



for our lives...

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from the module:

**BLACK.**

## LESSON OBJECTIVES



- 1 Students will read about various student activists in the Black community and the **influence students can have on positive change**.
- 2 Students will deepen their understanding of concepts such as **protest, action, and activism**.
- 3 Students will review various responses by youth who are seeking to **take action and raise awareness**.



### SOCIAL JUSTICE FOCUS ACTION

- 4 Students will make understanding of the impetus for **action and activism in the Black community**.

# March for our Lives



She was the youngest speaker at the March for Our Lives **protest** on March 24. She was also one of the most talked about speakers. Naomi Wadler is 11 years old. She asked the nation to not forget black women. They are often overlooked as the victims of shootings. The march was in Washington, D.C. Other protests and marches were held across the country and globe. Students and their supporters asked lawmakers to create new laws against guns.



Naomi Wadler, 11, of Alexandria, Virginia, (second from right) at the March for Our Lives rally gave an eloquent speech urging the nation not to forget black women, who are disproportionately represented among the victims of gun violence.

Naomi is a fifth-grader in Alexandria, Virginia. After speaking, she became very popular. She became a hashtag. She also became a **meme** shared around the world. TV and film stars showed her love on social media. People said the 11-year-old could become president one day.

## FIFTH GRADER SPEAKS HER MIND

Naomi said her speech might not make big changes. Still, she hopes it helps "all the black girls and women realize there's growing value for them."

That was the point of her 3-minute, 30-second speech. The crowd kept applauding while she spoke. "I am here to **acknowledge** and represent the African-American girls whose stories don't make the front page of every national newspaper, whose stories don't lead on the evening news," Naomi said in her speech.

She said she was here to represent the African-American women who are victims of gun violence. Those who are only seen as numbers. Instead of as bright, beautiful girls. Girls, who had so much to share with the world.

# March for our Lives



## **NAOMI'S MOTHER IS WHITE, DAD IS BLACK**

They first planned for the protest to last 17 minutes. One minute for each of the victims from the Parkland shooting. One minute to honor each life lost. This is what other students were doing. Naomi and Anderson decided to do something different. They added one minute to the walkout. This would honor Courtlin Arrington. She was shot and killed at her Alabama high school. She was 17-years-old. She was finishing her last year of high school. She had planned to go to college. She wanted to become a nurse.

Arrington was killed on March 7. It was three weeks after the shooting at Parkland. Still, the media ran far fewer stories about her death.

A study by the Centers for Disease Control and Prevention came out last summer. They protect people's health and safety. The study found black women had more than twice the chance of others to be killed. Black women also had the highest chance of dying in a shooting.

## **MEETS ACTOR GEORGE CLOONEY, RAPPER COMMON**

Backstage, she met George Clooney. The TV and film star helped pay for the march. Naomi also met rapper Common. She was more excited to meet the students she admired from Parkland. This included Emma González and Jaclyn Corin. They have been leading the protests.

People were blown away by Naomi's speech. Many were impressed by the calm of such a young person. She was speaking in front of many people. "Wow wow Naomi Wadler. She is ELEVEN YEARS OLD. And smarter than us all," tweeted writer Jessica Valenti.

## **GETS SHOUT-OUT FROM "BLACK PANTHER" STAR**

The day after the march, the family headed for spring break. They were going to the beach. Julie had some cool news to share with her.

Julie told her daughter that "Black Panther" star Lupita Nyong'o had given Naomi a shout-out on Instagram. "She screamed so loud that I thought I lost my hearing for a month," Julie said.



## Honoring Black Student Activists

In the summer of 2017, Charleena Lyles, a pregnant 30-year-old black woman was shot and killed by two white Seattle police officers in her home as her three young children looked on. Lyles, who had called the police to report a **burglary**, **reportedly** suffered from mental illness. Lyles pulled a knife out of her pocket when the police entered her home, but rather than tasing or subduing her with pepper spray, they shot her seven times.

Days after the shooting, seven black Seattle high school students formed "New Generation," a school **activist** group that led a walkout at Garfield High School to raise awareness about the young mother's death and to organize in their school and community for racial justice.

The death of Lyles is a **symbol** of the **injustices** the group of students has experienced and witnessed in their communities and even within their school. They wanted to take action not just for Charleena Lyles but for all people of color, especially their fellow students.

