

My Place in the Movement for Change: A Unit for English Language Learners  
By Edith Duckett

**Day 1**

**Objectives**

**Content Objective:** *Students will construct meaning through interpreting, exemplifying, synthesizing, and illustrating.*

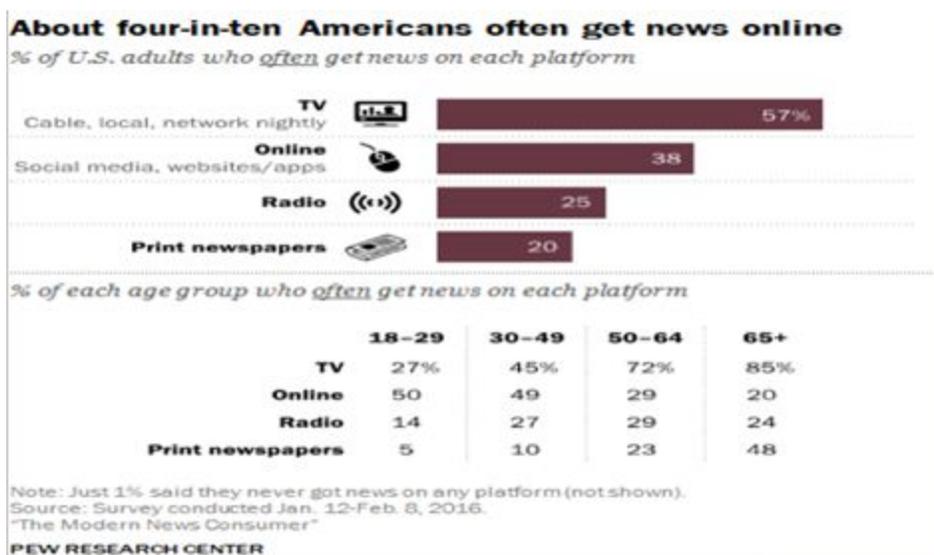
**Language Objective:** *Students will articulate their comprehension of a text through discussion and answering of Wh-questions.*

**Facilitation Guide**

**1. Anticipatory Set**

Where do you get your news? (as students respond, create list)

Discuss the graphic from the Pew Research Center below and guide students in synthesizing, identifying trends, drawing conclusions, and making predictions based on information presented.



**2. Input**

Define and discuss the words "advantage" and "disadvantage."

**3. Modeling**

Provide students with some examples using the following sentence structures both orally and in

writing so they can see it, drawing from the news sources listed by the Pew Center (TV, online, radio, print newspapers).

I think that \_\_\_\_\_ has an advantage as a news source because \_\_\_\_\_.

I think that \_\_\_\_\_ has a disadvantage as a news source because \_\_\_\_\_.

I think that \_\_\_\_\_ has advantages as a news source because \_\_\_\_\_.

I think that \_\_\_\_\_ has disadvantages as a news source because \_\_\_\_\_.

I think that \_\_\_\_\_ has more advantages as a source of news, compared to \_\_\_\_\_ because \_\_\_\_\_.

I think that \_\_\_\_\_ has more disadvantages as a source of news, compared to \_\_\_\_\_ because \_\_\_\_\_.

#### 4. Check for Understanding / Guided Practice

Select 1–2 more news sources from the original list created in the anticipatory set activity and guide students in discussing and filling in the blanks of the sentence stems as a class.

#### 5. Independent Practice

Have students select two news sources from the list. Then put students in pairs to discuss and create four more sentences about these two news sources listing both the advantages and disadvantages of each in the same format.

I think that \_\_\_\_\_ has an advantage as a news source because \_\_\_\_\_.

I think that \_\_\_\_\_ has a disadvantage as a news source because \_\_\_\_\_.

I think that \_\_\_\_\_ has advantages as a news source because \_\_\_\_\_.

I think that \_\_\_\_\_ has disadvantages as a news source because \_\_\_\_\_.

I think that \_\_\_\_\_ has more advantages as a source of news, compared to \_\_\_\_\_ because \_\_\_\_\_.

I think that \_\_\_\_\_ has more disadvantages as a source of news, compared to \_\_\_\_\_ because \_\_\_\_\_.

Here are some example student responses from Ms. Duckett's ESL students at Joseph E. Soehl Middle School:

## STUDENT RESPONSES:

“I think that **TWITTER** has an advantage as a source of news, compared to **TELEVISION** because You can get you news faster.” - T.A.

“I think that **TWITTER** has an advantage as a source of news, compared to **TELEVISION** because in Twitter you can search what you want see, or follow a journalist.” – B.C.

I think that **TWITTER** has a disadvantage as a source of news, compared to **TELEVISION** because The news might be fake. – M.E.

“I think that **PRINT NEWSPAPER** has an advantage as a source of news, compared to **GETTING NEWS FROM FAMILY MEMBERS** because sometimes our family don’t give us the exact new that they put in the news paper and the newspaper show us pictures of what happen.” – A.J.

“I think that **TELEVISION** has an advantage as a source of news, compared to **RADIO** because you can clearly see what’s happening and the proof.” – L.B.

“I think that **TWITTER** has an advantage as a source of news, compared to **TELEVISION** because, Now in this generation more people are using there phones computers and electronic stuffs and they download Twitter and see the news and latest gossips there.” – W.A.

## STUDENT RESPONSES:

“I think that **TELEVISION** has a disadvantage as a source of news, compared to **RADIO** because the television disadvantage is that the radio you can take anywhere with you can listen in the car and other places as long you have signal but the television you can;t really move it like a radio and the radio is much easier to carry anywhere you are going and if you have a emergency or you need to do something in you watching the news on the tv and you have go you will miss the news and on the radio you can just take it with you and you won’t miss any information you need you wanted to hear.” – F. D.

“I think that **PRINT NEWSPAPER** has an advantage as a source of news, compared to **GETTING NEWS FROM FAMILY MEMBERS** because our family doesn’t know everything that happening in the country but the news paper person that making them always know what happening in the country or city.” – A.J.

“I think that **TWITTER** has an advantage as a source of news, compared to **TELEVISION** because Twitter is an easier and faster way to get the current news so you don’t have to waste 30 minutes of your time to know about one topic.” – E.N.

“I think that **TELEVISION** has an advantage as a source of news, compared to **RADIO** because Tv can show action rather than just describe it.” – D.P.

