

Lesson 1, Activity 3

Group-Discussion Questions:

1. What is the Central Question asking?
2. What might you already know in relation to the Central Question?
3. What about the question piques your curiosity?
4. How do you think this question relates to the texts or topic of the unit?
5. If you were to provide an answer to the Central Question today, what would it be?

Lesson 1, Activity 6

Reflection Question:

Think about the popular saying, "Be the change you wish to see in the world." Respond to the following question:

1. What does it mean to "be the change you wish to see"?

Lesson 2, Activity 3, "The Danger of Silence," Dr. Clint Smith, TED Talk

Text-Dependent Questions:

1. Do you see any connections between any of the terms you learned earlier (activism, advocacy, and influence) and the message Smith shares?
2. How are silence and change related, according to Smith?

Lesson 2, Activity 4, "The Danger of Silence," Dr. Clint Smith, TED Talk

Group Discussion Questions:

1. What can you infer about the speaker's point of view on silence from the title, "The Danger of Silence"?
2. What emotion is Smith equating silence with? Is there more than one?
3. What is the key idea expressed by the speaker? How does it relate to change and change agents?
4. How does the phrase "There is no time to pick your battles when your battles have already picked you" relate to the key concept?
5. How do the speaker's word choice, tone, and inflection illuminate his point of view?
6. How does the speaker's perspective impact his message?

Lesson 2, Activity 5, “The Danger of Silence,” Dr. Clint Smith, TED Talk

Text-Dependent Question:

1. Based on this video, what are some qualities that change agents exhibit?

Lesson 3, Activity 1

Reflection Question:

After thinking about qualities of change agents, think of a personal and important change you would like to create and write about in your Learning Log. Respond to the following question:

1. If you could create or cause an important change what would you like to change?

Lesson 3, Activity 2, “Introduction,” *The Tipping Point*, Malcolm Gladwell

Group Discussion Questions:

1. What elements caused the change? What details did you highlight?
2. What characteristics did the people who helped spark this change have in common?
3. What role, if any, did activism, advocacy, and influence play in the events Gladwell describes in the introduction to *The Tipping Point*?
4. Could the important change you described in the previous activity be a tipping point? Why or why not?

Lesson 3, Activity 3, “Introduction,” *The Tipping Point*, Malcolm Gladwell

Class Discussion Question:

1. What is different about the change in popularity of Hush Puppies and the decrease in crime in Brownsville?

Lesson 3, Activity 4, “Section 2,” *The Tipping Point*, Malcolm Gladwell

Partner Discussion Questions:

1. What is an epidemic? What does the word *contagious* mean? How do you know the meaning of these words? Find the evidence in the text that supports your definition.
2. What is the relationship between the word *epidemic* and the word *contagious*? Write a sentence that uses both words and demonstrates their relationship.
3. In Paragraph 12, the author provides three characteristics of an epidemic, and he says that the third characteristic is important to understand modern change. What is the third characteristic, and how does it relate to modern change?

Lesson 3, Activity 5, “Section 2,” *The Tipping Point*, Malcolm Gladwell

Group Discussion Questions:

1. What is Gladwell’s claim regarding epidemics and change?
2. Does he provide sufficient evidence to support his three characteristics of an epidemic? If so, what is the evidence?

Lesson 3, Activity 6, “How to Start a Movement,” by Derek Sivers

Discussion Questions:

1. What qualities and characteristics, according to Sivers, are important to starting a movement?
2. What ideas related to change are expressed in this video?

