AP® English Language
and Composition

IMPACT OF EDUCATION

Teaching Module

College Board

College Board is a mission-driven not-for-profit organization that connects students to college success and opportunity. Founded in 1900, College Board was created to expand access to higher education. Today, the membership association is made up of over 6,000 of the world's leading educational institutions and is dedicated to promoting excellence and equity in education. Each year, College Board helps more than seven million students prepare for a successful transition to college through programs and services in college readiness and college success—including the SAT® and the Advanced Placement® Program. The organization also serves the education community through research and advocacy on behalf of students, educators, and schools. For further information, visit **collegeboard.org**.

AP® Equity and Access Policy Statement

College Board strongly encourages educators to make equitable access a guiding principle for their AP programs by giving all willing and academically prepared students the opportunity to participate in AP. We encourage the elimination of barriers that restrict access to AP for students from ethnic, racial, and socioeconomic groups that have been traditionally underrepresented. Schools should make every effort to ensure their AP classes reflect the diversity of their student population. College Board also believes that all students should have access to academically challenging coursework before they enroll in AP classes, which can prepare them for AP success. It is only through a commitment to equitable preparation and access that true equity and excellence can be achieved.

WE

WE is a movement that empowers people to change the world through a charitable foundation and a social enterprise. Our service learning program, WE Schools, supports teachers' efforts to help students become compassionate leaders and active citizens, empowering them to take action on the issues that matter most to them. Currently partnered with 18,400 schools and groups, and backed by a movement of 5.3 million youth, we are engaging a new generation of service leaders and providing resources for a growing network of educators.

Our free and comprehensive library of lesson plans is designed to be adapted to meet the needs of any partner school, regardless of students' grades, socioeconomic backgrounds, or learning challenges. Skills development through the program also increases academic engagement and improves college and workplace readiness. Third-party impact studies show that alumni of the program are more likely to vote, volunteer, and be socially engaged. Learn more at **WE.org**.

About the Partnership

College Board and WE share a passion for enriching students' learning experiences and developing well-rounded citizens. By combining the academic challenge and rigor of AP with WE's Learning Framework, AP with WE Service creates an opportunity for students to consider their classroom work and how it applies to real-world issues, while working closely with their peers to address relevant needs in their local and global communities.

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Using This Module

AP with WE Service provides a collection of resources to support your planning and implementation of the program. This teaching module, Impact of Education, is a sample lesson guide for AP English Language and Composition. As you read through this module, refer to the AP with WE Service Program Guide for additional activities that will support your students' learning throughout the program.

Program Guide

The AP with WE Service Program Guide contains a robust collection of service oriented activities and resources that support the WE Learning Framework. Use these case studies, news articles, and student activities to supplement and strengthen your students' understanding and application of core service learning skills. https://apcentral.collegeboard.org/media/pdf/program-guide_1.pdf

WE Resources

WE offers a library of resources to support you in delivering content on social topics and issues, as well as the tools and the inspiration for your students to take social action, empower others, and transform lives—including their own. Access our resources at WE.org/weschoolsresources. An AP with WE Service Program Manager will support you in planning your instruction with access to the resources that are the right fit for you. Digital Social Issues Sessions will connect your students with a motivational speaker or facilitator to deliver an online workshop on global and local issues and topics. Speakers and facilitators can also be booked for school-wide speeches and smaller group or class workshops on site. Full-day Youth Summits provide immersive issues education and action planning opportunities for students. Throughout the module, you will also see tables of optional activities and resources you can pull into your instruction.

Digital Portfolio

Report your students' performance through the AP with WE Service digital portfolio. Step-by-step directions for using the digital portfolio are available on the program website: collegeboard.org/apwe-resources.

How-To Videos

Also available on the program website are how-to videos that explain what AP with WE Service is all about, as well as the steps you need to take to get it going in your class: collegeboard.org/apwe-videos.

Module Sections

THE PLAN SECTION contains information to help you decide how and when you will fit this module into your AP curriculum.

PART 1: INVESTIGATE AND LEARN defines and explores the module topic at local and global levels, and within the context of your AP course curriculum. This will be the majority of your required in-class instruction hours and it is where your students will start to make connections between your AP course content and the module topic.

PART 2: ACTION PLAN guides students as they form teams and begin developing their plan for achieving one local and one global action.

PART 3: TAKE ACTION is where students put their plans into action. As they work, they should keep track of what they do and collect artifacts that capture their efforts. During this part, you may need to guide students as they encounter obstacles or help them maintain their motivation.

PART 4: REPORT AND CELEBRATE describes how students can showcase their projects and share their accomplishments. Presentations and celebrations may be in your class or in the community.

PLAN

TEACH: PART 1

TEACH: PART 2

TEACH: PART 3

TEACH: PART 4

Teaching Module

Impact of Education

"Education should be so revolutionized as to answer the wants of the poorest villager, instead of answering those of an imperial exploiter."

– MAHATMA GANDHI, INDIAN CIVIL RIGHTS LEADER

Getting to Know the Topic

Access to Education: Globally

In 2015, through the Sustainable Development Goals, the United Nations established SDG 4 which aims to "Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all." While there has been progress toward achieving this goal, approximately 258 million children and youth were out of school in 2018. Poverty, lack of access to quality health care, geography, gender, child labor, and food insecurity are some factors that prevent children from attending school.

Fast facts

▸ An estimated 40% of people are taught in a language they don't speak or fully understand.

▸ Globally, approximately 15% of teachers have not received the minimum pedagogical training needed in order to teach.

▸ In 2019, less than one half of primary and lower secondary schools in Sub-Saharan Africa had access to electricity, the Internet, computers, and basic handwashing facilities, key basic services and facilities necessary to ensure a safe and effective learning environment for all students.

Taking Action Globally

There are a number of ways that students can take action in their own school and community to help developing communities around the world improve their access to education. Some ideas include:

▸ Volunteer at an organization that works for global issues—many organizations offer ways to get involved on their websites and in their offices

▸ Collect supplies (in consultation with the organization) or raise funds for an organization that will share the outcomes of the donations

▸ Create a campaign writing letters to the United Nations, government bodies, and other leaders to ask for added resources on the issue

More than 700 million people worldwide are illiterate, two thirds of them being women.

Getting to Know the Topic

Access to Education: Locally

In the United States, despite a doubling of spending since the mid-1970s, average educational attainment has stagnated. Education is also highly correlated with employment and workforce participation. High school dropouts today have 3.5 times the unemployment rate of college graduates. More than 50% of high school dropouts are not in the labor force and an additional 19% are looking for work. Male high school dropouts were 47 times more likely to be incarcerated than a college graduate.

The issues are highlighted even further when comparing educational statistics and outcomes of other industrialized nations with those of the United States. Among the 35 members of the Organization for Economic Cooperation and Development, which sponsors the Program for International Student Assessment (PISA) initiative, the U.S. ranked 30th in math and 19th in science.

Fast facts

▶ According to the National Assessment of Educational Programming (NAEP), only 25% of 12th grade students are "proficient" or "advanced" in math.

▶ As of 2019, the United States was experiencing a 307,000 job shortfall in public education, according to the Economic Policy Institute.

▶ Only 37% of high school dropouts indicated their school tried to talk them into staying.

Taking Action Locally

Within their local or national community, students can:

▶ Work with a local organization addressing the topic

▶ Collect educational resources—like books, notepads, pens, and backpacks—and donate them for distribution to benefit students in need

▶ Create and deliver an educational workshop to raise awareness about educational topics and its local impact with a strong call to action that leads to enacting change

With both their global and local actions, encourage students to be creative with the ideas they develop through their action plans.
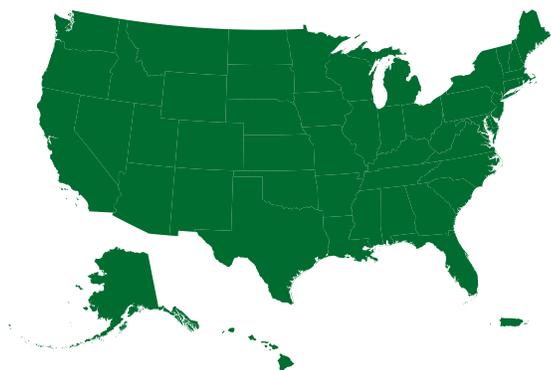
45% of high-poverty schools receive state & local funds below what is typical for other schools in their district.

Taking Action

Global and Local Service Projects

WE Villages

For more than two decades, WE Villages has been engineering an international development model to end poverty. It works. It's proven. It's scalable.

We partner with developing communities around the world and collaborate on projects and programs that equip families with the tools they need to break the cycle of poverty through our five Pillars of Impact: Education, Water, Health, Food, and Opportunity. These pillars address the five primary causes of poverty with holistic and sustainable solutions that work in tandem to transform communities.

Why Education?

When children are educated, they are armed with the courage and self-confidence to better themselves and their families, their communities, and ultimately the next generation.

▸ With an education, children are more knowledgeable about safe sources of drinking water to keep their bodies feeling their best.

▸ Lessons on health can help children and their families take the necessary measures to prevent illness before it occurs, overcome it more quickly when it does, and improve overall health.

▸ At school, children can learn about nutrition and farming techniques to ensure their communities are food secure. Students can also get hands-on experience in school gardens.

▸ Children who are educated grow up to be adults who understand and advocate for basic rights, with better opportunities in the workforce, higher incomes, and more ways to provide for their families. Ultimately, ending the cycle of poverty begins with schooling.

Five Pillars of Impact

Education	Water	Health	Food Security	Opportunity

Planning Your Instruction

Access to Education

Purpose

In this module, students will analyze the importance of education through personal and literary experience. They will develop their own arguments about the role of education in their personal lives and the lives of others. Students will connect AP English Language and Composition skills to develop a service project on an issue in education today, both local and global.

Ensure students are collecting evidence of their work as they go along. The following list includes pieces of work you may want to collect through out the year:

▸ Photos

▸ Interviews

▸ Scripts

▸ Screenshots

▸ Posters

▸ Maps

▸ Reflections

▸ Thank you notes

Overview

As presented in the Introduction, this teaching module contains four parts. The parts within the module may be implemented at a variety of different times based on the preferences and needs of schools, teachers, and administrators. These are also the four rubric topics you will assess your students on in the digital portfolio:

Part 1: Investigate and Learn: Investigate the role of education in the lives of individuals and communities and make connections to current local and global issues.

Part 2: Action Plan: Guide students as they form teams, develop their action plans, and reflect on their ideas.

Part 3: Take Action: Provide students with suggestions for how to demonstrate effective teamwork, overcome conflicts, record actions, and reflect on their work.

Part 4: Report and Celebrate: Support students as they create portfolios, celebrate their actions, and complete a final reflection on their experiences.

Throughout Parts 1–4, activities that are required for the Recognition Rubric are labeled with an icon (see Icon Legend on page 17). Optional activities that will help students design and complete their service projects, but are not required by the program, are listed in tables throughout each part. These optional activities are available in the AP with WE Service Program Guide or on the WE website, as indicated in the tables.

Enhance Your Instruction with WE Resources

Throughout the module, you will also see tables of optional activities and resources you can pull into your instruction.

Alignment to Course Framework

Based on the AP English Language and Composition Course and Exam Description, these are the curriculum components addressed in the lessons.

