

DAY 11: Civic Involvement and Engagement: Youth Activism

OVERVIEW

In this lesson, students will explore various youth-led movements/activism throughout history, examining the similarities and differences between the movements. Through today's activities, students will seek to understand the unique role that youth play in activism, and how they can play a role in addressing important issues within their own communities. This lesson was adapted from the New York Times' Teaching Unit: *The Power to Change the World: A Teaching Unit on Student Activism in History and Today*.

SOCIAL STUDIES PRACTICES

SSP.01 Collect data and information from a variety of primary and secondary sources, including: printed materials (e.g., literary texts, newspapers, political cartoons, autobiographies, speeches, letters, personal journals), graphic representations (e.g., maps, timelines, charts, photographs, artwork), artifacts, media and technology sources

SSP.02 Critically examine a primary or secondary source in order to: Extract and paraphrase significant ideas and relevant information, distinguish the difference between fact and opinion, draw inferences and conclusions, recognize author's purpose, point of view, and bias, assess the strengths and limitations of arguments

SSP.04 Construct and communicate arguments citing supporting evidence to: Demonstrate and defend an understanding of ideas, compare and contrast viewpoints, illustrate cause and effect, predict likely outcomes, devise new outcomes or solutions

SEL INDICATORS

3B.3 Identifies roles they have that contribute to their school, home, and community

3C.2 Recognizes the similarities of different cultures and social groups

3C.3 Recognizes the value of different cultures and social groups

4A.1 Practices reflective listening

4A.4 Identifies appropriate and inappropriate uses of social and other media and the potential repercussions and implications

5B.3 Defines how external influences impact decision-making

OBJECTIVES

I can explain various youth led-movements throughout history.

I can explain the similarities and differences between various youth-led movements.

I can explain ways in which youth can be, and are currently engaged in activism.

MATERIALS

Campaigning for Change Day 11 Do Now

Campaigning for Change Day 11 PowerPoint

Youth Activism Stations Readings

Youth Activism Stations Handout

Campaigning for Change Day 11 Exit Ticket

Computers or tablets (if possible)

PROCEDURE

DO NOW (10 minutes)

1. Using **PPT Slide 1**, give students 5 minutes to complete the *Campaigning for Change Day 11 Do Now*. This Do Now asks students to engage in written reflection on the role that youth can play in bringing about change within their communities and the unique skills or perspectives youth may possess that would help them bring about change.
2. Give students 2 minutes to share their reflection with a partner.
3. Provide 3 minutes for students to share their reflection with the class.

Stations: Youth-Led Movements throughout History (40 minutes)

1. Teachers will set up the classroom into 5 stations:
 - a. Historic Youth-Led Movement: Chicago Freedom Day Boycott
 - b. Historic Youth-Led Movement: East L.A. School Walkouts- “Chicano Blowouts”
 - c. Historic Youth-Led Movement: United We Dream
 - d. Current Youth-Led Movement: Zero Hour
 - e. Current Youth-Led Movement: March for Our Lives
2. Using **PPT Slide 2**, establish expectations for moving around the classroom to each station.
3. Students will have 7 minutes at each station to read, discuss, and answer questions. (35 minutes)
4. After students complete all 5 stations, using **PPT Slide 3** lead a short discussion about the youth-led movements. (5 minutes)

Reflection (10 minutes)

1. Using **PPT Slide 4**, have students use their notes from the *Youth Activism Stations Handout*, to compare two youth-led movements using the *Campaigning for Change Day 11 Exit Ticket*.
2. Students will then explain to a partner the similarities and differences between the two youth-led movements they reflected upon.

DIFFERENTIATION

Emerging students can be paired up with another student in their small group. Additional differentiation strategies include providing guided notes for emerging students with cues for important info, providing filled-in notes for emerging students to help with listening/focus issues, homogeneously grouping struggling students together and provide further instruction and assistance with accessing the text while they are in groups.