Lesson 3, Activity 7

Reflection Question:

Return to your opening writing about a personal tipping point. In your Learning Log, write down the characteristics of change that you learned about in this lesson. Respond to the following question:

1. How do these characteristics relate to your personal account of a tipping point?

Lesson 5, Activity 1, “Inaugural Address, 20 January 1961,” John F. Kennedy and Ted Sorensen

Text-Specific Questions:

1. In Paragraph 2, how does President Kennedy characterize his victory?
2. In Paragraph 3, President Kennedy says, “The world is very different now.” How is the world different? How, according to Kennedy, is it the same?
3. In Paragraph 4, how does President Kennedy create sameness with the audience? Does he do this in other areas of the speech as well?
4. Paragraphs 7-12 each contain a repeated sentiment: “We pledge...” What is a pledge? How does President Kennedy speak for the nation and to the world in these paragraphs?
5. What phrase is repeated in Paragraphs 16-20? How does this section differ in meaning and tone from Paragraphs 7-12?
6. In Paragraph 22, President Kennedy says, “In your hands, my fellow citizens, more than mine, will rest the final success or failure of our course.” What is the purpose of this sentence?
7. One of the most famous lines from the speech comes near the end. “And so my fellow Americans, ask not what your country can do for you – ask what you can do for your country.” How does this sentence align with the rest of the speech?
8. What is the main premise of President Kennedy’s 1961 inaugural address?

Lesson 5, Activity 2, “Inaugural Address, 20 January 1961,” John F. Kennedy and Ted Sorensen

Forming Evidence-Based Claims Tool Guiding Question:

1. What change agent characteristics can you glean from this premise?

Lesson 6, Activity 1, “Inaugural Address, 20 January 1961,” John F. Kennedy and Ted Sorensen

Mentor Sentence Questions:

1. What is the key idea of the sentence?
2. Where is the key idea located?
3. What is the tone of the sentence?
4. How does the author’s use of commas impact the tone and meaning of the sentence?
5. How could you use the periodic sentence structure in your own writing?

Lesson 6, Activity 5, “Inaugural Address, 20 January 1961,” John F. Kennedy and Ted Sorensen

Analyzing Relationships Tool Guiding Question:

1. How is Kennedy’s word choice throughout the speech meant to impact the reader?

Lesson 6, Activity 6, “Inaugural Address, 20 January 1961,” John F. Kennedy and Ted Sorensen

Discussion Question:

1. Based on the text, what is Kennedy’s position on each of the following ideas: advocacy, activism, and influence? Provide text evidence to support your analysis.

Lesson 7, Activity 3, “About Machiavelli’s *The Prince*”

Group Discussion Questions:

1. What does it mean to say, "The ends justify the means when it comes to acquiring and maintaining power"?
2. Since Machiavelli wrote about power and politics, how might politics and power relate to change and your working definition of a change agent?

Lesson 8, Activity 1, *The Prince*, Niccolò di Bernardo dei Machiavelli

Mentor Sentence Questions:

1. What is the key idea of the sentence?
2. Where is the key idea located?
3. What is the tone of the sentence?
4. How does the author’s use of commas impact the tone and meaning of the sentence?
5. How does the author’s use of the words *nothing more* and *nor* impact the tone and meaning?
6. How could you use the periodic sentence structure in your own writing?

Lesson 8, Activity 4, *The Prince*, Niccolò di Bernardo dei Machiavelli

Forming Evidence-Based Claims Tool Guiding Question:

1. Based on the excerpt, what trait does Machiavelli claim is important when fighting for change?

Lesson 9, Activity 3

Revision Questions:

1. Read the introductory paragraph. Does it contain a thesis statement? Does it contain your definition of a change agent?
2. Do you have a general introduction to your multiparagraph response?
3. Read each paragraph. Do you have a topic sentence? Do you have transition sentences between paragraphs?
4. Did you use a concluding periodic sentence?
5. Did you check for punctuation, capitalization, grammar, and spelling?

Lesson 9, Activity 5

Reflection Questions:

1. How well did you take necessary action to prepare for the task?
2. What went well for you during the completion of this task?
3. What did you struggle with during the completion of this task? How did you push through that struggle?
4. How well did you actively focus your attention during this independent task?
5. How well did you develop and use an effective and efficient process to maintain workflow during this task?
6. What would you do differently during the next Section Diagnostic?

Group Discussion Questions:

1. What new knowledge do you have that relates to the Central Question?
2. What are you still curious about that relates to the Central Question?
3. What is the relationship between the Central Question and the texts you have read so far? How do the texts shed light on the question? How does the question help you understand the texts?
4. How has your response to the question evolved, deepened, or changed?