AP® ENGLISH LANGUAGE AND COMPOSITION	
Big Ideas	• Rhetorical Situation, Claims and Evidence, Reasoning and Organization, Style
Enduring Understandings	• Individuals write within a particular situation and make strategic writing choices based on that situation. • Writers make claims about subjects, rely on evidence that supports the reasoning that justifies the claim, and often acknowledge or respond to other, possibly opposing, arguments. • Writers guide understanding of a text's lines of reasoning and claims through that text's organization and integration of evidence. • The rhetorical situation informs the strategic stylistic choices that writers make.

The course skills students will practice in these lessons stretch across all four Big Ideas and the respective Enduring Understandings of the course. To learn more about the course skills and their associated Essential Knowledge statements, read through the Course Skills table on page 19 of the **Course and Exam Description**, as well as the Unit Guides, starting on page 34.

WE Service Concepts

Based on the WE Learning Framework, here are the particular WE Service concepts addressed in this module.

STUDENTS WILL UNDERSTAND THAT...	STUDENTS WILL BE SKILLED AT...	STUDENTS WILL KNOW THAT...
• Social issues are complex, and, therefore, research is essential to understanding them • Oftentimes, local and global issues can be interconnected • Understanding the role of cultural, social, and economic factors is vital to the development of solutions • People have a civic identity, which provides opportunities for public action • Serving the greater community can be meaningful for the individual and the community • Creating social change happens through a set of skills, including creating action plans • Carrying out an action plan requires personal and group resilience • Individual behavior and decisions toward a social issue impact the larger global context of that issue	• Working collaboratively in teams • Working collaboratively with community partners (where applicable) • Researching an identified social issue on local and global levels • Creating an action plan • Successfully implementing an action plan • Educating others (classmates, community partners, school, etc.) about a social issue • Presenting actions and results to wider audiences • Applying critical thinking • Thinking entrepreneurially • Demonstrating leadership • Reflecting on learning about the social issue • Reflecting on working to create social change	• AP course content is relevant to addressing social issues and topics, and provides knowledge toward creating working solutions • There are organizations working for social change on the social issue • They have an important role to play as students, employees, volunteers, and as citizens to have a positive impact on their local and global community

See full WE Learning Framework and details at **WE.org/we-schools/program/learning-framework**.

Icon Legend

As described in the AP with WE Service Program Guide, the WE Learning Framework identifies the most relevant core skills students will develop as they progress through this module.

| ARGUMENT FORMATION | INFORMATION LITERACY | LEADERSHIP SKILLS | ORGANIZATION | ACTION PLANNING | RESEARCH AND WRITING | CRITICAL THINKING | REFLECTION |

Throughout each part of this module, look for these additional icons to identify the following opportunities and notes:

Teacher Tip:

Suggestions for ways to implement or modify the activities with students.

Check for Understanding:

Recommendations for ways to formatively assess student progress and mastery of the content and skills practiced in the activities.

Pay particular attention to activities labeled with the red checkmark icon:

Recognition Checkmark:

Identifies activities that are required in the Recognition Rubric. We encourage you to use the most effective instructional approaches to meet your students' needs. You may use alternative activities if they achieve the same outcomes as the required activities and align with the Recognition Rubric. Review the rubric here: **https://apcentral.collegeboard.org/pdf/apwe-recognition-rubric.pdf**

Part 1: Investigate and Learn

Investigate and Learn is divided into the following lessons:

▸ Lesson 1: Focusing on the Importance of Education

▸ Lesson 2: Pursuit of Education

▸ Lesson 3: Education Advocacy

Every student in every AP with WE Service course will do the following as part of their learning and investigation:

▸ Learn about the issue locally and globally within your course context

▸ Explore causes and effects locally and globally

▸ Assess impacts for the future on the local community and the world

WE Service Framework

INVESTIGATE AND LEARN ▸ ACTION PLAN ▸ TAKE ACTION ▸ REPORT AND CELEBRATE

RECORD AND REFLECT

Overview for Part 1: Investigate and Learn

In this module, students will analyze the importance of education through personal and literary experience. They will develop their own arguments about the role of education in their personal lives and the lives of others. Students will connect AP English Language and Composition skills to develop a service project on an issue in education today, both local and global.

Enduring Understandings

▸ Individuals write within a particular situation and make strategic writing choices based on that situation.

▸ Writers make claims about subjects, rely on evidence that supports the reasoning that justifies the claim, and often acknowledge or respond to other, possibly opposing, arguments.

▸ Writers guide understanding of a text's lines of reasoning and claims through that text's organization and integration of evidence.

▸ The rhetorical situation informs the strategic stylistic choices that writers make.

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Lesson 1: Focusing on the Importance of Education

Activity: Defining and Contextualizing Education through Personal and Literary Experience

In this lesson, guide students to:

▸ Create a working definition of education based on their own experience, personal observation, and reading

▸ Analyze a speech for the speaker's perspective on education

- Develop a defensible claim about the speaker's perspective
- Identify relevant, specific evidence from the text to support the thesis
- Discuss how the author's use of rhetorical choices convey meaning

Warmup Questions:

Choose one of the questions below. Have students upon arrival respond to the question in writing for no longer than five minutes. After writing down their ideas, have students share their thoughts with a neighbor or the class as a whole.

▸ How do you define education personally?

- Follow-up: How do we define education as a society?

▸ What impact does education have on you personally?

- Follow-up: What impact does education have on society?

Defining Education: Understanding Varying Points of View

Once students have completed the warmup above, have them view the first 4 minutes and 50 seconds of **Chimamanda Ngozi Adichie's 2019 American University Commencement Address**. In this speech, Adichie discusses how "knowledge is never complete." As students watch the video, have them complete the student viewing worksheet. Use their observations to fuel a two-part classroom discussion.

Class Discussion Part I

▸ How does Adichie define education?

▸ What value does Adichie place on education?

▸ What evidence does Adichie provide to support her argument about education?

After students have discussed their observations, have them develop their own definition of education by completing the individual brainstorming exercise activity. Based on their personal experience with the topic of education, have students begin by brainstorming the definition, purpose, and impact of education. Students may brainstorm a list of ideas in each box on the student sheet.

In small groups have students discuss the brainstorming they've completed for each of the three categories (definition, purpose, impact). After a brief discussion, have students synthesize the most salient ideas and arguments into a working definition and argument statements about their view on education. Small groups should be prepared to share their collaborative definition, purpose, and impact statements with the entire class.

Class Discussion Part 2

Have students discuss as a class some of the similarities they noticed in the definition, purpose, and impact statements they created. Use the questions below to guide discussion.

▸ Based on what the small groups have shared:

- What characteristics does education have?
- What role does education play in society?
- What tangible impacts can education have on the individual? Society?

Once students have participated in classroom discussion, have them complete a close reading of Malala Yousufzai's Nobel Lecture for rhetorical analysis practice. This speech thematically engages with the topic of education and its role in society. The accompanying exercise allows students to practice specific AP English Language and Composition skills.

AP® English Language and Composition: Speech

Provide students with some background context on Yousafzai's life and work prior to reading the speech. You can find a broad overview on the Malala Fund's page titled **Malala's Story**. Then, have students read and annotate **Malala Yousafzai's Nobel Lecture** from December 10, 2014. Focus student reading on page 4 with the paragraph that begins, "In my own village, there is no secondary girls." Have students read until the end of the speech.

Teacher Tip:

Students should also understand the context of the speech, Yousafzai's winning of the Nobel Peace Prize, so that they can speak to how she has made specific rhetorical choices based on the award she has won and the audience she is addressing.

Have students use the accompanying graphic organizer to identify specific, relevant evidence and discuss the impact of Yousafzai's rhetorical choices throughout the speech. Students will identify at least three textual citations that speak to Yousafzai's rhetorical choices, summarize each choice, and begin to develop brief commentary about the impact of Yousafzai's choices. Use the following prompt to support student reading/annotation.

On December 10, 2014, Malala Yousufzai, an activist and the youngest Nobel Peace Prize Winner, delivered the following Nobel lecture. Yousufzai was awarded the Nobel Peace Prize for her educational activism focused on allowing all children access to education. The following is an excerpt from Yousufzai's speech. Read the passage carefully. Write a paragraph that analyzes the rhetorical choices Yousufzai makes to convey her message about the importance of education.

Once students have completed this exercise, use the following questions to foster class discussion about this exercise.

▸ What repeated rhetorical choices does Yousafzai use to make an argument about the necessity of education?

▸ What is Yousafzai's purpose based on the rhetorical choices that she makes?

Once the class has participated in a discussion about their annotations, have students construct a claim about the rhetorical choices that they have identified and write a paragraph that provides evidence and commentary in support of the claim they have developed.

Have students use the following worksheets found in the Student Workbook, to complete this lesson.

Student Viewing Guide

Chimamanda Ngozi Adichie 2019 American University Commencement Address

VIEWING OBSERVATIONS As you view the video clip, collect key observations about Adichie's perspective on education.	
Observation #1	
Observation #2	
Observation #3	

Implication

After you have finished viewing the video, review your observations. Synthesize your findings into one larger statement about Adichie's view on education.

Example: Student Viewing Guide

Answers will vary.

Chimamanda Ngozi Adichie 2019 American University Commencement Address

VIEWING OBSERVATIONS As you view the video clip, collect key observations about Adichie's perspective on education.	
Observation #1	Adichie wrote stories in her notebook as a child because she loved to do that. She didn't imagine that it would lead her to the opportunity she has in the moment speaking to the graduating class at American University.
Observation #2	While one of Adichie's books was required reading on a college syllabus, she was applying to that same school for graduate study. Adichie sees herself as "a perpetual student." She believes "knowledge is never complete."
Observation #3	Adichie believes the best way to be a lifelong student is to read and specifically to read books (reading Twitter and text messages doesn't count). She believes reading helps us understand the world and develop empathy.

Implication

After you have finished viewing the video, review your observations. Synthesize your findings into one larger statement about Adichie's view on education.

Adichie believes education is a life-long pursuit that helps us understand the world, develop empathy, and encounter new experiences and opportunities.

Defining Education: Individual Brainstorming vs. Small Group Synthesis

INDIVIDUAL BRAINSTORMING: DEFINE AND EVALUATE EDUCATION
Briefly, list key words, phrases, and thoughts that you have for the three categories below. Use the questions on the left to guide your thinking.

Definition
How would you describe education?

Purpose
What is the role of education?

Impact
What impact does education have on the individual? Society?

Small Group Synthesis
Discuss your brainstorming from the activity above. Then, synthesize the most important aspects of definition, purpose, and impact into a small group argument for each category.

Definition

Purpose

Impact

Example: Defining Education: Individual Brainstorming vs. Small Group Synthesis

Answers will vary.

INDIVIDUAL BRAINSTORMING: DEFINE AND EVALUATE EDUCATION **Briefly, list key words, phrases, and thoughts that you have for the three categories below.** **Use the questions on the left to guide your thinking.**	
Definition How would you describe education?	Education gives us the opportunity to see an issue from multiple perspectives, to develop new ideas, challenge and refine ideas, problem solve, and understand the world in greater depth.
Purpose What is the role of education?	I think the purpose of education is to learn new things, find what excites you, be able to relate to others, and develop survival skills to protect yourself and others.
Impact What impact does education have on the individual? Society?	Education can create new opportunities for individuals, if delivered successfully and/or actively pursued. In terms of society, education can create a shared experience—both good and bad—among a group of people. It can also shape future visionaries who solve problems, and it can also shape people's thinking to perpetuate societal ills.

