rather than “taking” anything.

**Word Power**
Words have enormous power and often assign value. This activity explores sample words in context and what kinds of value those words imply.
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<th>CCSS.ELA-Literacy.W.11-12.4</th>
<th>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</th>
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<td>This activity can serve as an excellent springboard for exploring compassion and introducing important social change issues to students. It comes naturally to most of us to help out when needed. This icebreaker sparks discussion about the importance of helping others, and how easy it can be to make helping part of our everyday lives.</td>
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<td>This activity inspires students to think about their own areas of prejudice, to identify how we develop our attitudes about others, and empowers them to take action to reduce bigotry in their own lives and in society. This lesson plan helps high school students take a closer look at prejudices, the biases that media contain perpetuate, and the ways we are influenced by those media biases.</td>
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<td>STANDARD</td>
<td>CCSS.ELA-Literacy.W.11-12.5</td>
<td>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</td>
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<td>Research to Build and Present Knowledge</td>
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<td>STANDARD</td>
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<td>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.</td>
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Earth Court
The biggest issues and challenges of our time go on trial as students serve as prosecution, defense, and jury, and then develop a solutions-based sentencing.

How’d That Get on my Plate?
This activity encourages participants to explore how sample ingredients in our food might affect the environment, people, and animals, and what humane alternatives might exist.

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STANDARD CCSS.ELA-Literacy.W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

A Moment in Your Shoes
How will students feel spending a moment in the shoes of a battery hen or a child slave? Use this lively and thought-provoking activity to introduce human and animal issues and the connections between them.

Analyzing Advertising
Students learn to be ad-savvy by exploring the pervasiveness of ads in their lives and by analyzing what ads are trying to sell...and trying to hide.

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Participants explore the hidden lives of their everyday stuff by investigating how ordinary products come into existence & who/what has been helped or harmed in the creation & distribution of that product.

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<th>CCSS.ELA-Literacy.W.11-12 Writing Standards</th>
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<tbody>
<tr>
<td>CATEGORY / CLUSTER</td>
<td>Range of Writing</td>
</tr>
<tr>
<td>STANDARD</td>
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What’s a typical Saturday look like in the life of someone striving to live a more humane life? Participants follow a “humane presenter” or a “humane wannabe” through a reenactment of their day to learn about the whats and whys of making humane choices every day.

What’s in a Name?
"You’re such a pig!" "She’s a total dog!" Help students examine our myths about and prejudices against animals, to explore why they exist, and to consider what we might want to change about our relationships with them.

Where in the World?
Students “shop” for T-shirts to help them make the connection between what they wear and the conditions under which it’s made.

Which Harms Less?
Great for a larger assembly, this activity asks students to compare pairs of similar products to consider which of the two helps more and harms less.

Whom Do You Pet &amp; Whom Do You Eat?
Lead students in an activity which explores why we treat different types of animals differently, and how we can learn to view them with different eyes.

Wonder Walk
Participants take turns leading each other on a silent Wonder Walk to discover the natural world with their 5 senses.

Word Power
Words have enormous power and often assign value. This activity explores sample words in context and what kinds of value those words imply.

<table>
<thead>
<tr>
<th>EXPECTATION</th>
<th>CCSS.ELA-Literacy.SL.11-12.1d</th>
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<tbody>
<tr>
<td></td>
<td>Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</td>
</tr>
</tbody>
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Clothing Line Up
We make choices every day about what we wear, but how often do we pay attention to the impact of our clothing choices on others? Students explore more and less harmful clothing options from the perspectives of the animals, other people, and the environment.

Greatest Impact
Groups of students analyze the impact of behaviors and product choices to determine which choices have the greatest impact on the environment, on human health and well-being, and on other species.

Power Chat
This activity can serve as a good icebreaker to allow students or fellow advocates to know each other better and to focus on important issues, or it can serve as an introduction for exploring what each (and all) of us can do for positive social change.

The Third Side: Beyond Either/or Thinking
Many people view the world through a lens of black and white, either/or. In this activity groups of students work together to explore a variety of possible solutions to a global issues conflict.
<table>
<thead>
<tr>
<th>STRAND / DOMAIN</th>
<th>CCSS.ELA-Literacy.SL.11-12</th>
<th>Speaking and Listening Standards</th>
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<tbody>
<tr>
<td>CATEGORY / CLUSTER</td>
<td>Comprehension and Collaboration</td>
<td></td>
</tr>
<tr>
<td>STANDARD</td>
<td>CCSS.ELA-Literacy.SL.11-12.2</td>
<td></td>
</tr>
</tbody>
</table>

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

### Analyzing Advertising
Students learn to be ad-savvy by exploring the pervasiveness of ads in their lives and by analyzing what ads are trying to sell...and trying to hide.

### Be a C.R.I.T.I.C.
Students learn to use the C.R.I.T.I.C. technique to help them bring critical thinking skills to any information they receive, whether from industry, non-profits, government, or media.

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The biggest issues and challenges of our time go on trial as students serve as prosecution, defense, and jury, and then develop a solutions-based sentencing.