## 6. Discussion

Bring students back to think about and discuss the following questions:

- What is the goal of journalism?
- In what ways does journalism reach those goals?
- Which stories do we mostly hear about? Whose voices/perspectives do we hear? Whose

stories are not being told? Whose voices are usually left out? How does/can news stories influence our view of others?

- In thinking about what information is communicated, which stories are told and how stories are told, what are the ways in which journalism can empower or disempower?

As you receive student responses to the last question list them. Then use this list to create a model “If/Then” statement based on responses.

### 7. Check for Understanding / Guided Practice

Guide students in utilizing the list to create another 1-2 “If/then” statements together as a class.

### 8. Independent Practice

Students will utilize the list to write 2 more “If/then” statements.

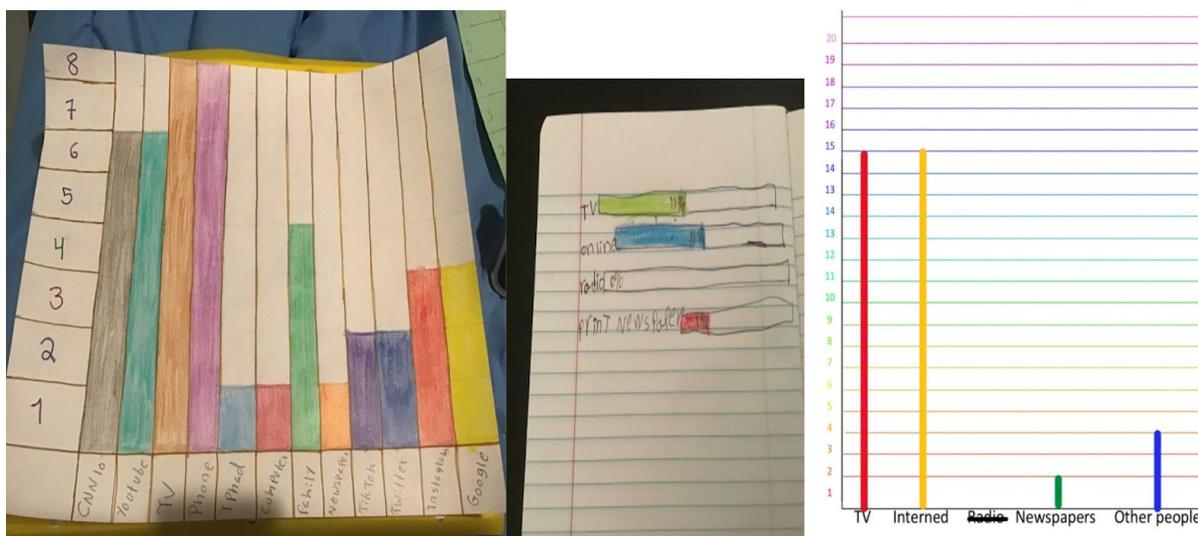
### Closing Activity or Homework

Utilize the list compiled in the anticipatory set to create your own bar graph and pie chart for our class and write a paragraph that includes two advantages and two disadvantages of either television, social media, radio, websites, apps, or print newspapers as a news source.

Here are some examples by Ms. Duckett’s ESL students at Joseph E. Soehl Middle School:

## Survey your classmates and create a bar graph.

### SAMPLE WORK: BAR GRAPHS CREATED BY MS. DUCKETT’S ESL STUDENTS





## Day 2

### Objectives

**Content Objective:** *Students will be able to evaluate and identify the advantages and disadvantages of various news sources, providing support for their responses as well as analyze and identify ways in which journalism has the potential to empower or disempower.*

**Language Objective:** *Students will be able to utilize sentence structures inclusive of uncommon connector “that” and conditional “if/then.”*

### Facilitation Guide

#### 1. Anticipatory Set



Photo Source: BBC News Article [“Brazil’s indigenous people: ‘We fight for the right to exist’”](#)

Either orally or in writing guide students in answering the following questions...

1. What do you see in the image?
  - Instruct/Guide students in naming only things that are visible. They may be tempted to predict the story, but they should be encouraged to focus on only naming what is in the picture.
2. What do you want to know?
  - Guide students in tapping into their curiosity and thinking critically.
3. What do you think the story is about?
  - Guide students in answering the following questions: Who is the person in the

picture? What are they doing? Where does this story take place? Why do you think this is in the news or why do you think this is news?

4. Why might this story matter to you?
  - How might this story and its subjects connect with you and your community?
  - How might you relate to the subjects, the location, the issue?

## 2. Introducing the Lesson

Ask students: Is this/would you consider this photo a piece of art? Think about and list 3 ways that art is connected to journalism.

Explain to students that this photo comes from a news article about Indigenous communities protesting an injustice.

Explain to students that there is a caption that goes along with the photo that says: “Thousands of indigenous people have protested in the Brazilian capital, Brasília, to defend hard-won land and cultural rights that they say are under threat from the government of far-right President Jair Bolsonaro.”

Ask students: What are rights? What is a threat? What does that mean? Guide them in defining and discussing.

Then guide students in identifying and discussing what the Indigenous people are fighting for.

Guide students in discussing what other protests they have seen or know about and guide students in discussing what they know about the reasons for those protests.

Finally, explain that in this unit we are going to take a look at several news stories related to the rights and fight of Indigenous people.

## 3. Reading and Analysis

Provide students with a glossary of important vocabulary words to support their comprehension of the text. Some important vocabulary might include: *reclaimed*, *Indigenous*, *reservation*, *ancestral*, *colonize*, *assimilate*, *neglect*. Some additional unfamiliar vocabulary might include: *perimeter*, *populated*, *parched*, *exacerbate*, *predate*, *maintain*, *vow*, *change*.

News Article: [“In Brazil, indigenous people are fighting to keep their children”](#) by Jill Langlois and Flavio Forner for *National Geographic*

Guide students in reading and discussing only the very first section of the article and then stop to have them answer the following questions:

Who/What/Where?	How/Why?
<ul style="list-style-type: none"> <li>● Who is the article about?</li> <li>● What is happening?</li> </ul>	<ul style="list-style-type: none"> <li>● How would you describe Élide’s living conditions?</li> </ul>

<ul style="list-style-type: none"> <li>● Where are these events taking place?</li> <li>● When is the story taking place?</li> <li>● What is an example of something we would see in Élide's home?</li> <li>● What is an example of something we would not see in Élide's home?</li> <li>● What is an example of the traditional food of the Kaiowa people?</li> </ul>	<ul style="list-style-type: none"> <li>● How would you explain the problem in the story?</li> <li>● How is the land connected to culture?</li> <li>● Why do you think the land can no longer support them?</li> <li>● Why do you think it is important to tell this story?</li> </ul>
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When finished reading, define cause and define effect. Give a few general examples and then bring the focus to the text. Provide students with the example of the husband leaving Élide because she had too many children. Place the information in a cause/effect chart.