Small Group Synthesis

Discuss your brainstorming from the activity above. Then, synthesize the most important aspects of definition, purpose, and impact into a small group argument for each category.

Definition	Education is the process of acquiring new knowledge and deepening understanding.
Purpose	The goal of education is to broaden people's minds and deepen their understanding of the world, so they can contribute positively to the world.
Impact	Effective education can expand, and even liberate, an individual's thinking. It can also create new or unforeseen opportunities for that person and society at large. Ineffective education can constrain one's thought patterns, limit opportunities, and perpetuate societal ills.

Student Activity: Analyzing Texts and Creating Thematic Connections

Textual Analysis Exercise	
Textual Evidence Choose three pieces of evidence that reveal the speaker's perspective on education.	**Commentary** Explain what the evidence reveals about the speaker's perspective on education.
Claim Draft a claim about the speaker's perspective on education.	

Example: Student Activity: Analyzing Texts and Creating Thematic Connections

Answers will vary.

Textual Analysis Exercise	
Textual Evidence Choose three pieces of evidence that reveal the speaker's perspective on education.	**Commentary** Explain what the evidence reveals about the speaker's perspective on education.
"We ask the world leaders to unite and make education their top priority."	The speaker believes not only that education is a top priority but also that it is the job of those listening to this speech, in the audience and abroad, to work toward making education accessible for all. Yousafzai is creating a strong call to action, especially with the phrase "top priority." Education is not a just a priority. It is the most important priority.
"The world can no longer accept that basic education is enough. Why do leaders accept that for children in developing countries, only basic literacy is sufficient, when their own children do homework in Algebra, Mathematics, Science and Physics?"	Yousafzai's perspective on education is that it is easy for those in power to ignore the education of "developing countries" as long as "their own children" have access to excellent education. This is very direct appeal to those with power to understand that they should treat the education of any child in any nation as they would the education of their own children. Education and equity should not be determined by someone's social status or geographical location.
"Dear sisters and brothers, dear fellow children, we must work . . . not wait. Not just the politicians and the world leaders, we all need to contribute. Me. You. We. It is our duty. Let us become the first generation that decides to be the last that sees empty classrooms, lost childhoods and wasted potentials."	Yousafzai's use of the phrase "work...not wait" suggests that she believes the audience should be called to prioritize education for all. She also believes that prioritizing education is a "duty" of those who find themselves in power. The imagery she uses to cement the audience's understanding of this duty relies on her audience understanding the consequences of inaction. Without action, they contribute to "empty classrooms, lost childhoods and wasted potential."

Claim
Draft a claim about the speaker's perspective on education.
In Malala Yousafzai's Nobel Prize Lecture, she frames access to education for all as the most urgent and substantial issue of today. She calls to action an audience, both in person and abroad, by appealing to the power that they have as part of an educated and privileged class while also appealing to their ideas of education equity.

Lesson 2: Pursuit of Education

Activity: Examining the Pursuit of Education: Identifying Motivations and Obstacles

In this lesson, guide students to:

▸ Identify possible motivations and obstacles an individual may experience in the pursuit of an education based on their own experience, personal observation, and reading

▸ Synthesize a collection of sources thematically related to education and compose a response in which students

- Develop a thesis that presents a defensible position
- Identify relevant, specific evidence from the sources to support a line of reasoning
- Explain how the evidence supports a line of reasoning

Warmup Questions

Choose one of the questions below. Have students upon arrival respond to the question in writing for no longer than five minutes. After writing down their ideas, have students share their thoughts with a neighbor or the class as a whole.

▸ What motivations might drive an individual's pursuit of education?

▸ How may an individual feel disenfranchised from their education?

▸ What constraints or barriers might an individual face in pursuit of an education?

▸ How may an education create new opportunities for an individual?

Examining the Pursuit of Education: Individual Thinking and Small Group Synthesis

Once students have completed the warmup above, have them consider the following quote from Nelson Mandela's autobiography, *Long Walk to Freedom.*

> "Education is the great engine of personal development. It is through education that the daughter of a peasant can become a doctor, that the son of a mineworker can become the head of the mine, that a child of farmworkers can become the president of a great nation. It is what we make out of what we have, not what we are given, that separates one person from another."

As students contemplate the quote, have them complete the student handout in preparation for a small group discussion. Once completed, students can share their ideas and insights with their small groups to answer the following questions.

Small Group Discussion

▸ How do you understand Mandela's metaphor of education as "the great engine of personal development"? What does the comparison of an "education" to an "engine" imply to you?

▸ Mandela provides three examples of individuals who are able to pursue opportunities through education— "the daughter of a peasant can become a doctor," "the son of a mineworker can become the head of the mine," and "a child of farmworkers can become the president of a great nation." Why do you think Mandela offers these examples? How do these examples support his ideas about education?

▸ As you consider Mandela's examples, think also about individuals from your personal experience, observation, or reading who actively pursue their education. What motivations may influence their pursuit of education?

▸ Similarly, as you consider Mandela's examples and other individuals from your personal experience, observation, or reading, what constraints or barriers might influence their pursuit of education? How might some individuals feel disenfranchised from their education by these constraints or barriers?

▸ Do you agree with Mandela's assertion about education in the final sentence of the quote: "It is what we make out of what we have, not what we are given, that separates one person from another"? Why or why not?

Class Discussion

After the students finish discussing their ideas with their small groups, have them report out on the questions noted above and comment on the following.

▸ How did the small group discussion affect your understanding of the quote from Mandela about education?

▸ What ideas shared in discussion strike you as having a powerful influence, for better or worse, on an individual's pursuit of an education?

▸ To what extent, do you agree or disagree with Mandela's assertion about education? Has your thinking changed since first reading the quote? If so, how?

Once students have participated in classroom discussion, provide students with a thematically related free-response question to further examine the motivations and obstacles in an individual's pursuit of education. The course-specific free-response question can be found in the Question Bank on AP Classroom for AP English Language and Composition.

This free-response question will provide students the opportunity to practice their composition skills with a prompt from a previously administered AP English Language and Composition exam. To score student responses, you may use the scoring guidelines that accompany the free-response question in AP Classroom or you may use the standard **Scoring Rubric for Question 2: Rhetorical Analysis**, which starts on page 4 of the scoring rubrics posted on AP Central.

For more information about the free-response questions administered on the AP English Language and Composition exam, visit the Exam Overview section of the **Course and Exam Description** posted on AP Central.

AP® English Language and Composition

After engaging in the discussion above, have students construct a response to the synthesis free-response question prompt in AP Classroom titled **Individuality or Conformity in Schools**. Prior to writing, remind students that they must develop a position on the extent to which schools should support individuality or conformity and cite the accompanying sources within their response.

If students need support for addressing the synthesis free-response question, follow the prewriting directions below during the 15-minute reading time.

Teacher Tip:

Prior to prewriting and writing, remind students about the structure of the Synthesis Free-Response Question which includes a range of visual and textual sources. Discuss with students that the 15-minute reading period for Section II of the AP English Language and Composition exam allows students to review all free-response questions, including the Synthesis Free-Response Question.

Prewriting Strategy

▶ Construct a draft thesis statement about the topic prior to engaging with the synthesis sources.

▶ Read and annotate each synthesis source.

- Identify one or two pieces of information in each source that would be useful in developing a position, including information that might offer a counterargument.

▶ Review the draft thesis statement and revise as needed based on the review of the synthesis sources.

Students may use the provided Synthesis Prewriting Strategy organizer to collect their thoughts prior to completing their written response.

Once students have completed their written response to this synthesis free-response question in full, have them engage in small groups to debrief and discuss their writing, specifically through the lens of the synthesis free-response scoring guidelines. AP Classroom will provide full scoring guidelines along with this free-response question. If more convenient, you may also use the standard **synthesis free-response scoring guidelines.** When students review Row C: Sophistication of the scoring guidelines, have them focus on how they might be able to create a more nuanced and complex argument by considering the following two criteria within this row:

1. Crafting a nuanced argument by consistently identifying and exploring complexities or tensions across the sources.

2. Articulating the implications or limitations of an argument (either the student's argument or arguments conveyed in the sources) by situating in within a broader context.

Small Group Discussion Questions

If students need support for addressing the synthesis free-response question, follow the prewriting directions below during the 15-minute reading time.

▶ What complexities or tensions exist across the sources within the topic of individuality or conformity in schools?

▶ What is most compelling to you about those complexities or tensions?

▶ What broader contexts are at stake within this topic?

▶ How might your response showcase these complexities/tensions and/or broader contexts?

Teacher Tip:

This AP English Language and Composition free-response question was administered in 2009. **Sample student responses** to this question are available on AP Central. If time allows, have your students review the sample responses after they have written on their own and discuss how they might score those samples using the 6-point rubric.

Whole Class Discussion

The questions below provide an opportunity for a larger group discussion. Based on need and time, have students discuss one or both of the following questions.

▸ Review the citation from Nelson Mandela. Does the issue of individuality or conformity in schools help to support or diminish his argument?

▸ If given the opportunity to create your own line of inquiry/research about individuality or conformity in education, what issues would you like to have explore in more depth?

Self-Reflection on Writing

After students receive teacher feedback based on the scoring guidelines, provide students with the following self-reflection organizer. Have students read the descriptions for the point categories on the scoring guidelines relevant to their score.

Ask students to consider the following self-reflective questions about their writing:

▸ Where did my written response successfully address the synthesis free-response question?

  • Provide explanation and direct references to your written response.

▸ In what areas of this written response might I improve?

  • Review the scoring guidelines for this synthesis free-response question.

▸ How might I broaden my understanding of the role of education within this context?

Use the accompanying Self-Reflection on Writing organizer to have students reflectively engaging with their writing and determine a plan of action for better understanding the topic and revising their written resposes.

Teacher Tip:

Since writing is a recursive process, allowing students time to identify areas for writing improvement can support their ability to successfully revise. The self-reflection activity in this lesson can be implemented for any written revision that occurs in the AP English Language and Composition course.

Have students use the following worksheets found in the Student Workbook, to complete this lesson.

Examining the Pursuit of Education: Individual Thinking and Small Group Synthesis

Consider the following quote from Nelson Mandela's autobiography *Long Walk to Freedom* and answer the questions below, first individually and then together as a small group.

"Education is the great engine of personal development. It is through education that the daughter of a peasant can become a doctor, that the son of a mineworker can become the head of the mine, that a child of farmworkers can become the president of a great nation. It is what we make out of what we have, not what we are given, that separates one person from another."

Questions for Consideration	Individual Thinking	Small Group Synthesis
	Read through the questions to the left and jot down below your original thinking in response to each question.	Discuss the key ideas and insights from your individual thinking. Then, synthesize the most important aspects of your collective thinking and jot them down below.
How do you understand Mandela's metaphor of education as "the great engine of personal development"? What does the comparison of an "education" to an "engine" imply to you?		
Mandela provides three examples of individuals who are able to pursue opportunities through education—"the daughter of a peasant can become a doctor," "the son of a mineworker can become the head of the mine," and "a child of farmworkers can become the president of a great nation." Why do you think Mandela offers these examples? How do these examples support his ideas about education?		
As you consider Mandela's examples, think also about individuals from your personal experience, observation, or reading who actively pursue their education. What motivations may influence their pursuit of education?		

