

Creative Lessons To Open Classrooms & Minds To The World.



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With

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A large blue circle is positioned in the upper left. A smaller yellow circle overlaps its bottom edge. To the left of the yellow circle is a black and white striped pattern. In the bottom left corner, there is a yellow circle overlapping a white circle.

Eight Grade Lesson Plans

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LESSON PLAN TITLE

Youth-Led Social Activism

DESIGNERS

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SUMMARY AND RATIONALE

If young people understand that their actions can make a difference they may be motivated to bring about change in their school or community that brings more equity. Learning about activism will allow students to better understand the injustices they and others around them face. Social issues like racism, inequality, violence, bullying, etc. are real problems they experience every day. These are important skills to prepare them for real life.

GRADE

8th

TIME FRAME

2-3 class sessions
(a larger time commitment if it leads to action)

SUBJECTS

Social Studies
Language Arts

PRIMARY INSTRUCTIONAL GOAL

The ability to recognize perspectives, while accessing divergent sources of knowledge, opinions, and experiences in order to understand one's role and responsibility as active citizens in a global community.

STANDARDS

- UN Goal 16: Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels
- Targets
- 16.3: Promote the rule of law at the national and international levels and ensure equal access to justice for all
- 16.7: Ensure responsive, inclusive, participatory and representative decision-making at all levels
- 16.B: Promote and enforce non-discriminatory laws and policies for sustainable development
- CCSS.ELA-LITERACY.SL.8.4
Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
- CCSS.ELA-LITERACY.SL.8.5
Integrate multimedia and visual displays in presentations to clarify information, strengthen claims and evidence, and add interest.

ESSENTIAL QUESTIONS

- What is justice?
- What is worth fighting for?
- What are the roles and responsibilities of citizens and government regarding issues of social justice?
- What are the responsibilities of the individual regarding issues of social justice?
- How do citizens participate effectively in bringing about social change/justice?

UNDERSTANDING

Individual citizens can and do access power and affect change through participation in civic society.

- Individual citizens and groups participating in movements and organizations continually shape and reshape society.
- Knowledge of the past helps one understand the present and make decisions about the future.
- Examining social and civic issues helps to expand one's understanding of the world, its people, and themselves.
- Recognizing a diversity of viewpoints benefits all.

STUDENT LEARNING OBJECTIVES

- Students will be able to understand how local action connects with regional, national, and global issues.
- Students will be able to show empathy and solidarity for those suffering from injustice in their own country as well as in other countries.
- Students will be able to ask meaningful questions, find information, drawing conclusions, and reflect on possible solutions relevant to an important social issue.
- Students will be able to present research based on evidence that considers multiple perspectives and draws reasonable conclusions concerning an important social issue.
- Students will be able to articulate their personal and collective responsibility as citizens relative to issues of social justice?
- Students will be able to act individually or collectively, in response to a local, regional, or global issue, in order to impact change.

ASSESSMENT

Describe assessment tools which could help teachers know whether students have achieved the intended objectives, include checklists, rubrics, tests and quizzes, informal checks for understanding.

SEQUENCE OF ACTIVITIES**BEFORE THE LESSON: PREPARATION**

1. Create a gallery walk of at least 5 posters that illustrate a variety of student-led protests or examples of activism. (Posters can include images, text, quotes, clips from newspapers etc.,).
2. Divide students into groups of 4. Give each student a handout with the title of poster. Direct each group to stand at a different poster. Students will spend 1 minute examining the poster and write on their paper one thing the poster makes them question or something they remember learning about the event.
3. After students view all the photos ask them to stand near the poster they are most curious to learn more about. Which one resonates with you the most? Stand near that poster. Share their different questions with their classmates about all the posters. Then, have them discuss why they chose this event/ poster.
4. Have a large group discussion about some of the things students are questioning and/or thinking.
5. Students will work in small groups to research the different protests lead by young people.
6. Students will create a Google Slide presentation that outlines the historical background, challenges faced, outcome, and lasting impact.
7. Students will share their findings in small groups so that all students become familiar with the variety of protests/youth led activism.
8. Students will discuss their role and responsibilities as citizens, regarding issues of social justice? What is worth fighting for? Share in a large group discussion.

RESOURCES FOR TEACHERS & STUDENTS

- Activism isn't just for adults and teens. We need to teach younger kids to be activists, too:
<https://ideas.ted.com/activism-isnt-just-for-adults-and-teens-we-need-to-teach-younger-kids-to-be-activists-too/>
- Classroom Walkouts and School Protests. Freedom Forum Institute. 2019. 30 January 2019.
<https://www.freedomforuminstitute.org/first-amendment-center/primers/18655-2/>
- Knight Lab:
<https://cdn.knightlab.com/libs/timeline3/latest/embed/index.html?source=1Gb0pxJvQFAmOaIixYPzljrM2iCTysEkOwV3rJBbA97A>

- Kurzius, Alexa. “He Solves Conflicts With Kindness.”
<https://junior.scholastic.com/issues/2018-19/031119/he-solves-conflicts-with-kindness.html#970L>
- Smith, Patricia. “We’re the Generation That’s Going to End It”:
<https://junior.scholastic.com/issues/2017-18/040218/we-re-the-generation-that-s-going-to-end-it.html#1150L>
- National School Walkout: Thousands Protest about Gun Violence Across the US.:
<https://www.nytimes.com/2018/03/14/us/school-walkout.html>
- Smith, Patricia. “We’re the Generation That’s Going to End It”:
<https://junior.scholastic.com/issues/2017-18/040218/we-re-the-generation-that-s-going-to-end-it.html#1150L>
- The Youth Activists who Proved Critics Wrong in 2018.:
https://mashable.com/article/youth-teen-activists-2018/#WNIuk7_aEqF
- The 50th Anniversary of the Tinker v. Des Moines Schools Decision.:
<http://www.iptv.org/video/story/32660/50th-anniversary-tinker-v-des-moines-schools-decision>
- Tinker vs. Des Moines:
http://landmarkcases.org/en/landmark/cases/tinker_v_des_moines
- “7 Times in History When Students Turned to Activism.” New York Times. 5 March 2018. 2 February 2019.:
<https://www.nytimes.com/2018/03/05/us/student-protest-movements.html>

OTHER RESOURCES

- Sample Gallery Walk Poster (this is on a Google Doc, posters should be made full size. Sticky chart paper works well):
https://docs.google.com/document/d/1foKFmqB_j36rnH1-kIWWkGfoKtR2uP_At6S8Q5Z4os/edit
- Grading Rubric:
https://docs.google.com/document/d/1ZahIK5142F4UymwAUBEFQA_mBj4tgAj311mCIFGXiq0/edit