**4. Check for Understanding / Guided Practice**

Guide students in filling in the remaining information in the chart related to the text.

For example:

Cause	Effect
Portuguese colonization	Unequal rights
President's vow	No more land
Too many children	Husband left
Land can't support people	Charges of neglect

**5. Independent Practice**

Finally, assign students one cause/effect pairing from the chart to illustrate with a drawing. Have them justify the artistic choices they made based on and by relating it to their understanding of the reading and learning.

**Closing Activity or Homework**

Ask students to discuss or write their responses to the following questions:

1. How does this story and its subjects connect with you and your community?
2. How can you relate to the subjects, the location, the issue?
3. Do you think there are advantages to being a part of the Indigenous community? If so, what are they?
4. Do you think there are disadvantages to being part of the indigenous community? If so, what are they?

## Day 3

### Objectives

**Content Objective:** *Students will respond to an injustice by producing a persuasive letter.*

**Language Objectives:** *Students will critique choices and justify a position using relevant language, details and complete sentences.*

### Facilitation Guide

#### 1. Anticipatory Set

Guide students in watching and discussing the short video documentary [“José Gregorio: Either We Preserve the Amazon Rainforest, or the Planet Will Take Revenge”](#) by Pablo Albarenga and Francesc Badia i Dalmases for *Open Democracy*.

Guide students in discussing the similarities in the challenges and situations of the Indigenous people in Colombia they learned about in this video and the Indigenous people in Brazil they learned about in the previous class related to land.

Guide students in making connections between the importance of the land to the culture and people utilizing “If/Then” statements.

Next, explain to students that this video is a piece of journalism. Guide students in thinking about and discussing how this format of storytelling compares and differs from the reading and the photo from anticipatory set day two. Guide students in thinking about and reviewing the purpose of journalism. Guide students in thinking about and discussing the advantages and disadvantages of each method of communicating utilizing sentence stems:

I think that \_\_\_\_\_ has an advantage as a method of communicating because \_\_\_\_\_.

I think that \_\_\_\_\_ has a disadvantage as a method of communicating because \_\_\_\_\_.

I think that \_\_\_\_\_ has advantages as a method of communicating because \_\_\_\_\_.

I think that \_\_\_\_\_ has disadvantages as a method of communicating because \_\_\_\_\_.

I think that \_\_\_\_\_ has more advantages as a method of communicating, compared to \_\_\_\_\_ because \_\_\_\_\_.

I think that \_\_\_\_\_ has more disadvantages as a method of communicating, compared to \_\_\_\_\_ because \_\_\_\_\_.

#### 2. Reading and Analysis

Guide students in reviewing and summarizing what happened in section one of [Élida de Oliveira's story](#).

Guide students in examining the photo below and discussing:

1. What does this photo add to the story?
2. What information from the article does the author intend to support by including the photo?



Image by Flavio Forner for *National Geographic*. Brazil, 2020.

Next, guide students in examining and discussing the next two photos and reading the caption. Ask students what additional information is learned.



**Left:** Élida de Oliveira's grandson Widys takes an afternoon nap in the hammock that stretches across her living room.  
**Right:** Widys is the youngest son of Carolaine, de Oliveira's 18-year-old daughter, who... [Read More](#)

Images by Flavio Forner for *National Geographic*. Brazil, 2020.

**Caption reads:** Left: Élida de Oliveira's grandson Widys takes an afternoon nap in the hammock that stretches across

her living room. / Right: Widys is the youngest son of Carolaine, de Oliveira's 18-year-old daughter, who has her own home on the same piece of land just steps from her mother's).

Then, provide students with a glossary of important vocabulary words to support their comprehension of the text. Some important vocabulary might include: *reserve/reservation, reclaimed, Indigenous, activist, network*. Additional unfamiliar vocabulary might be: *whisked, cuff, dashed, attended, soft-spoken, plead, sigh, non-profit, surrounding, whereabouts*.

Guide students in both utilizing glossary and attempting to use context clues.

News Article: "[In Brazil, indigenous people are fighting to keep their children](#)" by Jill Langlois and Flavio Forner for *National Geographic*

Guide students in reading and discussing only the second section of the article.

Stop after the paragraph that says, "Someone at the clinic told Oliveira she should go home and wait for a letter from a judge that would give her permission to visit her child. She finally gave in, because she needed to go home to take care of her other children. But she wondered how the letter would reach her: There were no addresses in Ñu Vera."

Ask students: What would you do? What choice would you have made? Guide them in discussing.

Then continue reading. When you finish, guide students in summarizing the text.

### 3. Discussion

Go back and focus students in on the word **activist**. Discuss what activism is. Guide students in discussing why standing up for yourself and standing up for some else is important. Discuss ways in which we can do that.

Then define the words **justice** and **injustice**. Guide students in identifying injustices within Élide's story and have students justify their responses based on the definitions.

Finally, focus conversation in on whether or not they think the government was justified in taking Élide's baby. Why or why not? Try to push students thinking to get as many reasons as you can.

Collect and list student responses in preparation for their next assignment.

### 4. Guided Activity

Explain to students what persuasive writing is and how we use it when we are trying to convince someone of something. Provide an outline of a persuasive letter and explain about the various parts and where the reasons they provided would fit into it. ([Here are some examples of persuasive letters written by students](#) as part of the Pulitzer Center's annual Local Letters for Global Change contest.) Also explain to students that we can build background that explains who, what, when, where, how, and why in our introduction. Provide students with a model of

completed persuasive letter as well as rubric and discuss. Discuss and provide students with a word bank of persuasive language.

#### [RUBRIC FOR THIS ASSIGNMENT](#)

Provide students with persuasive writing outline with sentence stems including sequence words. Guide them in filling it in.

#### **5. Independent Activity**

Students will write a persuasive letter to the judge about whether or not the government was justified in taking Élide's baby.

#### **Closing Activity or Homework**

Instruct students to create or fill in a J-U-S-T-I-C-E acrostic poem print out with words or phrases related to our learning so far that describe what justice would look like either in Élide's situation or for Indigenous communities in general.

