

Unit 1: Building Strong Communities

WEEK 6 Day 1



Text Talk Interview with Youth Activists: Anya Edwards and Tayjairine Arrieta

Big Ideas	We all learn. We can learn different things, in different ways, for different reasons. Communities can include and support all learners.
Weekly Question	What do we know and what can we find out about our school?
Content Objectives	I can answer questions about two local student activists by gathering details from an interview. (R.4.2) I can describe why the activists believe advocating for change is important. (R.9.2.b)
Language Objective	I can build on others' comments in a discussion. (SL.1.2.b)
SEL Objective	I can describe why advocating for specific changes in schools and communities is important to me. (Self-Awareness)
Vocabulary	* activist: someone who advocates and works for change artist: a person who creates visual art or performing art Black Lives Matter movement: people working together for Black people to have what they need to live in ways that are healthy and safe common goal: shared hope, something people agree to work for together diverse: from many different backgrounds, with different identities environment: the natural world influence: to have an effect on interview: a conversation where someone asks questions to find out someone or something, and the other person answers

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	<p>press conference: a time when people speak to the media on a topic</p> <p>protest: a place or event where people speak out against things they think are wrong</p> <p>* voice: the right to express one’s opinion</p> <p>youth: young people</p>
Materials and Preparation	<ul style="list-style-type: none">● “Interview with Youth Activists: Anya Edwards and Tayjairine Arrieta” slides● projector and screen● “Interview with Youth Activists: Anya Edwards and Tayjairine Arrieta,” copy for each child● chart paper, two sheets <p>Write the following sentence frames.</p> <div><div>Discussion Sentence Frames</div><div><p>_____. I know this because in the text _____.</p><p>I heard you say _____, and I want to add _____.</p></div></div> <p>Save this chart for future discussions. More sentence frames will be added as the year continues.</p> <ul style="list-style-type: none">● Writing Station Response: Interview with Youth Activists, 1 copy for teacher <p>On the whiteboard, write the Writing Station prompt.</p> <p>On the whiteboard, write:</p> <p>What are the ways that Anya and Tay work for change in their community?</p> <p>What specific changes do you believe we should advocate for in our community? Why do you think so?</p> <p>Prepare the Weekly Question Chart with the question, What do we know and what can we find out about our school?</p>
Opening 1 minute	<p><i>People create change in their communities in lots of different ways. Anya Edwards and Tayjairine Arrieta, who goes by Tay (/Tī/), are</i></p>

	<p><i>student activists who try to change their schools and their communities through activism. Activism is advocating for changes you want to see in the world around you.</i></p> <p>Set a purpose for the lesson.</p> <p><i>Today we'll read an interview with Anya and Tay and answer some questions about it. We want to find out what makes Anya and Tay activists. Then we will consider why advocating for specific changes is important to us.</i></p>
<p>Text and Discussion 22 minutes</p> <p>slides 1-3</p>	<p><i>According to Anya and Tay, what does it mean to be a student activist?</i></p>
slide 4	<p>Echo read this section.</p> <p><i>Turn and talk. Why did Anya and Tay become activists? What is an artist activist?</i></p>
slides 5-7	<p><i>What kind of experiences have they had as activists?</i></p> <p><i>Why does having a common goal make activism work?</i></p>
slide 8	<p><i>Have you heard this phrase, Black Lives Matter ?</i></p> <p><i>Black Lives Matter is a way that people think about and work toward making sure that Black people have what they need to live in ways that are healthy and safe.</i></p> <p><i>What is enjoyable and what is challenging for Anya and Tay as student activists?</i></p> <p><i>Turn and talk. Why is a sense of community important for activists?</i></p>
slide 9	<p><i>What are Anya and Tay working on now?</i></p>
slide 10	<p><i>Turn and talk. How has their activism made a change in their schools?</i></p>
slide 11	<p><i>Chorally read this section. What can we learn as second graders about how to advocate for specific changes from Anya and Tay?</i></p>
Key Discussion	Think, Pair, Share.

15 minutes	<p><i>What are the ways that Anya and Tay work for change in their community through activism?</i></p> <p>Elicit a few responses.</p> <p>Next, arrange the class in such a way that they can have a group discussion, directing their comments to classmates. A circle works well. Facilitate a whole group discussion, using the prepared Discussion Sentence Frames.</p> <p><i>Now we are going to have a group discussion about an important question. We can use the sentence frames posted here.</i></p> <p>Read the sentence frames, adding an example, as needed.</p> <p><i>Our question for this discussion is: From previous readings and what we have talked about today, what specific changes do you believe we should advocate for in our community? Why do you think so?</i></p> <p>Take notes of how children use the sentence frames to respond to the questions and to each other.</p> <p>Introduce the Writing Station.</p> <p><i>This week at the Writing Station you will continue to consider why we should advocate for specific changes in our town.</i></p> <p><i>This is the sheet you will use, with the prompt at the top. Let's read the prompt together and answer any questions you might have.</i></p> <p>Have children echo read the prompt. Discuss children's questions as a group.</p>
Closing 1 minute	<p><i>Today we learned about Anya and Tay, two student activists. People can make change for people, even if they are very young. Anya and Tay's activism is very inspiring!</i></p>
Weekly Question Chart 1 minute	<p>Show the Weekly Question Chart.</p> <p><i>Throughout this week, we will be asking and answering the question: What do we know and what can we find out about our school? We can record our ideas here.</i></p> <p><i>Today we learned how Anya and Tay were influenced by their school in order to become student activists. Let's add this to our chart: Our schools can influence us to advocate for change.</i></p> <p><i>We can add more to our chart during the week.</i></p>
Standards	<p>R.4.2 Ask and answer questions about who, what, when, where, how and why.</p> <p>R.9.2.b Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p>