Questions for Consideration	Individual Thinking Read through the questions to the left and jot down below your original thinking in response to each question.	Small Group Synthesis Discuss the key ideas and insights from your individual thinking. Then, synthesize the most important aspects of your collective thinking and jot them down below.
Similarly, as you consider Mandela's examples and other individuals from your personal experience, observation, or reading, what constraints or barriers might influence their pursuit of education? How might some individuals feel disenfranchised from their education by these constraints or barriers?		
Do you agree with Mandela's assertion about education in the final sentence of the quote: "It is what we make out of what we have, not what we are given, that separates one person from another"? Why or why not?		

Example: Examining the Pursuit of Education: Individual Thinking and Small Group Synthesis

Answers will vary.

Consider the following quote from Nelson Mandela's autobiography *Long Walk to Freedom* and answer the questions below, first individually and then together as a small group.

"Education is the great engine of personal development. It is through education that the daughter of a peasant can become a doctor, that the son of a mineworker can become the head of the mine, that a child of farmworkers can become the president of a great nation. It is what we make out of what we have, not what we are given, that separates one person from another."

Questions for Consideration	Individual Thinking Read through the questions to the left and jot down below your original thinking in response to each question.	Small Group Synthesis Discuss the key ideas and insights from your individual thinking. Then, synthesize the most important aspects of your collective thinking and jot them down below.
How do you understand Mandela's metaphor of education as "the great engine of personal development"? What does the comparison of an "education" to an "engine" imply to you?	An engine generates power. It's the source of power in a car or train. I think Mandela is saying that personal development is driven or powered by education.	Mandela's metaphor of the engine not only communicates that education powers personal development, but it also implies that personal development can be largely influenced by the type or quality of one's education.
Mandela provides three examples of individuals who are able to pursue opportunities through education—"the daughter of a peasant can become a doctor," "the son of a mineworker can become the head of the mine," and "a child of farmworkers can become the president of a great nation." Why do you think Mandela offers these examples? How do these examples support his ideas about education?	Mandela offers these examples to illustrate how people's lives can be expanded or transformed through education. Education, in these examples, creates career opportunities for the daughter of a peasant, son of a mineworker, and child of farmworkers that might not otherwise be attainable.	Mandela offers these examples to inspire his audience to take advantage of the educational opportunities available to them. These examples demonstrate how great possibilities open up and can become a reality when we make the most "out of what we have, not what we are given."

Questions for Consideration	Individual Thinking Read through the questions to the left and jot down below your original thinking in response to each question.	Small Group Synthesis Discuss the key ideas and insights from your individual thinking. Then, synthesize the most important aspects of your collective thinking and jot them down below.
As you consider Mandela's examples, think also about individuals from your personal experience, observation, or reading who actively pursue their education. What motivations may influence their pursuit of education?	• Curiosity • Develop a skill they're passionate about • Pursue a particular career • Meet/surpass family expectations • Change social class • Escape a limiting situation • Want to impress others	**Self-growth / Internal motivations** • Curiosity • Develop a particular skill • Pursue a particular career or passion **Improve life situation / External motivations** • Change social class • Escape a limiting situation • Ambition or competition **Relationships / Interpersonal motivations** • Meet/surpass family expectations • Want to impress others • Be able to provide more for others • Desire to better serve community
Similarly, as you consider Mandela's examples and other individuals from your personal experience, observation, or reading, what constraints or barriers might influence their pursuit of education? How might some individuals feel disenfranchised from their education by these constraints or barriers?	• Unequal access to education and/or resources • Societal stereotypes • Rules or laws that devalue parts of one's identity • Student loans / funding • Other family responsibilities • Lack of physical safety	• Unequal access to education • Lack of supplies/resources • Societal stereotypes • Rules that devalue parts of one's identity • Student loans • Other family responsibilities • Conflict with work schedule • Lack of physical safety • Lack of social support or encouragement • Medical and/or mental health challenges
Do you agree with Mandela's assertion about education in the final sentence of the quote: "It is what we make out of what we have, not what we are given, that separates one person from another"? Why or why not?	I think Mandela is saying that actively pursuing one's education, regardless of what resources you're given, is what distinguishes people. I agree to a certain extent. Certainly, our personal choices and actions have a direct impact on future opportunities, but not everyone has the same access to a quality education. So, comparing an ambitious person with fewer educational resources to someone with similar ambition and greater educational resources doesn't seem fair.	Our conversation focused a lot on how we weigh personal action and the available resources as driving factors in one's success or "personal development." Our group did not come to a consensus. We discussed a lot what we think Mandela means by what "separates one person from another" and didn't come to a firm conclusion, but if we're to determine one's personal development only in comparison to others, we feel something is lost.

Synthesis Prewriting Organizer

Use this organizer during the Synthesis Free-Response Question reading time to draft a thesis and organize information.

THESIS DRAFT
Prior to reading the sources, draft a thesis that develops your position the extent to which schools should support individuality or conformity.

SYNTHESIS SOURCE REVIEW
Read, annotate, and review each source. List below several relevant issues raised in each source. Provide citation when appropriate.

Source	Key Issues List the key issues within the source.	Source Citation Identify direct citation for use during writing.
A		
B		
C		
D		
E		
F		

Thesis Revision

Review the information you've collected from the sources and the draft thesis statement. Then, revise your thesis statement to develop a more complex and nuanced argument on the topic.

Example: Synthesis Prewriting Organizer

> **THESIS DRAFT**
> Prior to reading the sources, draft a thesis that develops your position the extent to which schools should support individuality or conformity.

Answers will vary. These examples support one interpretation.
Since schools are preparing students for the real world, it is the job of K-12 education to support each student's individuality.

> **SYNTHESIS SOURCE REVIEW**
> Read, annotate, and review each source. List below several relevant issues raised in each source. Provide citation when appropriate.

Source	Key Issues List the key issues within the source.	Source Citation Identify direct citation for use during writing.
A	• School creates a routine but that doesn't mean it creates learning. • Many people (e.g., founding fathers, homeschool students) are successful without attending typical schools. • School is a system that does not necessarily create success.	People are still capable of effective and substantial learning and success later in life "without resorting to a system of compulsory secondary schools."
B	• Typical Public School Day • Eight class periods • 1st Bell 8:16 a.m. • Each class period is under an hour	The length of the school day, the number of classes, and the amount of time spent for each class suggests that students are expected to conform to a schedule.
C	• Student assessment beginning in kindergarten • Students take state assessments K-12.	A student exam in kindergarten suggests that students are expected to conform to learning outcomes and specific skills immediately upon entering school.
D	• School attendance should be changed. • School doesn't allow for curiosity or independence.	This 1969 essay touches on some of the issues today about learning and student success, specifically that education makes it difficult to retain "curiosity" and "independence."
E	• Music students following direction of music teacher • All students are engaging in the exact same behavior at the same time.	This image suggests that conformity is necessary in some parts of school to ensure that the students can learn how to work collaboratively toward an end goal.
F	• School expectations require conformity, specifically in relationship to attendance and behavior. • Schools use these expectations to ensure that students have a safe and equitable learning environment.	The student handbook expects that students will conform to the school's expectations within a variety of areas including "responsibility for their learning" and being "considerate to and respectful to others."

Thesis Revision

Review the information you've collected from the sources and the draft thesis statement. Then, revise your thesis statement to develop a more complex and nuanced argument on the topic.

Schools must embrace student individuality and support it. However, there will always be aspects of education that will require students to conform for their own safety and ability to learn successfully.

Reflecting on Writing: Identifying Areas for Revision and Improvement

Review the descriptions of the point categories on the scoring guidelines relevant to your score. Review your writing and identify areas for improvement in a potential revision of your written response.

FREE RESPONSE COMPONENT Examine your written response through each component below. Revisit your free-response score for each row below.	AREAS OF SUCCESS Where did your written response successfully address the free-response question?	OPPORTUNITIES FOR REVISION How might you improve your writing within the context of each component of the free-response scoring guidelines?
Thesis		
Evidence and Commentary		
Sophistication		

Lesson 3: Education Advocacy

Activity: Developing Student Advocacy Skills

In this lesson, guide students to:

▸ Identify potential areas within the topic of education that would be worthy of inquiry and research.

▸ View, read, and analyze a variety of sources about different types of educational advocacy.

▸ Develop a clear educational advocacy plan that can be implemented based on local, national, or global need and/or interest.

Warmup Questions

Choose one of the questions below. Have students upon arrival respond to the question in writing for no longer than five minutes. After writing down their ideas, have students share their thoughts with a neighbor or the class as a whole.

▸ What local, national, or global issues of education are most pertinent in today's culture?

▸ What ways might students successfully advocate for educational change?

▸ What would successful educational change look like?

▸ How might this advocacy improve education?

Teacher Tip:

Students can use the Problem Tree worksheet to support this exercise.

Needs Assessment and Solution Tree

Once students have completed the warmup above, have them begin the process of identifying compelling areas of inquiry and research, within the topic of education or educational agency, that would support a larger research project. To begin this process, have them choose a TED talk about education advocacy that most closely aligns with their inquiry, research, and advocacy interests. Some potential TED talks are listed below. However, students may choose to do their own research on TED to find more suitable or interesting educational topics.

FOCUSING INQUIRY: TED TALKS Use the list below or search through the TED talk archives to identify a potential topic about education that would be of interest for further inquiry, research, and advocacy.		
Topic	**Speaker**	**Title**
Local Advocacy	Kiran Sethi	**Kids, take Charge**
	Sugata Mitra	**The child-driven education**
Reform	Geoffrey Canada	**Our failing schools. Enough is enough!**
	Anindya Kundu	**The "opportunity gap" in US public education—and how to close it**
Access	Leymah Gbowee	**Unlock the intelligence, passion, greatness of girls**
	Shameem Akhtar	**To learn is to be free**
	Nyle DiMarco	**Why we need to make education more accessible to the deaf**
	Dean Bragonier	**The True Gifts of a Dyslexic Mind**
Creativity	Ramsey Musalla	**3 rules to spark learning**

Topic	Speaker	Title
Social Emotional Tools	Olympia Della Flora	**Creative ways to get kids to thrive in school**
Technology	Michael Mieni	**Using Aboriginal traditions to teach tech**
	Tyler Dewitt	**Online learning could change academia—for good**
School Curriculum	Gene Luen Yang	**Comics belong in the classroom**
	Caitlin Holman	**How game design can help schooling**
	Linda Zhang	**Why schools should teach entrepreneurship**

Have students carry out research to begin developing an understanding of specific issues and topics related to their broader issue. For example, education is a big umbrella for many sub-issues (that are equally large, but more focused) that ladder up to the issue of access to education.

This is best done by having student groups carry out research on organizations that are working to combat this issue. Students should use the Needs Assessment Worksheet to carry out an analysis.

Have students use the solutions graphic organizer to keep track of current solutions that are in use to combat the issue of access to education. Model how to go from the center of the proposed solution graphic organizer to the more specific details of the key elements to the solution and the possible outcomes of the solution.

Encourage students to revisit and work in parallel with their Problem Tree cause-and-effect graphic organizer, which can help to ensure that their solutions are addressing actual problems. Students should develop four solutions, and their accompanying key elements and possible outcomes. They should keep track of any sources they used to fill out the graphic organizer.

Walk students through the Solution Tree, starting in the middle.

Goal: This is the problem from their Problem Tree, but re-framed as a goal. Then go to the roots, which is the investigation of the solutions.

