



**Text Talk**  
**Marley Dias: #1000BlackGirlBooks (slides)**

<b>Big Ideas</b>	<p>Leaders help guide and support their communities.</p> <p>When people in communities talk, work, play, and learn together, they can create positive change.</p>
<b>Weekly Question</b>	How do people become leaders?
<b>Content Objectives</b>	<p>I can describe the sequence of events in Marley Dias’ life that lead to her becoming a young leader. (R.6.1.b)</p> <p>I can explain the responsibilities Marley Dias took on and how she is inspiring others. (Civics &amp; Government 2)</p>
<b>Language Objective</b>	I can describe the events in Marley Dias’ life. (SL.3.1.a)
<b>Vocabulary</b>	<p><b>collect:</b> gather</p> <p><b>perspectives:</b> points of view</p> <p><b>advocating:</b> supporting an idea</p> <p><b>diverse:</b> varied</p> <p><b>inspire:</b> influence</p> <p><b>emerge:</b> develop or appear</p>
<b>Materials and Preparation</b>	<ul style="list-style-type: none"> <li>● Marley Dias: #1000BlackGirlBooks slides</li> <li>● projector and screen</li> </ul> <p>On the whiteboard, write:</p> <p style="padding-left: 40px;">How does Marley Dias become a leader, and why is she important?</p> <p style="padding-left: 40px;">What inspires you about her as a leader? Why?</p>

	Set aside five minutes at the end of the lesson to synthesize learning on the Weekly Question Chart.
<b>Opening</b> 1 minute	<p><i>Some leaders are not elected. Some people become leaders because they notice a problem and they want to fix it. These kinds of leaders <b>emerge</b>, or develop. Sometimes these leaders are kids!</i></p> <p>Set a purpose for the lesson. <i>Today we'll read about Marley Dias, who is an important young leader. We will think about the sequence of events in her life that lead to her having a big impact on kids reading books.</i></p>
<b>Text and Discussion</b> 12 minutes	<i>What is the problem Marley identifies?</i>
slide 2	
slide 5	<i>After Marley identifies a problem, what does she do about it?</i>
slide 6	<i>Why is it important for Marley to talk to kids and adults all over the United States?</i>
slide 7	<i>Do you feel like you have books to read that have people who look like you? When you do have that, how does it feel?</i>
slides 10	<i>What is Marley doing lately?</i>
<b>Key Discussion</b> 6 minutes	<p>Think, Pair, Share.</p> <p>Prompt 1: <i>How does Marley Dias become a leader and why is she important?</i></p> <p>Prompt 2: <i>What inspires you about her as a leader? Why?</i></p>
<b>Closing</b> 1 minute	<i>Today we learned about Marley Dias and discussed the stages she went through in order to emerge as a leader. She is very inspiring!</i>
<b>Weekly Question Chart</b> 5 minutes	<p>Refer to the Weekly Question Chart. <i>This week we have been thinking about this question: How do people become leaders?</i></p> <p>Read the chart together. Add any essential ideas that may be missing. Identify and color-code 2-3 themes that emerge. Some themes might be: voting, elections, emerging as a leader, etc.</p>

	Save this chart for use in Week 5.
<b>Standards</b>	<p><b>R.6.1.b</b> Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>*Note: Though the grade 1 standard only asks children to describe two events, the anchor standard asks children to analyze events over the course of a text.</p> <p><b>SL.3.1.a</b> Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p> <p><b>Civics &amp; Government 2:</b> Students understand the concepts of rights, duties, responsibilities, and participation by explaining the purpose of school/classroom rules and state laws encountered in daily experiences to promote the common good and the peaceful resolution of conflict.</p>
<b>Ongoing assessment</b>	<p>Notice how children are responding in discussions.</p> <p>What kinds of understandings do they have about how leaders emerge without being elected?</p> <p>Can children describe the events in Marley Dias’ life?</p> <p>Do they relate to Marley Dias? Are they inspired by her?</p>

**Notes**



Text Talk U1 W4 D5