"We're students of color and we share similar **struggles**, experience the same **disadvantages**, and **strive** to become more than what society has labeled us," says Chardonay Beaver, who founded New Generation along with classmates Janelle Gary, Myles Gillespie, Kevon Avery, Israel Presley, and Umoya McKinney.

"We've discovered that action is the first step in turning ideas of **equality** into reality. Because we're students we have the opportunity to reach our **peers** directly."



New Generation receiving the Black Education Matters Student Activism Award.

# Document A



## Honoring Black Student Activists



Over the past three years, nine Seattle Public Schools students and one youth group - New Generation – have been honored with the award.

The program was founded by Jesse Hagopian, a teacher at Garfield High School in Seattle.

### RECOGNIZING CHANGEMAKERS

"Standing up to **racism** is hard, and this award gives recognition for those with the courage to do it," says Hagopian. "I wanted to create a space and an awareness that if you step forward for **social justice**, you will be lifted up in the community and by **mentors** who will support your work."

"Activism is at the heart of this award," Hagopian says, "The examples are breathtaking."

One student got people to donate free bus passes for students who needed them. Another student started an **Islamophobia** global awareness day. One group got the Seattle School Board to endorse "Black Live Matters at School" and week of action.

"None of this would have been possible without student **activism**," says Hagopian. "I wanted to find a way to recognize the work of young people who see that they are the changemakers - the ones who will have to bring about the changes they want to see."





## Stepping Up: The Social Justice Activist



Teenagers across the United States are taking action on issues they're passionate about. KQED's Stepping Up series introduces four high school students who are making a real difference in their own communities.

Access the video at [goo.gl/cBPGbm](https://goo.gl/cBPGbm)



## 11-Year-Old Naomi Wadler's Speech At The March For Our Lives



11-year-old speaks out, at the March For Our Lives rally in Washington, for all the African-American girls who have been left out of the gun violence discussion. Wadler led a walkout at her elementary school to bring attention to the gun violence in schools across the country.

Access the video at [goo.gl/V13Tvm](https://www.youtube.com/watch?v=C5ZUDImTIQ8)

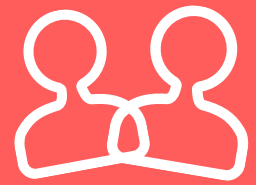
# Terminology



1. **Protest:** To show or express strong disagreement with something or someone
2. **Meme:** an amusing or interesting picture or video that is spread widely through the Internet
3. **Acknowledge:** to say that you accept or do not deny the truth or existence of something
4. **Burglary:** illegally entering a building in order to steal things
5. **Reportedly:** according to what has been said (may or may not be true)
6. **Activist:** a person who uses or supports strong actions to help make changes in politics or society
7. **Symbol:** an action, object, event that expresses or represents a particular idea or quality
8. **Injustices:** unfair treatment-a situation in which the rights of a person or a group of people are ignored
9. **Struggles:** something that is difficult to do or achieve
10. **Disadvantages:** something that causes difficulty
11. **Strive:** to try very hard to do or achieve something
12. **Equality:** the quality or state of being equal
13. **Peers:** people in the same age group
14. **Racism:** poor treatment of or violence against people because of their race
15. **Social Justice:** a political and philosophical concept which holds that all people should have equal access to wealth, health, well-being, justice and opportunity
16. **Mentors:** someone who teaches or gives help and advice to a less experienced and often younger person
17. **Islamophobia:** dislike or prejudice against Islam or Muslim people
18. **Activism:** the act of using campaigning and social action to bring about political or social change



# Discussion



1. **Why do you think the people said Naomi Wadler could be president?**
  - a. Do you agree?
  - b. Why or why not?
  
2. **What are some of the actions that were taken by the kids in the articles and videos?**
  - a. What did their actions show about them?
  - b. What actions can you take in your life to raise awareness about certain issues?
  
3. **What do you think was the most important thing Naomi Wadler said in her speech?**
  - a. Why do you believe this is important?
  - b. Is there anything else you would add to this speech?
  - c. Is there anything in the speech you feel didn't belong?
  
4. **In her video, Naudika Williams speaks about becoming an activist.**
  - a. What things in Naudika's life inspired her to be an activist?
  - b. Where did Naudika experience "push back" in her activism?
  