Solutions: These are the actions needed to solve the problem and achieve the goal stated at the center of the solution tree. When exploring solutions, students should ask, "How will this solve the problem?" Have them dig deeper to think holistically, so that they are looking beyond the short-term and addressing not only the symptoms of the problem but the root causes as well.

And finally to the leaves, which explore the outcomes.

Outcomes: These are the results created by the solution. Results may appear as straightforward as having achieved goals, but when students consider the ripple effect and outcomes of sustainable results, the impact is far-reaching and long-lasting. Always ask, "Then what happens?"

Teacher Tip:

When completing the Solution Tree, have students evaluate advantages, disadvantages, and unintended consequences of each solution.

Check for Understanding:

As students work, check to be sure that they are accurately analyzing each organization and determining ongoing needs to address the issue.

Have students use the Solution Tree and Needs Assessment Worksheets, found in the Student Workbook.

NAME: _____

TEAM MEMBERS: _____

Problem Tree

In your Problem Tree graphic organizer, start by writing the problem in the trunk of the tree, and then look at the causes and effects of an issue. Keep digging to go deeper on the issue to find its supporting and root causes.

Leaves/branches: Effects

These are the results created by the problem. At first, this part of the issue appears easy to tackle, but when leaves and branches are trimmed, they grow back quickly. Consider the multi-layered effects, or "effects of effects," that can arise when a problem goes unaddressed. Always ask: "Then what happens?"

Ex. Depletion of groundwater reserves

_____

_____

_____

_____

Trunk: Problem

This is the key issue that is being studied. Because it is not as apparent as the leaves, the core problem itself sometimes takes a little longer to identify.

Ex. Access to Clean Water

_____

_____

_____

_____

Roots: Causes

These are the situations or factors that have led to the problem. When exploring the root causes of a problem, ask yourself "Why does this problem exist?" Dig deeper to consider the "causes of causes"—the multiple layers of factors that contribute to a problem.

Ex. Climate change and extended droughts

_____

_____

_____

_____

NAME: _____

TEAM MEMBERS: _____

Needs Assessment

The following series of questions helps you to analyze and identify ongoing areas of need within organizations addressing your issue.

1. Identify 3-5 organizations working on issues related to the issue your team is working on.

_____

_____

_____

2. What does each organization do well in response to the issue and/or related issues?

_____

_____

_____

3. What could each organization do better in its response?

_____

_____

_____

4. What areas of need related to access to your issue have you learned about that each organization is NOT addressing?

_____

_____

_____

5. Considering all 3-5 organizations, where are there ongoing needs that are not being adequately addressed?

_____

_____

_____

6. Considering all 3-5 organizations, where are there ongoing needs that are being addressed successfully, and to which you can add further efforts to support the issue?

_____

_____

NAME: _____

TEAM MEMBERS: _____

Solution Tree

In your Solution Tree graphic organizer, start by rewriting the problem from your Problem Tree, and reframing it as a goal at the trunk of the tree. Then consider the different solutions (the roots) and possible outcomes of the solutions (the branches).

Leaves/branches: Outcomes

These are the results created by the solution. Results may appear as straightforward as having achieved goals, but when you consider the ripple effects and outcomes of sustainable results, the impact is far-reaching and long-lasting. Always ask: "Then what happens?"

_____

_____

_____

_____

Trunk: Problem

_____

_____

_____

_____

Trunk: Goal

_____

_____

_____

_____

Roots: Solutions

These are the actions needed to solve the problem and achieve the goal stated at the center of the Solution Tree. When exploring solutions, ask yourself "How will this solve the problem?" Dig deeper to think holistically, so that you are looking beyond the short-term and addressing not only the symptoms of the problem but the root causes as well.

_____

_____

_____

Reflect: Investigate and Learn

Activity: Making Connections with Students' Lives

Provide opportunities for students to think about and record their individual and collective learning as they progress through the activities. Students should answer the following reflection question to prepare for Part 2: Action Plan: How can what you are learning in your AP English Language and Composition class support solutions that improve education locally and globally?

▸ What are the social impacts of access to education, locally and globally?

▸ As you investigated existing programs addressing access to education, what did you feel these programs do well, and what did you feel they could do better?

▸ Who should be responsible for improving education, locally and globally? What role do you think you could play in improving education, locally and globally?

▸ Based on what you learned about education, and the actions others are already taking, what are five areas of need that you could address?

▸ What attracts you to these areas?

▸ What are some actions that your team could take to address these areas?

▸ What excites you about these actions and the impact you can have?

Activity: Summarizing the Investigation

As part of their service project, students should summarize their learning to educate their classmates on the issue they have identified and investigated related to the topic of access to education. Select an appropriate format for students to complete their summary. For example, students may make class presentations, design posters to hang in the classroom, write blog posts to share with the class, etc. Summaries may be supported by multimedia or print materials that synthesize and analyze the topic and issue on local and global levels.

▸ When summarizing their investigation, students should keep in mind the following:

▸ What are the key takeaways from your investigation of the issue of access to education?

▸ How are the problems you investigated similar at local and global levels? How are they different?

▸ How are the solutions you investigated similar at local and global levels? How are they different?

▸ Why may your investigation be important to other AP English Language and Composition students?

Activity: Working Independently

Provide students opportunity for extra AP English Language and Composition practice by using the following AP English released free-response question below. This free-response question addresses the content of this module and is available along with the accompanying scoring guidelines in AP Classroom.

AP® English Language and Composition

Have students review the argument free-response question titled **DuBois On the Object of Education**.

Prior to students drafting a complete written response, follow the steps below to scaffold this free-response question task.

Teacher Tip:

Remind students that the Argument Free-Response Question asks students to take a position on a topic and marshal relevant evidence.

Brainstorming

Have students complete a brainstorming exercise that requires them to do the following:

‣   Summarize the DuBois citation in the free-response question.

‣   Draft a thesis statement that argues a position on what the true purpose of education should be.

Class Discussion

With the entire class, have students discuss the following questions to help support student critical thinking prior to drafting a written response.

‣   What specific evidence would support the argument DuBois makes?

‣   What specific evidence would disprove the argument Dubois makes?

‣   What does today's society value in relationship to the argument Dubois makes?

   •   Are these values important? Should they be changed?

Free-Response Question Writing

Provide students 40 minutes to draft a written response to the argument free-response question. Use the accompanying scoring guidelines to provide students feedback on their responses. You may choose to have students use the same Reflecting on Writing graphic organizer from Lesson 2 to foster reflection and provide direction for revision.

Part 2: Action Plan

The Action Plan section is divided into four parts:

▸ Connect Learning

▸ Form Teams

▸ Develop Action Plan

- Goal Setting
- Understanding Approaches to Taking Action
- Determining Clarity and Relevance of Goals
- Measuring Success
- Setting S.M.A.R.T. Goals
- Identifying Resources and Creating a Network
- Developing a Timeline

▸ Reflect

WE Service Framework

INVESTIGATE AND LEARN ▶ **ACTION PLAN** ▶ TAKE ACTION ▶ REPORT AND CELEBRATE

RECORD AND REFLECT

Overview for Part 2: Action Plan

Students apply the knowledge they acquired through the Investigate and Learn lessons to develop a plan through which they will address one local and one global service action.

Key Takeaways

▸ Completing a service action requires a set of skills, including working as a team and creating action plans.

▸ Action plans involve setting goals, identifying measurements of success, creating a timeline for each task, assigning specific responsibilities to each team member, and preparing to network with others to complete tasks.

▸ Three approaches to completing a service action are direct service, indirect service, and advocacy.

This Section Contains:

▸ Optional activities that you may choose to use with your class to deepen student understanding of particular elements of action planning.

▸ Templates that all students should complete to help them successfully meet the recognition criteria.

Connect Learning

Activity: Determining Interests

As a class, discuss the following:

▸ What issues related to your topic do you hear about on the news or read in newspapers and online articles?
Why do you think these stories are covered by the media?

▸ What issues related to your topic do you think the general public is not aware of?
Why do you think they are unaware?

▸ What issues related to your topic really bother you, even if you do not know a lot about them?
Why are you bothered by these issues?

▸ If you were a world leader, what kinds of problems related to your topic would you tackle?

Teacher Tip:

Support students in determining their personal interests by incorporating an activity in which they think back to the problems and solutions they identified in Part 1: Investigate and Learn. Have students brainstorm the global and local issues they feel are most important and personally interesting to them.

Form Teams

It is recommended that students work in teams of four to six to plan and carry out their AP with WE Service projects. However, students may work individually or in any size group as approved by their teacher. Each team will decide on one local and one global action, and then create a plan that details how the actions will be achieved. Since each team will focus on a particular action, encourage students to form teams based on their interest in working on similar local and global issues. The more inspired and passionate students are about the issue they identify around the topic of access to clean water, the more creative they will be with the actions they develop. In order for students to pick teams, have students present the local and global issues they are interested in, then join forces with other students who are addressing similar issues.

Teacher Tips:

▸ When students first meet with their team, encourage them to create a contract so all members have a clear understanding of their own role and responsibilities, as well as those of the other members of the team. This will help to identify and establish group norms, including a plan and process for conflict resolution.

▸ Create a spreadsheet that the teacher can fill in with group members, including module (of choice), columns for check-ins, numbers, and agencies worked with. Teacher can also add a column to grade as each piece is completed.

▸ Instead of emphasizing skills and talents, ensure students are grouped based on the issue that is most important to them.

▸ If a big group forms around one issue, have students break into two groups and ensure they design different action plans on the same topic.

Resources to Support Forming and Working in Teams

Resources are available in the AP with WE Service Program Guide:

https://apcentral.collegeboard.org/media/pdf/program-guide_1.pdf

RESOURCE AND DESCRIPTION	HOW TO USE THIS RESOURCE
Gift + Issue = Change This activity helps students discover how they can use their talents and interests to carry out a service action.	Use this activity to help students think about how they might individually contribute to an action that they feel passionate about.
Finding Passion with the Issue Compass This activity helps students to brainstorm a list of local and global issues and to share their thoughts, opinions, and analyses about the topics. Students then choose one issue about which they are most excited to learn more and take action.	This interactive activity can be used to align students into action teams according to their interests and talents.
Exploring the Four Leadership Styles Every student can be a leader within their action team. This activity helps students to understand and value different kinds of leadership styles, and to discover their own strengths and challenges as a leader.	Use this activity to help students better understand their individual strengths and the strengths of their teammates. By giving each person the power to be a leader, no one person will feel the burden of being responsible for the entire project.

Resources to Support Collaborating as a Team

Resources are available in the AP with WE Service Program Guide:

https://apcentral.collegeboard.org/media/pdf/program-guide_1.pdf

RESOURCE AND DESCRIPTION	HOW TO USE THIS RESOURCE
Creating a Safe Space It is important for each team to create a space in which everyone feels comfortable voicing their opinions. This activity asks team members to think individually and then as a group about what they will need in order to thrive within their team.	Use this activity to help teams create guidelines around the way they interact and make decisions as a team.
Drafting a Team Contract This activity walks students through how to create a contract so all members have a clear understanding of their own role and responsibilities, as well as those of the other members of the team.	Use the contract to help students identify and establish group norms, including a plan and process for conflict resolution. This is both a key skill that students will learn and a proactive approach to problem-solving within a team environment. Use the results from the Exploring the Four Leadership Styles activity to help determine roles and responsibilities of each student in the group.
Establishing Roles and Responsibilities Teamwork is a success when project tasks are divided equally and based on individual strengths.	Use this activity to share with students how they can divide and conquer major areas of responsibility, and the roles they can each assume to make their service project both personally fulfilling and an overall success.