## Day 4

### Objectives

**Content Objective:** *Students will analyze the author’s purpose and make connections to the text and learning through discussion, illustration, and by composing poetry.*

**Language Objectives:** *Students will be able to utilize specific language for academic discussions in the categories of stating opinions, supporting/elaborating, comparing/contrasting, and agreeing/disagreeing to engage in conversations where they can build on others’ ideas and express their own clearly and persuasively.*

### Facilitation Guide

#### 1. Anticipatory Set

Ask students to go back and reread section two of the text [“In Brazil, indigenous people are fighting to keep their children”](#) (under the header “A Waiting Car”) with a partner and then work together to fill in the following sentences as if they were Élidea.

I am....

I wonder....

I hear...

I see...

I want...

I am ....

I pretend...

I feel...

I touch...

I worry...

I cry....

I am....

I understand...

I say....

I dream...

I try...

I hope...

I am...

#### 2. Video Documentary Viewing and Analysis

Guide students in discussion, using these questions:

- Based on what we have read so far, what do you think the writer wants you to think and

feel about Élide?

- What do you think is the goal of the writer in telling Élide’s story?
- Élide’s story seems like a sad story. Does she have the power to fight back? Why or why not?
- Does she have support? If so, who is helping her? What could these people possibly do about their situation?

Let’s pause and take a look at another short video documentary that journalists created. While you are watching, think about how Élide’s situation and the situation of those in the short film are similar and different.

Guide students in watching and discussing [“Ednei: This Is Maró Indigenous Land.”](#) another short video documentary by Pablo Albarenga and Francesc Badia i Dalmases for *Open Democracy*.

Stop video at 4:10 and discuss how are the stories similar (For example, dispute over who or what belongs to who, ability of others to attempt to take what is yours, etc.)

Ask students:

- Did you learn any new information about how Indigenous people are being treated?
- Why might other people think they can just take what belongs to Indigenous people?
- How could you elaborate on the reasons why Indigenous people are being treated this way?
- How are Ednei, José Gregorio, and other Indigenous people you’ve learned about working to improve their conditions?
- What else might you suggest they do? What could other people do to help them?

Continue playing the video until the end and then ask students what they think the creator wanted them to think and feel. After you receive responses, guide students in comparing their responses related to the video vs. the article about Élide.

Finally, discuss Ednei’s statement:

“This isn’t just my fight, we are a big collective working together, and we’re united to defend our territory.”

Guide students in discussing if they think that working as a collective makes/will make a difference for this Indigenous community. Guide students in thinking of some examples of people coming together and working together and creating change.

### 3. Reading and Analysis

Refer back to the article, [“In Brazil, indigenous people are fighting to keep their children”](#). Start by bringing students attention to the photo below, having them examine it, discuss it, and read the caption.



Images by Flavio Forner for *National Geographic*. Brazil, 2020.

**Caption reads:** Ñu Vera, a stretch of ancestral land outside the Dourados Indigenous Reserve, is being reclaimed by the Guarani-Kaiowá people, although the city of Dourados (top left) encroaches.

Guide students in discussing what the photo and caption add to the story.

Next, provide students with a glossary of important vocabulary words to support comprehension of the text. Some important vocabulary might include: *custody, negligence, statute, reclaim, proportion, accusations, abandonment, decree, transform, territory*. Some additional unfamiliar vocabulary might include: *majority, poverty, dwindle, thrive, scarce, flagged, sufficient, rare*.

Guide students in both utilizing glossary and attempting to use context clues.

News Article: [“In Brazil, indigenous people are fighting to keep their children”](#) by Jill Langlois and Flavio Forner for *National Geographic*

Guide students in reading and discussing only the third section of the article.

After reading, review the definitions of justice and injustice. Then bring students’ attention to and reread the section of the text that says, “federal statute decrees that ‘the lack of or need for material resources is not a sufficient reason for the loss or suspension of family rights.’” Guide students in discussing how this contributes to our understanding of and case for injustice in this situation and summarizing with an “If/Then” statement.

Then guide students in identifying and discussing any new injustices they see or any new information they noted about previous injustices discussed.

#### **4. Check for Understanding**

Have students provide you with the definition of “cause” & “effect” and give some examples to demonstrate their understanding.

#### **5. Independent Activity**

Students will work with a partner to identify and list five causes and effects within this section of the text only.

#### **Closing Activity or Homework**

The article told us that “tekohas” means “the place where we are what we are.” Where is the place or what is the situation where you feel most at home and free and most like yourself? Take/Find/Draw a picture or create a collage which represents that place or situation for you.

Write a paragraph explaining why this is the place “where you are what you are.”

## Day 5

### Objectives

**Content Objective:** *Students will read closely to determine what the text says explicitly and to draw conclusions, making logical inferences and relevant connections from it, and citing textual evidence to support conclusions drawn from the text.*

**Language Objectives:** *Students will be able to utilize specific language for academic discussions in the categories of stating opinions, supporting/elaborating, comparing/contrasting and agreeing/disagreeing to engage in conversations where they can build on others' ideas and express their own clearly and persuasively.*

### Facilitation Guide

#### 1. Anticipatory Set



Image by Christian Braga / MNI. Source: [“While the Amazon burns, Brazil’s indigenous peoples rise up”](#)

Have students write down some observations about the photo above in the categories of: objects, colors, verbs, adjectives, feelings, themes

Then have one person identify one thing they observed. Have another person add a detail to elaborate on the first person’s observation. Have another student add an additional detail to elaborate further and continue this way until either all students have been called on or all

options have been exhausted.

## 2. Discussion

Discuss with students: What can photos communicate? (Compared to text, video...? Advantages, disadvantages? Impact?)

Guide students in thinking about how each method can be used to bring attention to and/or combat injustice. Guide students in utilizing the following sentence stems as part of the conversation:

I think that \_\_\_\_\_ has an advantage as a method of communicating because \_\_\_\_\_.

I think that \_\_\_\_\_ has a disadvantage as a method of communicating because \_\_\_\_\_.

I think that \_\_\_\_\_ has advantages as a method of communicating because \_\_\_\_\_.

I think that \_\_\_\_\_ has disadvantages as a method of communicating because \_\_\_\_\_.

I think that \_\_\_\_\_ has more advantages as a method of communicating, compared to \_\_\_\_\_ because \_\_\_\_\_.