5. **Naomi Wadler said she was giving her speech to represent the African American girls who don't always make the front page of newspapers.**
  - a. Why do you think the shooting of African American girls and women don't make the front page of the newspaper?
  - b. What are some ways you can become an activist for causes that are important.

# Social Justice Work



## ACTION

With your classmates, brainstorm a definition for the word ACTION



1. Think about a time you have taken action or seen others take action to turn your beliefs into reality.

2. What was this action and how did it change something?

3. For each of the actions below, think about what kind of impact or change it can make in the world. Fill in the chart below:

Action	Impact
Bringing cans to a food drive	One person or several people will have food who might not otherwise be able to eat. For somebody who is starving, their life might be saved
Cleaning up a park	
Marching for a cause	
Standing up to a bully	
Speaking up when you hear a racist joke or slur	
Voting in school elections	
Writing a letter to the principal	
Donating toys or clothes to a shelter	

# Social Justice Work



## ACTION

Naomi Wadler and Naudika Williams are both taking ACTION to bring awareness to things they believe need to change.

1 What is one issue in your home, school, or community that you think needs to change?

2 Why do you believe this needs to change?

3 How would things be different if it were changed? What would be better for you or for others?

(This change people would experience is called IMPACT)



## ACTION PROJECT

Now that you have identified an issue that needs to change, come up with a way to raise awareness within your home, school, and community!

Use the following steps to begin thinking about your ACTION PROJECT. Use scratch paper to write down your answers, ideas, and plans...then ACT!

- 1 Research your issue to gather information and facts about it. What is it? Why does it happen? Who is responsible? Why does it need to change?
- 2 Identify your audience. Who will you be sharing your information with? Who can help you make this change (allies)? Who will hear your message?
- 3 What opportunities will you have to share information? Examples: school assembly, dinner time at home, lunch/recess with friends, church, posting things in the community, etc.
- 4 What information will people need to know? Why should they act, too? Motivate others by sharing data and showing them why we need change and how they can help.
- 5 HOW will you share your message? Will you write a speech? Create a flyer? Make a poster? Start a campaign? Raise money? Ask others to take action? Do something?

Depending on how you plan to spread your message, get going! Take action and inspire others with your project.



## FIFTH-GRADER BEHIND SOCIAL MEDIA CAMPAIGN WROTE HER OWN BOOK



Founder of #1000BlackGirl Books, Marley Dias speaks on stage during the 2017 Forbes Women's Summit at Spring Studios on June 13, 2017, in New York City. Photo by Gary Gershoff/WireImage

Marley Dias was at a diner with her mother near their New Jersey home. She was enjoying her pancakes when her mom asked the fifth-grader a question. It turned out to be a very important question: "If you could change one thing, what would it be?"

It could have simply been a nice conversation between mother and daughter. Instead, it set in motion events that changed Marley's life. She became a social activist.

Marley, now 13, recently became a published author as well.

### A World Where Main Characters Aren't All Boys With Dogs

But back to the pancakes for a moment. Marley answered her mom's question. She said she wanted more kids to have books with black girls as the main characters. At the time, Marley had just finished reading Jacqueline Woodson's "Brown Girl Dreaming." It was a birthday gift from her aunt. Marley credits the book with introducing her to a new world.

"A world where modern black girls were the main characters — not invisible, not just the sidekick," Marley writes in "Marley Dias Gets It Done (And So Can You!)." That's the title of her new book. "A world where black girls were free to be complicated, honest, human; to have adventures and emotions unique just to them. A world where black girls' stories mattered."



Marley Dias started as an activist and is now a published author. She is only 13 years old! Photo from Getty.



# Performance Task



Marley recalls that was not the world she was reading about in fifth grade. She says they were required to read classic books. They were usually about white boys and dogs. She lists titles like "Shiloh," "Old Yeller," and "Where the Red Fern Grows."

## Social Media Campaign To Change Reading Habits

So she launched #1000BlackGirlBooks. The social media campaign collected and distributed 1,000 books. They featured black girls as main characters. Marley donated them to libraries around the country.

By last spring, Marley had beat her goal. She had collected 9,500 books. She received national recognition and awards for her efforts. The interest inspired her to write a book of her own.