Develop Action Plan

After students have formed their teams, the next step is for teams to build out an action plan that:

▸ Identifies team goal(s)

▸ Establishes their metrics of success

▸ Identifies their network and required resources

▸ Creates a timeline for completing their actions by sequencing necessary tasks and identifying individual roles and responsibilities

Teacher Tip:

Be sure teams create goals that are specific and measurable. In addition to meeting the Recognition Rubric requirements, this will allow students to report on the impact of their project in Part 4: Report and Celebrate.

Activity: Goal Setting

Each team must create a goal for the team's action. This goal will need to:

▸ Be clear, measurable, and informed by the team member's needs assessment

▸ Incorporate one global and one local action

▸ Achieve direct service, indirect service, or advocacy.

Activity: Understanding Approaches to Taking Action

Every great plan begins with establishing clear goals. But first, help students understand the types of actions their team might take through their action project. There are three approaches, generally speaking, to taking action:

▸ **Direct service:** Personally engaging with and providing hands-on services to those in need (usually in conjunction with an organization).

▸ **Indirect service:** Channeling resources to the needs of a community—locally, nationally, or internationally.

▸ **Advocacy:** Educating others about an issue to increase visibility and follow up with an action that focuses on enacting change.

Resources and Ideas to Support Selecting a Type of Service

Resources are available in the AP with WE Service Program Guide:
https://apcentral.collegeboard.org/media/pdf/program-guide_1.pdf

RESOURCE AND DESCRIPTION	HOW TO USE THIS RESOURCE
Tips on Developing Direct Service Action Ideas Get ideas and resources on how to personally engage with and provide hands-on services to those in need (usually in conjunction with an organization).	Use the following resources to show students how to create their own ideas or connect with existing ones that they can expand on: • Tips on Developing Direct Service Action Ideas • WE Volunteer Now Campaign
Tips on Developing Indirect Service Action Ideas Get ideas and support on how to channel resources to the needs of a community—locally, nationally, or internationally.	Use the following resources to show students how to create their own ideas or connect with existing ones that they can expand on: • Tips on Developing Indirect Service Action Ideas • WE Go Green campaign • WE Scare Hunger campaign • WE Are Rafikis campaign • WE Create Change campaign
Tips on Developing Advocacy Action Ideas Get ideas and resources on how to educate others about an issue to increase visibility and how to follow up with an action that focuses on enacting change.	Use the following resources to show students how to create their own ideas or connect with existing ones that they can expand on: • Tips on Developing Advocacy Action Ideas • Developing a Deep Understanding of Your Issue, and Messaging Your Message • Ensuring Message Credibility • Spreading the Word (Communications Strategies and Communications Plan Worksheets and Templates) • Practice, Practice, Practice • WE Are Silent campaign

Approaches to Taking Action Information Sheet

DIRECT SERVICE

WHAT IS IT?	Personally engaging with and providing hands-on service to those in need (usually in conjunction with an organization).
EXAMPLE GOAL	By the end of the semester, we will support a local food bank and shelter by packing and serving food to people in the community. We will also visit our neighboring elementary school and teach a lesson on food insecurity in our community.
ACTIONS	• Reach out to local shelters and food banks to arrange a day for the class to visit and provide hands-on support • Once a date has been decided, make sure students all have permission to travel to the food bank (if during school hours)	• Connect with teachers/administration at local elementary school and arrange to visit a classroom to teach a lesson to young students on food insecurity • Create and print worksheets to use with younger students

INDIRECT SERVICE

WHAT IS IT?	Channeling resources to the needs of a community—locally, nationally, or internationally.
EXAMPLE GOAL	By the end of the year, we will create a storage and donation system for local families in need, where they can access furniture and other household items. We will develop a system for donations, pick-ups, and inventory.
ACTIONS	• Conduct research into which items are most needed by community members (e.g., bed frames, dining tables, household goods, etc.) • Reach out to local businesses to try to get a storage space donated • Connect with school social workers/administration to gain their support • Put up flyers around school and in the community, asking for donations (list specific items needed), including instructions on how/where to donate	• Develop an online database for tracking donations and pick-ups, and maintaining inventory • Share pick-up information with local shelters, churches, community centers, etc. • Share the donation system with school social workers, so that they can maintain the project in future years

ADVOCACY

WHAT IS IT?	Educating others about an issue to increase visibility and following up with an action that focuses on enacting change. Actions around advocacy often look like raising awareness, but without a strong call to action within the initiative as a whole. Educating others is not considered service in and of itself.
EXAMPLE GOAL	Through an informative art piece, we will educate our school community about the waste created by single-use plastic water bottles, and the impact they have on the environment. Then, we will sell reusable water bottles at school, and the proceeds from the sale will go toward clean water projects in developing countries.
ACTIONS	• Research the impact of single-use plastic water bottles around the school and in the local community • Plan out and create a 3D sculpture that incorporates informative text on the issue of single-use plastics • Seek permission from school administration to display the piece in a common area of the school	• Design and order water bottles to sell at school • Research and select an international organization that focuses on clean water projects • Organize a selling schedule for the water bottles, donate profits

Activity: Determining Clarity and Relevance of Goals

In their teams, students should now begin to develop their goal(s) for their action plan. Setting effective goals is a more difficult skill than most people imagine, but once students learn to employ one or more techniques for developing clear goals, it will serve them in all endeavors. Have students split up into their action teams and instruct them to brainstorm actions they would like to take, sharing from their personal reflections from the previous section, and drawing from their previous investigation and research, along with the needs assessment and reflections. Encourage students to use the 5Ws (what, where, when, why, who, and how) to express their overarching goal(s) and to be as clear and specific as they can.

As they write drafts of their goal(s), they should ask themselves the following questions to assess the clarity and effectiveness of their goal:

▸ Is this goal specific enough so that we know exactly what our team will accomplish?

▸ Can we measure whether or not this goal was fully accomplished?

▸ Is it achievable within our project period?

▸ Is it relevant to the social issue we are aiming to address?

▸ Do we know the deadline by which it will be accomplished?

Activity: Measuring Success

As part of goal setting, establishing Measurements for Success is an important way of knowing if the goal has been achieved. Take time to discuss measurement in a bit more detail. Measurement is an aspect of the goal-setting exercise that students should understand before they begin executing an action plan. Students will need to understand how they will measure positive outcomes so that they understand what success looks like and how they will know they have achieved their goal. Is it based on the number of people they have reached through their actions? This will require teams to keep track of numbers. Or are they also looking at how the individuals reached have been affected? A survey with written answers (or multiple choice options) could do the trick. Share with students that measuring success can take two forms:

▸ Qualitative data is usually descriptive data that provides insights into what/how people think or feel. Qualitative data is harder to analyze than quantitative data.

▸ Quantitative data usually provides a numbers-based measurement (with associated units) such as quantity, amount, or range.

Teacher Tip:

Have teams define quantitative and qualitative data sets for their action plan; then brainstorm a list of each that applies to their action project. Remind students that establishing their criteria for success and the corresponding metrics is an ongoing process. As they dive deeper into their action planning and execution, it will become clearer for students what kind of data they will need and how they will obtain it. The information may be collected by multiple team members. However, it is good to designate at least one person to any (and each) of the methods on their list.

Activity: Setting S.M.A.R.T. Goals

A S.M.A.R.T. goal is Specific, Measurable, Attainable, Relevant, and Time-bound.

Before your group starts their campaigns or actions, you're going to need a good plan. By having a plan, you will have the means to establish a defined goal and a reliable way to reach that goal. Brainstorming ideas will allow you to determine clarity and relevance for your service project. Your criteria will serve as a guideline to ensure that you have a way to evaluate your outcome and see whether or not you've achieved what you set out to do. So whether your group is trying to hit a particular fundraising total, organize a huge event with a certain number of attendees, or reach a target audience with awareness-raising speeches, you'll want to start with a goal and a plan. The surest way to do this? Build a S.M.A.R.T. goal.

Resources on Goal Setting

Resources are available in the AP with WE Service Program Guide:
https://apcentral.collegeboard.org/media/pdf/program-guide_1.pdf

RESOURCE AND DESCRIPTION	HOW TO USE THIS RESOURCE
Determining Clarity and Relevance of Goals This is a brainstorming activity that guides students through big picture ideas and critical thinking as they begin to plan their service project goal.	Use this activity to help students sort through all the ideas they will come up with before they decide on the goal around which they will develop their action plan.
Establishing S.M.A.R.T. Goals This activity guides students through key steps of S.M.A.R.T. (Specific, Measurable, Attainable, Relevant, Time-bound) goals.	S.M.A.R.T. goals help students ensure that their team sets a "right-sized" and relevant goal to guide their action planning throughout this experience. This skill set, once learned, is one that students can apply to a myriad of other challenges and settings.

Resources and Ideas to Support Measurements of Success

Resources are available in the AP with WE Service Program Guide:
https://apcentral.collegeboard.org/media/pdf/program-guide_1.pdf

RESOURCE AND DESCRIPTION	HOW TO USE THIS RESOURCE
Creating Measurements of Success Reporting success comes down to students' ability to collect the right data and information. This activity helps students think about the outcomes of their project as part of their goal-setting and action-planning work.	Help students understand the difference between qualitative and quantitative data, and how to go about creating and establishing the right measures of success for each team's project.
Collecting Evidence and Artifacts This activity supports students with gathering the information they will need to help report on the outcomes of their service projects.	Use this resource to help students determine the type of data they need to collect, and then how they can go about gathering the info they need. The data and information students gather will feed into their team executive summary at the end of the overall module.
Creating Surveys and Feedback Forms Creating a survey and/or a feedback form means identifying the criteria on which you want to collect data and report the outcomes.	Use this resource to show students how they can create their own surveys and feedback forms by considering all the relevant data and information they will need. Sample surveys and forms will provide further guidance.

Activity: Identifying Resources and Creating a Network

As students develop their goals and measures of success, they will start to identify what they need to execute their action plans. This will include creating connections with people, such as within (but not limited to) the school, your community, different organizations and businesses, topic experts and speakers, media outlets, the blogging/social media community, etc. These people will serve as supporters and amplifiers, as well as providers of information and resources.

For this latter part, students will need to identify the resources they need to accomplish their goals. This can include (but is not limited to):

▸ Facts and statistics (found through research or materials from other organizations)

▸ Tools and supplies (this list can be endless, but may include things like card stock, paint, tables, chairs, microphones, water buckets and sponges, labeled boxes to collect items, collection jars, etc.)

▸ Stories of individuals who benefit from the services of the organization

▸ Access to space and/or venues

▸ Methods and resources for producing necessary materials or media

Activity: Developing a Timeline

A key to success in action planning is developing a careful timeline. Not only will it help students allot the appropriate time to each task and keep them on track, but breaking up a large task or action into smaller, more manageable tasks will help them address all the necessary details in a timely fashion.

Resources to Support Identifying Resources and Creating a Timeline

Resources are available in the AP with WE Service Program Guide:
https://apcentral.collegeboard.org/media/pdf/program-guide_1.pdf

Teacher Tip:

Emphasize to students that timelines are meant for them to have a date to work toward. When they begin working with organizations the timelines will need to be flexible.