I think that \_\_\_\_\_ has more disadvantages as a method of communicating, compared to \_\_\_\_\_ because \_\_\_\_\_.

AND

I think that \_\_\_\_\_ has an advantage as a way to bring attention to or combat injustice because \_\_\_\_\_.

I think that \_\_\_\_\_ has a disadvantage as a way to bring attention to or combat injustice because \_\_\_\_\_.

I think that \_\_\_\_\_ has advantages as a way to bring attention to or combat injustice because \_\_\_\_\_.

I think that \_\_\_\_\_ has disadvantages as a way to bring attention to or combat injustice because \_\_\_\_\_.

I think that \_\_\_\_\_ has more advantages as a way to bring attention to or combat injustice, compared to \_\_\_\_\_ because \_\_\_\_\_.

I think that \_\_\_\_\_ has more disadvantages as a way to bring attention to or combat injustice, compared to \_\_\_\_\_ because \_\_\_\_\_.

**\*\*\*Finally, ask students and guide them in discussing: How might this photo connect to being or not being in the place where we are what we are?**

### 3. Reading and Analysis

Provide students with a glossary of important vocabulary words to support their comprehension of the text. Some important vocabulary might include: *subgroup, ethnicity, ignorance, indignities, negligent, unfit, custody, accused, abandon, revoke, isolated, violation/violate, sever, consult, racism, human rights, substituted, representative, shelter, preserve, genocide.* Additional unfamiliar vocabulary may include: *reveal, vast, shelter, deny, summon, DNA, maternity, deem, "a handful of," decline, confidentiality, encounter, "brought up," insure, maintain, habit, custom, hygiene, lacking, prosecutor, anthropologist, social worker, institution.*

Guide students in both utilizing glossary and attempting to use context clues.

News Article: ["In Brazil, indigenous people are fighting to keep their children"](#) by Jill Langlois and Flavio Forner for *National Geographic*

Guide students in reading and discussing only the fourth section of the article.

Have students answer the following questions, supporting/justifying their responses with evidence from the text:

1. Why do you think the judge decided he needed to change Élide's son's name instead of leaving it what it was?
2. Why do you think other women came forward to say they were Élide's son's mother?
3. Why do you think the community health agent tried to make the case that Élide's son wasn't hers by saying she had never seen Élide pregnant?
4. How would these people benefit by lying? What can be gained? What was the purpose?
5. Why do you think the state is disinterested in supporting or listening to Indigenous peoples?
6. What do you think people would say are some advantages and disadvantages of the Indigenous people having support and being listened to?
7. How would you summarize the central message of this section of the reading?
8. What details in the story show the idea of racism?
9. What is the relationship between children's names and their culture?
10. How is this section of the article important to the story?
11. How did the actions of the government lead to a disconnect between children and their families, their language, and their culture?
12. What will be the long term result of 70% of Dourados' Indigenous children being in the state's care?
13. What are some examples of injustice within this section of the text?
14. What are some examples of Indigenous people not being listened to in the text?

Next, transition students to discussing how we also can either silence or amplify the voices of communities through storytelling.

#### Closing Activity or Homework

Retell Élide's story as told by the author of this article, but tell the story in comic form. Include at least one panel for each section of the story read so far, and in the final box illustrate

what you think will happen in our last section of the story.

On paper write down your predictions. Write 1–2 sentences that begin with “I think that...” and write 2–3 “If/then” statements about what might happen.

## Day 6

### Objectives

**Content Objective:** *Students will read closely to determine what the text says explicitly and to draw conclusions, making logical inferences and relevant connections from it, and citing textual evidence to support conclusions drawn from the text.*

**Language Objectives:** *Students will be able demonstrate comprehension of concepts related to vocabulary terms (agency, empowerment, activism) through discussion and writing an alternate ending to the story.*

### Facilitation Guide

#### 1. Anticipatory Set

Guide students in viewing and discussing "[This is how spoken word is sparking change across Salvador](#)" by Evanilson Alves for Amnesty International.

Ask students:

- What are some advantages or disadvantages of poetry as a method of communicating compared to the other forms we've viewed?
- What are some advantages or disadvantages of poetry, as compared to other ways of bringing attention to or combating injustice that we have discussed?

Guide students practice in utilizing sentence frames:

I think that \_\_\_\_\_ has an advantage as a method of communicating because \_\_\_\_\_.

I think that \_\_\_\_\_ has a disadvantage as a method of communicating because \_\_\_\_\_.

I think that \_\_\_\_\_ has advantages as a method of communicating because \_\_\_\_\_.

I think that \_\_\_\_\_ has disadvantages as a method of communicating because \_\_\_\_\_.

I think that \_\_\_\_\_ has more advantages as a method of communicating, compared to \_\_\_\_\_ because \_\_\_\_\_.

I think that \_\_\_\_\_ has more disadvantages as a method of communicating, compared to \_\_\_\_\_ because \_\_\_\_\_.

AND

I think that \_\_\_\_\_ has an advantage as a way to bring attention to or combat injustice because \_\_\_\_\_.

I think that \_\_\_\_\_ has a disadvantage as a way to bring attention to or combat injustice because \_\_\_\_\_.

I think that \_\_\_\_\_ has advantages as a way to bring attention to or combat injustice because \_\_\_\_\_.

I think that \_\_\_\_\_ has disadvantages as a way to bring attention to or combat injustice because \_\_\_\_\_.

I think that \_\_\_\_\_ has more advantages as a way to bring attention to or combat injustice, compared to \_\_\_\_\_ because \_\_\_\_\_.

I think that \_\_\_\_\_ has more disadvantages as a way to bring attention to or combat injustice, compared to \_\_\_\_\_ because \_\_\_\_\_.

**\*\*\*Finally, ask students: What other art forms can be used to stand up against injustices? Discuss.**

## 2. Reading and Analysis

Provide students with a glossary of important vocabulary words to support their comprehension of the text. Some important vocabulary might include: *judgment, custody, adoption, hearings, shelter*. Additional unfamiliar vocabulary may include: *rely, agency, legalities, yard*.

Guide students in both utilizing glossary and attempting to use context clues.

News Article: [“In Brazil, indigenous people are fighting to keep their children”](#) by Jill Langlois and Flavio Forner for *National Geographic*

Guide students in reading and discussing the fifth and last section of the article.