### Greatest Impact
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### How'd That Get on my Plate?
This activity encourages participants to explore how sample ingredients in our food might affect the environment, people, and animals, and what humane alternatives might exist.

### It Ads Up
This activity explores: How do ads influence us? What strategies do ad designers use to target different groups of people? How can we recognize those strategies and our own triggers?

### Me Against My Brother: An Exploration of Genocide
Students explore genocide, its broader impacts, and develop a means for taking action to help prevent or address genocide.

### Not So Fair and Balanced: Analyzing Bias in the Media
This lesson plan helps high school students take a closer look at prejudices, the biases that media contain perpetuate, and the ways we are influenced by those media biases.

### One Makes the Difference
Every person has the power to create positive change. Students explore the power of one and the values that help create a better world.

### Spaceship Earth
Our fossil fuels are gone! How will we survive and thrive without them? Students explore two scenarios and develop plans of action for living successfully and sustainably.

### Sustainer
Students become castaways on a remote and pristine island and must determine how to live in a way that is sustainable for all.

### Take Two
Unveil the manipulation inherent in marketing and corporate branding and awaken the creativity of your students by having them explore commercials aimed at them and then empowering them to create new commercials with a positive message.

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### True Price
Students will explore the positive & negative impacts of our product choices on themselves, other people, animals, and the earth.

### We Have You Surrounded: Exploring Branding, Marketing &amp; Globalization
We’re surrounded by marketing and advertising telling us what to buy, who to be, what we need to be happy. Use this series of activities to help students explore
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<thead>
<tr>
<th>STANDARD</th>
<th>CCSS.ELA-Literacy.SL.11-12.3</th>
<th>Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</th>
</tr>
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<td>Power Chat</td>
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### Standard: CCSS.ELA-Literacy.SL.11-12.4

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range or formal and informal tasks.

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<th>STANDARD</th>
<th>CCSS.ELA-Literacy.SL.11-12.5</th>
<th>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</th>
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<td>Me Against My Brother: An Exploration of Genocide</td>
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### Standard: CCSS.ELA-Literacy.L.11-12

**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.**
Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.

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**Be a C.R.I.T.I.C.**
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**Behind the Scenes**
Participants explore the hidden lives of their everyday stuff by investigating how ordinary products come into existence & who/what has been helped or harmed in the creation & distribution of that product.

**Cast Your Vote**
Students learn about the “hidden ingredients” in every day products and practice voting their values by “buying” different kinds of items.

**Choice Cards**
Participants consider pairs of related behaviors and products and contemplate which choices do more good and less harm.

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**Human Rights for All?**
This activity familiarizes students with the Universal Declaration of Human Rights and inspires them to think about the freedoms they enjoy that others cannot.

**Local Treasures**
Reawaken wonder about the natural world and teach students about the environment in which they live by sending them on a treasure hunt!

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**Where in the World?**
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**Whom Do You Pet &amp; Whom Do You Eat?**
Lead students in an activity which explores why we treat different types of animals differently, and how we can learn to view them with different eyes.

**Word Power**
Words have enormous power and often assign value. This activity explores sample words in context and what kinds of value those words imply.
Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.

**Not So Fair and Balanced: Analyzing Bias in the Media**
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Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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<th>Language Standards</th>
</tr>
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</table>

### CATEGORY / CLUSTER

<table>
<thead>
<tr>
<th>Vocabulary Acquisition and Use</th>
</tr>
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</table>

### STANDARD

<table>
<thead>
<tr>
<th>CCSS.ELA-Literacy.L.11-12.5</th>
<th>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</th>
</tr>
</thead>
</table>

### EXPECTATION

<table>
<thead>
<tr>
<th>CCSS.ELA-Literacy.L.11-12.5b</th>
<th>Analyze nuances in the meaning of words with similar denotations.</th>
</tr>
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</table>

**Choice Cards**
Participants consider pairs of related behaviors and products and contemplate which choices do more good and less harm.

**Circle of Compassion**
This activity can serve as an excellent springboard for exploring compassion and introducing important social change issues to students.

**Me Against My Brother: An Exploration of Genocide**
Students explore genocide, its broader impacts, and develop a means for taking action to help prevent or address genocide.

**More Than a Label**
This activity inspires students to think about their own areas of prejudice, to identify how we develop our attitudes about others, and empowers them to take action to reduce bigotry in their own lives and in society.

**One Makes the Difference**
Every person has the power to create positive change. Students explore the power of one and the values that help create a better world.

**The Dreaded Comparison**
Participants explore the connections between human and animal oppression and ways that we can choose not to oppress others.

**The Gist of You**
Just as businesses and non-profits have their own taglines to help identify them and serve as a touchstone for their goals & intentions, so people can have their own taglines to help guide us & reflect our own aspirations. In this activity, participants create their own taglines.

**What Do We Need?**
What do humans need to be happy and fulfilled? What are our highest needs? What happens when our needs don’t get met? This activity uses Maslow’s Hierarchy of Needs as a springboard for exploring needs.

**What is a Humane Life?**
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