RESOURCE AND DESCRIPTION	HOW TO USE THIS RESOURCE
Creating a Timeline Creating careful timelines is a key to success in action planning.	This activity will help students allot the appropriate time to each task and keep them on track. It will also help them break up a large task or action into smaller, more manageable tasks to effectively help them address all the necessary details in a timely fashion.
Identifying and Sequencing Tasks Creating timelines means thinking through the details and plotting the relevant tasks that get students from point A to B and onward on a project.	This activity will help students think about each step of their action project and how to plot each step as an actionable task in a timeline.
Identifying Task Owners This activity shows the difference between roles and responsibilities set out at the beginning of a project with that of an owner of an individual task.	Use this activity to show students how to effectively divide tasks amongst team members. Some tasks will be a part of each individual's overall role and responsibilities, and some will be based on personal interests, skills, and strengths.
Identifying Resources and Creating a Network This activity highlights that through the process of planning and taking action, students will meet and be in touch with many people. This network of people will grow quickly and may be valuable beyond their projects.	Use this activity to help students create a networking map to help them keep track of the people they will be working with through their action plan. They can also document the resources they will need to access, either through their network or as an item they will need to source separately.

Activity: Creating the Action Plan

After working as a team to identify team goals, establish metrics of success, determine their network and required resources, create a timeline for completing their actions, and identify individual roles and responsibilities, students are ready to put all their ideas in writing. By creating an action plan, all team members are committing to support their team in carrying out the proposed project(s).

Teacher Tip:

Have students create the local action plan first, complete the hours, and then have them complete a separate plan for their global hours.

Please keep in mind that there are no hours requirement that you need to meet, but this step will help students understand the time they invested in their projects.

▸ Have students use the Avoiding the Five Action Planning Pitfalls Tip Sheet, found in the Student Workbook, to review common mistakes made during action planning and to ensure these have been avoided.

▸ Have students use the Creating an Action Plan worksheet, found in the Student Workbook, to help build out their action plan.

Reflect

After completing their action plan, students should individually reflect on their teamwork and action planning thus far. Teams should then share their plan, describe how the project addresses the issue at local and global levels, and make connections to the AP course.

Activity: Reflecting on Action Plan

Provide students with questions to help them reflect on their experiences working as a member of a team and creating an action plan.

▸ What is the issue that your team is taking action on? Why is this issue important to you? Why is this issue important to your team?

▸ What action is your team planning to take? How does this action fulfill an opportunity identified in your needs assessment?

▸ What are you most passionate and excited about in your action plan?

▸ Why is goal setting so important, and how can you imagine using goal-setting techniques in your life, future action plans, or other activities? How does your action goal relate to your AP course?

▸ What kinds of leadership qualities do you hope to develop as you continue to take action?

▸ Why is teamwork so essential to carrying out effective service projects to address local and global issues?

▸ Having planned to make a difference on local and global issues, what have you learned about your ability to create social change?

Check for Understanding:

Through this reflection, students should highlight why the issue is important to them, how they can make a contribution, why certain aspects of action planning (such as goal setting) are important life and academic skills, what connections they have made to their AP course, and what they have learned so far.

Teacher Tips:

▸ As part of their AP with WE Service project, students will need to track their work. Look ahead to Part 4 to review and share expectations with students so that they are keeping records, taking photos, collecting documents, and tracking data.

▸ Educating others about their local and global issue is a great way for students to share their learning. Invite teams to hold an educational event or campaign to raise awareness about the social issue they have studied, which hopefully will have the power to compel their class (or community) to action. Students should consider what format they would like to use, based on their action. It may be a public speech at their school or in their community, a newspaper article, a website, a social media campaign, a short story, an artistic display, etc. It is also a great way to share the ideas they have developed in their action plan and how they will take action on the issue. This is not the action in itself but rather the education on the issue and the action plan.

Resources to Support Deeper Reflection and Educating Others

Resources are available in the AP with WE Service Program Guide:

https://apcentral.collegeboard.org/media/pdf/program-guide_1.pdf

RESOURCE AND DESCRIPTION	HOW TO USE THIS RESOURCE
Perfecting the Elevator Pitch This activity helps students understand that what they say about their actions has the potential to do several things, including inform, appeal to emotions, persuade, and compel others to take action themselves.	Use this activity to help students create the proper "elevator pitch" for their project as they think about how to create a compelling message about what they have learned about their issue and what they will do about it.
Developing a Deep Understanding of Your Issue and Massaging Your Message This activity highlights how educating others about an issue means students must be knowledgeable about it.	Use this activity and case study to show students how to think critically about their issue as they learn to ask informed and thoughtful questions, and assess the gaps in their knowledge and the information they need to know.
Ensuring Message Credibility In order to gain support, every team's message should be able to stand up to the critics they may face. This activity will help students ensure the credibility of their message.	Use this activity to have students run three checks on the credibility of their message: creating an annotated bibliography, fact checking their message, and presenting to the class for a peer-review and question period.
Spreading the Word A message is only powerful if it reaches the right people. This activity, along with accompanying worksheets and templates, guides in developing effective communications strategies and a communications plan.	Use this activity to have students brainstorm various communications methods and assess each one's effectiveness. Then, they will develop a communications plan around their selected method to detail who their message is intended for, how the message will be communicated, and when it will be delivered.
Practice, Practice, Practice This activity highlights how public speaking is a powerful force that can break the silence and raise awareness of difficult issues.	Use this activity and case study to have students read, listen to, or watch some examples of famous speeches to identify how the speaker uses the three I's—Influence, Involve, and Inspire—with their audience.

Use the Reflect: Action Plan worksheet in the Student Workbook to reflect on what you have learned.

Part 3: Take Action

The Take Action section is divided into two parts:

▸ Connect Learning

▸ Re-Inspire and Reflect

WE Service Framework

INVESTIGATE AND LEARN ▶ ACTION PLAN ▶ TAKE ACTION ▶ REPORT AND CELEBRATE

RECORD AND REFLECT

Overview for Part 3: Take Action

As students take action, they will be equipped with tools to navigate obstacles, mitigate conflicts, collect evidence, and record their actions, while also learning how to maintain their drive and inspiration.

Key Takeaways

▸ Effective teamwork is strengthened through abilities to navigate obstacles and overcome conflicts.

▸ The impact of an action can be measured by the collection of evidence and recording actions.

▸ Re-inspiration is important when caught up in the details.

This Section Contains:

▸ Templates that all students should complete to help them successfully meet the recognition criteria.

▸ Optional activities that you may choose to use with your class to deepen student understanding of particular elements of taking action, effective teamwork, and recording actions.

Resources on Determining Effective Teamwork, Navigating Obstacles, and Overcoming Conflicts

In Part 3: Take Action, you will use these resources to help students with practicing positive teamwork, navigating obstacles, and planning for contingencies as they begin to take action.

Resources are available in the AP with WE Service Program Guide:
https://apcentral.collegeboard.org/media/pdf/program-guide_1.pdf

RESOURCE AND DESCRIPTION	HOW TO USE THIS RESOURCE
Ezra Frech's Story Ezra Frech loves to play guitar and a ton of sports. Born with one finger on his left hand and a lower leg that was curved, he had surgery at age two to remove the lower part of his leg and transplant the big toe onto his left hand.	Ezra's story (available at **https://www.youtube.com/watch?v=KUqmJzoQQYQ**) highlights perseverance and tenacity. On losing his leg and gaining a transplanted thumb, he says, "And this hasn't slowed me down at all!" He is his school's starting quarterback and can shoot hoops for days.
Practicing Positive Teamwork and Conflict Mediation Maintaining a positive and enthusiastic team can be difficult in the midst of long sessions of work and preparation. Conflicts are likely to arise, and understanding techniques for conflict resolution is an important lifelong skill to have.	Use this tip sheet and worksheet to help students understand conflict-mediation techniques and the power of constructive feedback to keep team dynamics positive and ensure their teammates feel supported and appreciated.
Navigating Obstacles No matter how much work and preparation goes into an event, obstacles may arise at any point, acting as a roadblock to success.	Help students gain a better understanding of how others have successfully navigated and overcome obstacles using this case study on Spencer West, a motivational speaker and author of *Standing Tall: My Journey*, which underscores teamwork and focus on goals.
Planning for Contingencies This means students are thinking ahead by looking at possible issues that might come up, and planning for possible solutions accordingly.	This activity helps students work through the process of proactively identifying potential issues and considering practical solutions so that they can plan ahead.

Connect Learning

Activity: Student Log Sheet

In addition to the information, artifacts, analyses, and reflection pieces that you collect and complete, you will need to keep track of time spent on your action projects, reflect on your experiences, and collect the appropriate verification where needed. As you reflect, some of the things you may think about include:

▸ What did you accomplish today?

▸ What (if any) were the major successes or big wins?

▸ How can you build on these successes?

▸ What (if any) were the setbacks, minor or major?

▸ What is your plan to mitigate or resolve these issues?

▸ What do you plan to accomplish tomorrow/next class/next meeting?

▸ How are you feeling about the progress of the action so far?

▸ Did you collect the qualitative data you set out in your action plan? What are the testimonials telling you so far (if applicable)? Are there any tweaks or changes you need to make with your action plan?

▸ Did you collect the quantitative data you set out in your action plan? What are the numbers telling you so far (if applicable)? Are there any tweaks or changes you need to make with your action plan?

▸ What is still missing and how will you get the information you need?

▸ How did your team pull together? What were your teamwork successes? What conflicts or obstacles did you resolve or overcome? How can you be stronger as a team?

Have students use the Student Log Sheet, found in the Student Workbook, to help record and keep track of their activities and reflections.

Re-Inspire and Reflect

In the process of carrying out an action, team members will often lose inspiration or momentum. Help students reconnect with their original motivation for taking action to empower them as change-makers.

Individually, ask students to reflect on their own story as someone who is interested in changing the world through action. Provide them with the following questions to reflect on their story as an agent of change.

Activity: Reflecting on Take Action

Provide students with questions to help them reflect on their experiences of taking action as a team.

▸ How will you continue the work that you and your team started with this project?

▸ Changing the world is hard work, and a lot of fun too! What are the top three lessons you have learned during your service project?

▸ What is your story as an agent of change?

Resources on Re-Inspiration

Resources are available in the AP with WE Service Program Guide:
https://apcentral.collegeboard.org/media/pdf/program-guide_1.pdf

RESOURCE AND DESCRIPTION	HOW TO USE THIS RESOURCE
Craig Kielburger's Story When Craig first learned about child labor at the age of 12, there was no way for him to get involved and make real change as a kid. So he set out on his own to free children from poverty and exploitation, but freed his peers at home from the idea that they had to wait to change the world.	Use the various resources—including videos, articles, and books Craig has written—to inspire students with the knowledge that passion and determination can truly change the world. Access the resources here: **https://www.we.org/en-CA/about-we/about-us**.
Ally Del Monte's Story Every year, 3.2 million kids are bullied. Sixteen year-old Ally Del Monte was one of them, but she decided to fight back by motivating others to be proud, be strong, and, most of all, be brave.	Use Ally's story (available at **https://www.youtube.com/watch?v=QhHLekYrrp8**) to inspire students and spark a conversation. Ally talks about bullying and its terrifying impact, but she also talks about overcoming the bullying and leading by example.
Razia Hutchins and Maurice Young's Story The I Am For Peace movement started as a neighborhood march against violence in the south side of Chicago. Now an annual event, it has gone global, thanks to champion youth Razia Hutchins and her partner in peace, Maurice Young.	Use Razia and Maurice's story (available at **https://www.therenewalproject.com/fighting-against-chicagos-gun-violence-with-peace/)** to inspire students about how a passion-driven initiative can make a life-altering impact—on those who lead the initiative as well as those who will be inspired to join.