After reading, guide students in answering the following questions:

- How would you describe Élide?
- How did Élide respond to the events in the story?
- What do you think will happen next?

## 3. Discussion

Discuss the following questions, making use of provided sentence stems:

- Élide’s story seems like a sad story, and so many things seem to be happening to her and forced upon her that she has no control over. There doesn’t seem to be much positive about her life or her situation or her story. What do you think happens when we only hear stories like these about certain communities? How can that impact our view of them? (Guide students in summarizing discussion using If/then statements)

- What are the advantages and disadvantages of bringing attention to injustices through telling sad stories? (Incorporate additional sentence stem practice with “I think that.... advantage(s) / disadvantage(s)”) )
- What are the advantages and disadvantages of focusing on one person’s story/challenges instead of focusing on the collective group of people who are facing similar challenges? (Incorporate additional sentence stem practice with “I think that..... advantage(s) / disadvantage(s)”) )
- What do you know about the Indigenous populations in your home countries or in the United States?
  - Are they facing similar challenges/injustices?
  - Do you know of any ways they are working to fight injustice and bring about change?
  - Have you heard any stories about the Indigenous communities in your country (or the U.S.) in the news? If so, what were they about and what information did they communicate? How were the stories told? Or are they not told at all?
- In our reading, Élide seems to have limited power and limited choices. However, many people in Indigenous communities are standing up and are fighting for their rights and fighting for things to change. (Go back to and show initial photo from anticipatory set on day one.) Remind students about the Indigenous people fighting back against injustice through protests. Explain that throughout this unit we’ve viewed and discussed ways of bringing attention to and fighting injustice and of fighting to bring about change.

#### 4. Modeling, Check for Understanding, and Guided Practice

1. Define, discuss, and provide examples of **empowerment, activism, and agency**.
2. Ask students for some additional examples/situations which illustrate empowerment, activism, and agency.

#### 3. Ask students the following questions:

- How does the way Élide’s story is told compare to the way in which José Gregorio and Ednei’s stories are told?
  - Where and in what ways are these individuals shown as victims?
  - Where and in what ways are these individuals shown as having empowerment, agency, and engaging in activism?
- What are some changes to the news story about Élide would you suggest in order to show her as less of a victim?
- What changes could we make to this story in order to include a greater focus on empowerment, activism, and agency?

#### 5. Independent Activity

Starting where we left off before reading the last section of the article, write an alternate ending to the story that includes elements of empowerment, activism, and agency. (See a rubric for this assignment below.)

+ Rubric for Alternate Ending – Focused on Empowerment, Activism, & Agency				
	4	3	2	1
Purpose	Successfully narrates the ending of the story based on the events of the entire article	Narrates the ending of the story and is closely related to the events of the article	Narrates the ending of the story but strays from the events of the article	Does not relate to the events of the story
Organization of Events	Presents events that create a clear narrative which is easy to understand	Presents events that create a narrative that generally makes sense	Presents events that create a narrative but are difficult to interpret	Events of the narrative are confusing and/or do not make sense
Decision Making	Character makes a new decision that will significantly change the outcome of the story	Character makes a new decision that changes the outcome of the story	Character makes a decision but it is unclear if it will change the outcome of the story	Character does not make a new decision or makes a decision that does not change the outcome of the story
Agency, Activism, Empowerment	Contains actions or details directly related to and which demonstrate activism, agency and empowerment	Contains actions or details connected to activism, agency and empowerment	Contains actions or details vaguely or loosely tied to activism, agency and empowerment	Does not contain actions or details related to activism, agency and empowerment.
Grammar & spelling	Contain 4 or less errors in entire ending	Contains 5-8 errors	Contains 9-12	Writing displays extreme difficulty with writing conventions And includes 13 or more errors

**Closing Activity or Homework**

Reflecting on our reading and learning, create a picture of a tree. Across the trunk write “injustice.” Along the roots, write down three causes of injustice. On the branches write down at least five effects of injustice.

## Day 7

### Objectives

**Content Objective:** *Students will identify and explain the problems and solutions within a text.*

**Language Objectives:** *Students will retell the problems and solutions of the text using conjunctions.*

### Facilitation Guide

#### 1. Anticipatory Set





[“Brazilian Graffiti Artist Creates World’s Largest Street Mural For The Rio Olympics”](#) from *Bored Panda*

Play repeating slideshow of the following photos ([available at this link](#)) for about 5 minutes. In that time, have students write down what they think the creator is trying to communicate, why they think that, and give at least two examples of how he is communicating those things. (I think that...)

## 2. Introducing the Lesson

Explain to students that this form of art is called a mural and that this mural is entitled “Las Etnias” or “The Ethnicities.” Stop to ensure students know what ethnicities are. Define and explain as necessary. Explain that this mural can be found in the port district of Rio de Janeiro, which is a city in Brazil. It was created in 2016 in preparation for the 2016 Olympic Games to send a message. The creator, Eduardo Kobra, created the world’s largest street mural to let people know that we are all one. He said, “These are the Indigenous people of the world. The idea behind this graffiti artwork is that we are all one. We’re living through a very confusing time with a lot of conflicts. I wanted to show that everyone is united; we are all connected.” (Source: [“Brazilian Graffiti Artist Creates World’s Largest Street Mural For The Rio Olympics”](#) from *Bored Panda*)

Ask students how the artist’s message might connect to the stories we’ve been examining and the learning we have been doing in unit, and how the stories we’ve examined might connect to themes/issues/stories around the world.

Guide students in discussing other injustices they are aware of. Create a list.

Next, guide students in thinking about and discussing the various forms of storytelling and communication we have viewed so far—poetry, photos, video, text, murals—and in discussing the similarities and differences between how they can communicate stories and messages. Discuss the advantages and disadvantages of the different forms as both methods of communication/storytelling and methods of bringing attention to and helping combat injustice utilizing sentence stems.

## 3. Reading and Analysis

Finally, guide students in viewing and discussing the photos from the following article: [“The Amazon’s Defenders”](#) by Pablo Albarenga and Francesc Badia i Dalmases for *The Washington Post*.

Put students in groups. Give each group all five photos to view and discuss. Have each group answer the following questions:

1. How are these photos similar?
2. How are these photos different?
3. What do you think is the purpose of these photos?
4. How are these photos like the photos we have viewed previously in this unit?
5. How are these photos not like the photos we have viewed previously in this unit?
6. How could these photos connect to or represent something we have been discussing throughout this unit?

