



Mini Unit: Our Youth: Let them Lead the way

Rationale: Youth Activism is a huge part of many historical and modern movements. Allowing students to explore historical and modern movements helps students recognize their own agency and activism in the world today.

Heart:

- Do youth have the power to make change in our society?
- What kinds of emotions move youth to lift their voices?
- What qualities or characteristics does a youth activist have at their core?
- What issue do you want to change in your local, national or global communities?why?

Mind:

- How does one become an activist?
- What leadership styles help develop activism?
- How do you know if your activism is a success?
- What are the various forms of activism?
- How can youth make a difference?

Connections:

- What issues of today make you want to lift your voice?
- How are the ways people make change today different or similar to the ways in the past?
- Based on what you learned about the youth activist, past and present, are you an activist? Could you be an activist? Why or why not.

Standards: CCSS.ELA-LITERACY.CCRA.R.1

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCSS.ELA-LITERACY.CCRA.R.4

Interpret words and phrases as they are used in a text, including determining



technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CCSS.ELA-LITERACY.CCRA.R.5

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

CCSS.ELA-LITERACY.CCRA.R.6

Assess how point of view or purpose shapes the content and style of a text.

CCSS.ELA-LITERACY.CCRA.W.1

Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-LITERACY.CCRA.W.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.CCRA.W.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CCSS.ELA-LITERACY.CCRA.L.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

CCSS.ELA-LITERACY.CCRA.L.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- Speaking and Listening

CCSS.ELA-LITERACY.CCRA.SL.3

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

CCSS.ELA-LITERACY.CCRA.SL.4

Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.CCRA.SL.6

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

- Language

CCSS.ELA-LITERACY.CCRA.L.3

Apply knowledge of language to understand how language functions in different



contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Objectives:

- ★ Students will analyze primary sources to learn about how youth have led movements that change America.
- ★ Students will write an essay or speech sharing their views about an issue that is important to them or their community.
- ★ Students will share their concerns and actions with a larger community to inspire change.

Process:

- I. **Witness (1-3 days)**
Explore the youth activist source set. Give students a choice of sets to study. You can share sources in its digital format or in folders to be shared across groups. Use the heart, mind and connections questions to explore the sources and respond in writing, with artwork and/or short speeches.
- II. **Reflect and Discuss (1-2 days)**
 - A. **Lifting big ideas-** Share a digital tool like padlet to share big ideas from sources or use sticky notes and chart paper to capture student thinking
 - B. **Sharing your responses-** Through small group discussions, sharing charts or digital collaborative thinking resources like Padlet or Jamboard to connect and respond to classmates ideas
 - C. **Think-pair-Square discuss-** Start with partners to share ideas and have partnerships connect with another partnership to grow ideas and thinking
- III. **Lift your voice (1-2 weeks)**
 - A. 6-8 ([Mutli-genre](#) paper)
 - B. 9-12 Speeches- Using rhetorical devices to lift our voices- Great source for learning [rhetorical devices](#)
- IV. **Action (1 week)**
 - A. See Student Activism and Art inspiration
 - B. Determine an audience you want to address and prepare an event to engage audience in your issue

John Lewis Source Set

Source #	Description	Link
	<p>Boyhood: Part One of John Lewis Series</p> <p>The John Lewis Series is a collection of pieces created by artist and activist Benny Andrews chronicling the early life of John Lewis before he became Congressman. Part one of the series follows the boyhood of John Lewis.</p>	<p>https://artsandculture.google.com/story/boyhood-part-one-of-john-lewis-series-national-center-for-civil-and-human-rights/uAUhjGBYNsnmHg?hl=en</p>
	<p>Making History: Part Two of John Lewis Series</p>	<p>https://artsandculture.google.com/story/making-history-part-two-of-john-lewis-series-national-center-for-civil-and-human-rights/6AXh-w1niBnRiw?hl=en</p>

Camellia Teoli and Lawrence Kids Source Set

Source #	Description	Link
	Interview of Camellia Teoli after the strike	http://historymatters.gmu.edu/d/61/
	Smallest girl in picture is Antionette Pothier, 32 Easton St. (See 2477). Location: Lawrence, Massachusetts. color digital file from b&w original print	https://www.loc.gov/resource/nclc.02367/
	Article with some primary sources about the bread and roses strike in Lawrence, Massachusetts	https://timeline.com/bread-and-roses-strike-led-by-immigrant-women-406d2eae0a4d
	[Strike in Lawrence, Massachusetts, with many children posed on sidewalk] b&w film copy neg.	https://www.loc.gov/resource/cph.3b44256/
	Scholastic article about Camellia Teoli	https://junior.scholastic.com/issues/2018-19/031119/the-girl-who-spoke-out-for-workers-rights.html#930L

Claudette Covin Source Set

Source #	Description	Link
	Claudette Colvin: "History Had Me Glued To The Seat"	https://www.radiodiarie.org/claurette-colvin-a-teenage-rosa-parks/

Tiktok Activism Source Set

Source #	Description	Link
	How young TikTok users are making their activism go viral Two users speak about how they're using the platform to make their voices heard.	https://abcnews.go.com/US/young-tiktok-users-making-activism-viral/story?id=71950082
	TikTok activism: 'We're changing the world in 15 seconds' Why some teens are using short, shareable social media videos to deal with the big issues affecting them.	https://www.bbc.co.uk/bbcthree/article/fa349327-bdee-489b-ae44-d04f808d82b8
	TikTok is home to the next generation of BLM activists	https://www.cnn.com/videos/us/2021/02/03/tiktok-jackie-james-sofia-ongele-blm-activist-voi



		ces-digi-prod.cnn/video/playlists/atv-coronavirus-reopening/
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