Part 4: Report & Celebrate

The Report and Celebrate section is divided into three parts:

▸ Connect Learning

▸ Celebrate

▸ Complete Final Summary and Reflection

WE Service Framework

INVESTIGATE AND LEARN ▶ ACTION PLAN ▶ TAKE ACTION ▶ REPORT AND CELEBRATE

RECORD AND REFLECT

Overview for Part 4: Report and Celebrate

Students will compile and showcase their work. They will then celebrate their accomplishments and look ahead at ways to continue to sustain their actions.

Key Takeaways

▸ Devoting time to serving the greater community can positively affect the individual and the community.

▸ Service learning enables students to make local and global connections to AP course content.

This Section Contains:

▸ Templates that all students should complete to help them successfully meet the recognition criteria.

▸ Tables containing optional activities that you may choose to use with your class to deepen student understanding of particular elements of Report and Celebrate.

Connect Learning

Activity: Understanding the Purpose of Showcasing Work

Discuss the following:

▸ Why is it important to put together evidence of your service project?

▸ What is the value of showcasing your work?

▸ What are the different ways in which portfolios can be presented?
Are some ways more effective than others? How and why?

▸ How can a portfolio be used to educate, inform, and guide other students in creating their portfolios?

Activity: Collect Artifacts

To showcase their work, instruct students to consider including elements they would find interesting and helpful to have if they were just beginning their action. What would they include to help students who are only beginning their action planning?

Putting Together a Portfolio of Artifacts

A portfolio is a collection of work, material, and achievements that you believe best explain and represent your AP with WE Service work. It can take one or more forms:

▸ An online presentation through Prezi or PowerPoint

▸ A blog or a website, or any other online tool that you may choose

▸ Video presentation

▸ Physical portfolio displayed on a presentation board, in a binder or scrapbook, etc.

Celebrate

Optional Activity

Amazing actions, incredible impacts, and outstanding student leadership deserve to be celebrated. It is important to honor the work students have done and recognize the impact they have had on their communities, the nation, and the world. As a class (or perhaps a school, if other AP with WE Service courses exist in the school), organize a celebration that fits the actions that the students have taken. A few celebration ideas include:

- A school-wide assembly
- A project fair for the whole school to visit
- An outdoor cinema-style documentary screening
- Poster exhibition
- School newsletter, newspaper, or special-edition magazine

Do not forget to share and celebrate over social media: #APWEServe

Teacher Tip:

Students have seen what they can accomplish as small groups, so put together all of their numbers so they can see the change they affected as a whole group.

Resources on Celebrating...

Resources are available in the AP with WE Service Program Guide:
https://apcentral.collegeboard.org/media/pdf/program-guide_1.pdf

RESOURCE AND DESCRIPTION	HOW TO USE THIS RESOURCE
... At a School-Wide Assembly	School assemblies are a popular way to showcase and celebrate collective achievements. Use the sample road map in this tip sheet to organize a memorable school assembly.
... Through Social Media	Social media is a great way to celebrate all of the amazing work your class is doing. Join the conversation online and create fun, engaging content to share your big ideas.
... Through a Project Fair	A project fair allows for intimate and meaningful interaction between teams and the rest of the student body, allowing other students to explore and understand the different service actions at their own pace. This tip sheet will provide thoughts and ideas on organizing a project fair.
... With a Documentary Screening	Why not make a final documentary of the different action projects and hold a school-wide screening? This tip sheet will help you get started.
... With a Poster Exhibition	Posters can convey a lot of information and emotion through art and concise copy. It is a great team exercise as part of their portfolios and a terrific way to share and celebrate their successes within the school and even the community.
... With a Special Publication	Put together a class publication that shares the highlights, learning, and successes of the teams through individual and/or team articles, photo essays, and editorials. This tip sheet will get you started.

Celebrate with Social Media

Social media is a great tool to show all the amazing work your students are doing! Join the online conversation and create fun, engaging content to share your big ideas. Whether you will be running your group's accounts or teaching your students how to run social media in a fun, safe, responsible, and effective way, these tips will provide creative ways to amplify your projects in the digital space!

Getting connected. This is the best place to get started. Make it a team effort and tell your school that you'll be posting all about the amazing work they'll be doing. Grow your network by adding group members and students on all of your social media accounts. Stay digitally active and keep up the conversation online! Engage with posts using likes and motivate each other with comments.

Take great photos. Eye-catching visuals are an absolute necessity when it comes to social media! Bright backgrounds, daylight, and big smiles are the best combination for an awesome picture. Mix it up by changing up settings. (One photo can be in a classroom; another can be outside!) This will add variety to your feed and make it much more interesting.

Share in a timely fashion. Want to know a fact about social media? It only thrives if people see it. Post at times that will guarantee views. Sharing during lunch break and right after school will ensure your content gets the most visibility.

Updates! Does your latest project include a goal you're trying to reach? Keep your school updated on how close you are! Provide updates as soon as you get them, to keep your students and teachers in the know. That post might be the extra push you need to achieve your goal.

Use hashtags. Craving inspiration to spice up your campaign? See what others are doing by looking up the hashtag.

Gifs! Take your feed to the next level with these short animations. Download a GIF maker from your preferred app store and fuse your photos together to liven up your newsfeed.

Tag—you're it! Here's a fun way to get your school involved: play a game of digital tag. Once you've posted, have students tag five friends and challenge those friends to tag and share with five others. You'd be surprised how fast word gets around! (PS: This works even better if you all use the same hashtags in your captions.)

Share with us. We love seeing how your projects are going! Tag your posts with **#APWEServe**. They might just get featured!

Complete Final Summary and Reflection

Activity: Complete Final Executive Summary

Once students have completed their action, submitted their evidence, and celebrated their work, students may complete an executive summary as a team. The executive summaries offer a snapshot of the team's outcomes based on:

▸ Summary of the team's work and individual contributions

▸ Analysis and highlights of evidence collected

▸ Explanation of the project impact and its significance within a larger context

▸ Summary of what they learned about their AP course through the service project

Activity: Reflect on the Overall Service Experience

Individually, students complete a final reflection that describes their overall service experience. Students reflect on their thoughts at the start of the project and how they feel they have grown over the course of their service work. What do they now understand about the role of service and active citizenship, especially as an application of their learning?

Activity: Record and Reflect

Using the following questions to guide your writing, reflect on the overall action project, which will inform the development and assembly of your portfolio.

Overall, in this action project:

▸ What were your most important successes as a team, and what were the important factors that helped you accomplish those successes?

▸ What obstacles did your team overcome and what strategies were important in navigating those challenges?

▸ What was your favorite moment in carrying out your action?

▸ What are you most proud of?

▸ If you could go back to the start, what advice would you give yourself or your team? Is there anything you would do differently?

▸ How is your community/the nation/the world a better place because of your action?

▸ How have you developed as a global citizen in taking action? What plans do you have to continue your work as a change-maker?
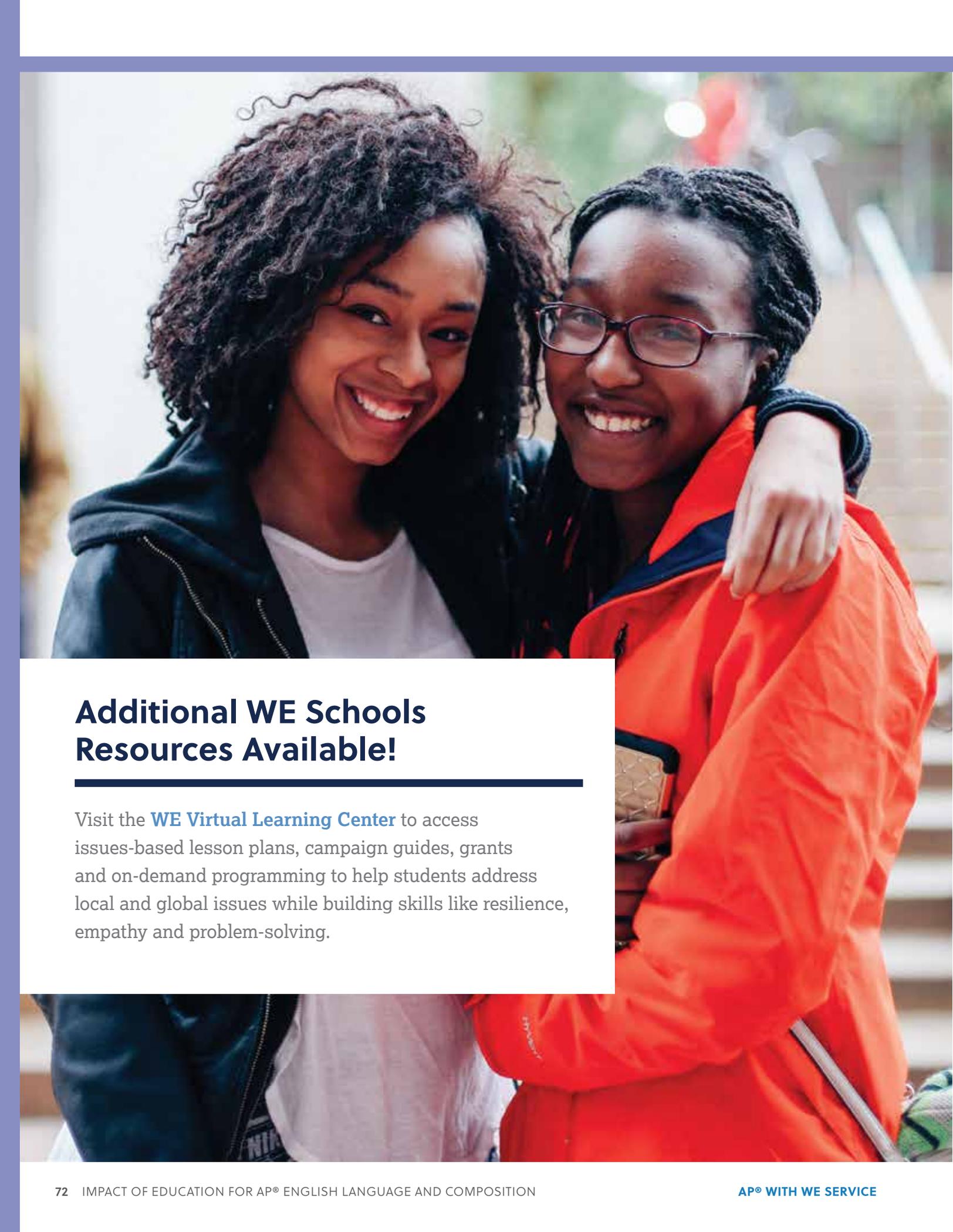
Additional WE Schools Resources Available!

Visit the **WE Virtual Learning Center** to access issues-based lesson plans, campaign guides, grants and on-demand programming to help students address local and global issues while building skills like resilience, empathy and problem-solving.

AP English Language and Composition Module Resources (Lessons 1-3)

AP English Language Module Resources (Lessons 1-3)

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Acknowledgements

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