Bring students back together to discuss responses.

Then explain that these are photos of young people taking leadership, standing up against injustice, and working to make change, and that their portraits and stories are part of a series called “Rainforest Defenders.”

Discuss that the people in the article are finding solutions to problems.

Finally, guide students in reading and discussing the text of [“The Amazon Defenders.”](#)

#### **4. Modeling**

As you read, identify and discuss the problem and solution in the introduction as well as in José’s story. Place these items on a T-chart and in summary, write a sentence about the problem and solution using the conjunction “but.”

#### **5. Check for Understanding / Guided Practice**

Guide students in identifying the remaining issues each person faces and how they are bringing attention to or working to combat injustice and make change. Guide students in completing a summarizing statement for each with the conjunction “but.”

#### **6. Independent Activity**

After reading, in pairs, students will fill in a problem/solution chart based on the reading and include the problem and solution within each paragraph as related to each person.

#### **7. Closing Activity**

Utilizing your problem/solution T-chart, write a paragraph that tells about the problem and solution of each character using the conjunction “but” in each sentence.

#### **Homework**

Take a photograph of yourself dressed as a superhero, either using clothes/a costume, or using filters or a bitmoji. Next, select one injustice either that we read about or that we mentioned when we created our list at the beginning of the lesson and write a paragraph to explain who or what you will defend. Within your paragraph list three reasons why you feel strongly about defending them/why this issue is important.

## Day 8

### Objectives

**Content Objective:** *Students will create a plan to bring attention to or address a problem.*

**Language Objectives:** *Students will create a plan with steps and include sequence words.*

### Facilitation Guide

#### 1. Anticipatory Set

Select any or all of the songs in the following article: [“The way I am is an outrage’: the Indigenous Brazilian musicians taking back a burning country”](#) by Beatriz Miranda for *The Guardian*

As students listen, have them write down five things that they think, wonder, and/or feel, for each song. Then, ask students to share their responses.

Discuss advantages and disadvantages of music as a form of communication and way of bringing attention to and combating injustice using sentence stems.

Next, provide students with some background/context for the music by selecting sections of the above article to read and/or discuss.

#### 2. Introducing the Lesson

How can you use art to make change?

Have students brainstorm ideas and journal in response to how they would use art to make change, reflecting on all we have discussed and learned and the issue they decided upon in yesterday’s homework.

Next, guide students in viewing video at the bottom the article [“This artwork in north Wichita is so large it broke the world record”](#) by Matt Riedl for *The Wichita Eagle*.

After viewing the video, guide students in discussing the impact as well as advantages and disadvantages of combining art with music and what images and themes they can identify. (incorporate additional practice using sentence stem “I think that...advantage(s) / disadvantage(s)“)

Next, guide students in viewing the video at the top of the article above and discussing points made within the video about the potential of art to be unifying and inclusive as well as shift perceptions and narratives.

Explain to students that these videos come from a news article about the largest mural in the

world that broke the record in 2018.

### 3. Modeling

Discuss with students that they will create a specific plan on how they can use art to create change. Review and model sequence words and explain to students that their plan should include at least five steps in five complete sentences and include five sequence words. Provide a sample plan.

### 4. Independent Activity

Students will generate a plan for how they will use art to make change.

### 5. Closing Activity

Review and discuss slideshow assignment instructions and rubric below.

Instructions: Using the issue you selected in your homework assignment from day 7, create a slideshow with 10 photos that communicate important information about the problem as well as information related to solutions. (Due Date: Day 10)

Rubric for this assignment:

	3	2	1
PROBLEM	Slideshow has 5 photographs that clearly communicate the issue student is bringing attention to	Slideshow has 3 photographs that clearly communicate the issue student is bringing attention to	Slideshow has 1 photograph that clearly communicates the issue student is bringing attention to
SOLUTION	Slideshow has 5 photographs that clearly communicate messages related to solutions, agency, empowerment or activism	Slideshow has 3 photographs that clearly communicate messages related to solutions, agency, empowerment or activism	Slideshow has 1 photograph that clearly communicates a message related to a solution, agency, empowerment or activism
MUSIC	Slideshow has accompanying music throughout the slideshow that either matches the feeling of the photos or enhances the understanding of the photos	Slideshow has accompanying music, but it may not play throughout the slide show, and/or may in places not match the feeling of the photos or enhance understanding	Slideshow has accompanying music but it doesn't at all match the feeling of the photos or enhance understanding
ON TIME	Slideshow submitted on time	Slideshow submitted 1 day late	Slideshow submitted more than 1 day late

### Homework

Read the following sections of [“This artwork in north Wichita is so large it broke the world record”](#) by Matt Riedl for *The Wichita Eagle*, and then answer this question in writing: **Based on what you have read and what we have discussed, how is this mural connected to empowerment, agency and/or activism?**

*A mural painted on a north-Wichita grain elevator has set a Guinness world record. The mural, which artists have been painting for the last couple months, has been designated the “largest mural painted by a single artist” in the world, its artists announced Thursday. It’s on the Beachner Grain elevator at 519 E. 20th St., easily visible when driving south on I-135. The mural, designed by Colombian street artist GLeo, is the work of Horizontes, a partially grant-funded art-and-community-engagement project. It measures well over 50,000 square feet, smashing the previous record – 38,701-square-foot mural in Spain. The mural depicts people of color, intended to represent the residents of Wichita’s North End and Northeast neighborhoods. It is the culmination of about two years of community engagement in those neighborhoods.*

*“We’re Latinos, immigrants, African-Americans, women, queer people that are making the project happen,” said Armando Minjarez, project director and curator of Horizontes. “We’ve been doing great things for a long time as people and people of color ... but we’re not often celebrated for our accomplishments.*

*“This represents everything that we are capable of doing – we are capable of doing amazing, amazing things.”*

...

*Horizontes has curated 20 murals in the North End in addition to the massive grain-elevator project. Horizontes has hired more than 20 artists – and about 50 people total – in the past 18 months to do work for the project.*

*“This shows you the power of the arts,” Minjarez said Thursday. “It’s not just beautifying neighborhoods in the city. It’s providing economic opportunities for people that live here .... to continue to thrive and live a prosperous, healthy life.”*

## Day 9

### Objectives

**Content Objective:** *Students will propose potential solutions to an injustice by producing a persuasive essay.*

**Language Objectives:** *Students will create a thesis statement using conjunction “but,” sequence words to introduce body paragraphs, and justify a position by discussing advantages and disadvantages, as well using “If/then” statements, relevant details, and persuasive language.*

### Facilitation Guide

#### 1. Anticipatory Set

If we were going to illustrate each of the solutions and actions we read about in the story [“The Amazon Defenders,”](#) what kind of things would we draw?