That book hit the shelves in January 2018. It is already earning praise. On February 1, she visited Chicago for two events. First, she joined a book chat at the Union League Club. Second, she took part in an evening discussion at Evanston Township High School. There, 13-year-old Taryn Robinson interviewed her. Taryn raised her hand when organizers asked for a volunteer to interview Marley onstage.

"I'm really excited, and I've had fun preparing," Taryn said.

## Total Book Nerds

Taryn has created a list of questions she plans to ask. She specifically wants Marley's suggestions for kids who want to change the world. "She said any idea that you put your mind to, you can make happen," Taryn said.

In "Marley Dias Gets It Done," Marley describes herself as a "TBN: a total book nerd." Taryn loves to read, too. "I really enjoy books more when I can connect to the characters and what they're doing," Taryn said.

Marley wants to reach kids all over the world. She believes books can serve as "mirrors and windows" for readers. For her, mirrors are stories that reflect the lives of black girl readers. She wants them to be able to "see themselves and identify themselves and learn about their history," she said. She also believes books can be windows. They let readers look into the experiences of other people.

# Performance Task



PROMPT: Based on your reading of the texts and videos you've seen, create a pamphlet that addresses the following prompt:

**Compare the young activists Naomi Wadler, Marley Dias, and Naudika Williams.**

**By creating a pamphlet, you will compare the message and method of each activist.**

**On the back, you will talk about the MOST EFFECTIVE way of advocating for issues.**

Make sure your pamphlet addresses the prompt and is neat and appealing to look at. Use citations from the articles and videos to explain the student advocates and their message.

# Performance Task



## INSIDE

What was Naudika Williams' message?

What inspired her?

How did she share her message with others?

What was Naomi Wadler's message?

What inspired her?

How did she share her message with others?

What was Marley Dias's message?

What inspired her?

How did she share her message with others?

## FRONT

Title:

YOUNG  
ACTIVISTS

Highlight and list (for Naudika's video just list) the most powerful words that were used by each activist.

## BACK

Whose message was the most effective?

What made the message powerful?

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	Exceeds standard 15 Meets standard 12 Approaching Standard 10 Below Standard 8	
Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.	Exceeds standard 15 Meets standard 12 Approaching Standard 10 Below Standard 8	
Provide reasons that are supported by facts and details.	Exceeds standard 15 Meets standard 12 Approaching Standard 10 Below Standard 8	
Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Exceeds standard 15 Meets standard 12 Approaching Standard 10 Below Standard 8	
Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia	Exceeds standard 15 Meets standard 12 Approaching Standard 10 Below Standard 8	

## CONVENTIONS OF ENGLISH STANDARD 1-2

Correct Spelling	Exceeds standard (A) 10 Meets standard (P) 8 Approaching Standard (B) 6 Below Standard (BB) 4	
Correct Punctuation	Exceeds standard (A) 10 Meets standard (P) 8 Approaching Standard (B) 6 Below Standard (BB) 4	
Correct Grammar	Exceeds standard (A) 10 Meets standard (P) 8 Approaching Standard (B) 6 Below Standard (BB) 4	

# Standards Alignment



## READING (ANCHOR TEXT & SUPPLEMENTAL TEXTS)

### READING INFORMATIONAL TEXTS 4.1

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

### READING INFORMATIONAL TEXTS 4.4

Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

### READING INFORMATIONAL TEXTS 4.9

Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

## DISCUSSION QUESTIONS

### SPEAKING AND LISTENING 4.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

### SPEAKING AND LISTENING 4.1a

Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

### SPEAKING AND LISTENING 4.1b

Follow agreed-upon rules for discussions and carry out assigned roles.

### SPEAKING AND LISTENING 4.1c

Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

### SPEAKING AND LISTENING 4.1d

Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.



# Standards Alignment



## PERFORMANCE TASK

### WRITING 4.1

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

#### WRITING 4.1.a

Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.

#### WRITING 4.1.b

Provide reasons that are supported by facts and details.

### WRITING 4.2

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

#### WRITING 4.2.a

Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

### WRITING (RESEARCH) 4.8

Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

### WRITING (RESEARCH) 4.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.



## Action

1. Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias.
2. Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice.
3. Students will speak up with courage and respect when they or someone else has been hurt or wronged by bias.
4. Students will make principled decisions about when and how to take a stand against bias and injustice in their everyday lives and will do so despite negative peer or group pressure.
5. Students will plan and carry out collective action against bias and injustice in the world and will evaluate what strategies are most effective.