Guide students in reviewing the story, discussing, and creating a list of things we would illustrate making connections to and utilizing specific words, phrases or sentences from the text.

#### 2. Introducing the Lesson

We read about and learned about these young people’s place in the movement for change. What is your place? How will you create change? Will it be by building? By teaching? By disrupting? By organizing? By supporting? By inventing? By creating? By motivating? By collaborating? By offering help? By keeping watch? By leading? By healing? Or by bringing attention to and telling the stories of those who face injustice?

#### 3. Independent Activity

Decide what action you will take and draw a picture of yourself taking that action.

#### 4. Modeling

Review learning on persuasive writing. Review structure, review sequence words, use of conjunction “but” and discuss ideas for using learning and information about causes and effects of injustice in the introduction. Guide students in formulating thesis statements using the conjunction “but.” Example: “X issue is a problem, but there are some solutions.” Review use of sequence words to introduce solutions. Review with students that at least one “If/Then” statement should be in each solution paragraph. Review with students that the advantages and disadvantages of each solution should also be compared and discussed using “I think that....” stem. Finally, students should conclude with explaining the most important thing(s) people can do to ensure justice, explaining persuasively. Teacher will provide a word bank of persuasive language.

### 5. Check for Understanding/Guided Activity

Guide students in discussing and outlining their essay, and beginning work on their introductory paragraph and thesis statement.

### 6. Independent Activity

Students will write a persuasive essay which includes discussion of causes and effects of injustice, the conjunction “but” in their thesis statement, sequence words to introduce solutions, several “If/then” statements, as well as discussion of advantages and disadvantages of each solution with “I think that...” stem. In conclusion, students will explain the most important thing(s) people can do to ensure justice, explaining persuasively.

Rubric for this assignment:

	3	2	1	0
Introduction	Includes at least 2 relevant details about causes of injustice and 2 relevant details about effects.	Includes at least 1 relevant detail about causes of injustice and 1 relevant detail about effects.	Includes either information about causes or effects of injustice but not both.	Introduction doesn't include any relevant details about causes or effects of injustice.
Thesis Statement	Thesis statement is in a complete sentence which includes conjunction “but” and indicates both problem and solution(s).	Thesis statement is in a complete sentence which includes conjunction “but.” However, doesn't indicate both problem and solution(s).	Thesis statement is in a complete sentence. However, does not include conjunction “but” and/or is not relevant to problem and solution.	Thesis statement is not in a complete sentence or doesn't include conjunction “but” and is not relevant to problem and solution.
Body Paragraphs	Each includes a sequence word and “If/Then” statement.	One sequence word or “If/Then” statement missing.	Two sequence words or two “If/Then” statements or one of each missing.	More than two items missing in any combination of sequence words and “If/Then” statements.
Advantages and Disadvantages	Writing includes discussion of at least two advantages and two disadvantages including “I think that” stems.	Writing includes discussion of at least one advantage and one disadvantage along with “I think that” stem.	Writing includes discussion of either only one disadvantage or one advantage but not both along with “I think that” stem.	Writing doesn't include mention of any advantages or disadvantages or doesn't include any “I think that” stems.
Conclusion	Explains what the most important thing people should do to ensure justice is and includes at least two persuasive words from our word bank.	Explains what the most important thing people should do to ensure justice is and includes at least one persuasive word from our word bank.	Explains what the most important thing people should do to ensure justice is or includes at least one persuasive word from our word bank.	Doesn't explain what the most important thing people should do to ensure justice is or include persuasive words from our word bank.

**Closing Activity or Homework**

Create a list of the most important words related to our learning throughout this unit. Create a list of objects/shapes connected to our discussion or learning or refer to the list we created in the anticipatory set section of this lesson. Use that word list to create a calligram in the shape of something connected to our discussion or learning.

## Day 10

### Objectives

**Content Objective:** *Students will revise and edit persuasive essays.*

**Language Objectives:** *Students will create a thesis statement using conjunction “but,” sequence words to introduce body paragraphs, and justify a position by discussing advantages and disadvantages, as well as using “If/then” statements, relevant details, and persuasive language.*

### Facilitation Guide

#### 1. Anticipatory Set

Check in: How do you feel about your essay? What was challenging? What was easy? What questions do you still have or what do you feel you still need help with?

#### 2. Modeling

Review and discuss rubric with students.

Review example essay(s) as necessary. Check again for understanding as necessary.

#### 3. Guided Activity

Put students in pairs or small groups for peer review and feedback. Teacher will also conference individually with students as well as provide comments and notes.

#### 4. Individual Activity

Students will work to incorporate feedback and revise essays.

#### 5. Closing Activity

Review and discuss iMovie assignment instructions and rubric below.

Instructions: Record yourself reading your revised persuasive essay. Put your recording together with relevant photos, illustration, or video clips to help illustrate your main points as you speak.

Rubric for this assignment:

	3	2	1
RECORDING	Student reads entire essay. Student speaks	Student doesn't read entire essay and/or	Student doesn't read entire essay and it is very

	slowly and loud enough for audience to hear and the recording is clear and free of background noise.	doesn't speak loudly and slowly enough for audience to understand and/or the background noise causes a distraction and makes it hard to hear.	difficult for audience to hear or understand because of either volume, speed, background noise or all of the above.
PHOTOGRAPHS/ ILLUSTRATIONS/ VIDEO	Student includes at least 5 photographs, illustrations or video clips throughout presentation that are relevant to essay topic and enhances understanding.	Student includes at least 3 photographs, illustrations or video clips throughout presentation that are relevant to essay topic and enhances understanding.	Student includes at least 1 photograph, illustration or video clip throughout presentation which is relevant to essay topic and enhances understanding.
ON TIME	iMovie submitted on time.	Imovie submitted 1 day late.	Imovie submitted more than 1 day late.

### Homework

Students complete their iMovies.

### **Culminating Event**

After all work is completed and submitted, unit concludes with:

- Art gallery of student work created (including all work created in-class and as homework throughout this unit)
- Student walkthrough (either virtually or in person) in order for students to provide feedback and comments to their classmates on their work as well as reflect on their learning