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DIVERse Families Project Resources

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## A is for Activist

Melody Elliott  
*University of Central Florida*

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Diverse Families Children’s Literature Lesson Plan

By Melody Elliott

<https://stars.library.ucf.edu/diversefamilies/13/>

<p>Lesson Title</p> <ul style="list-style-type: none"> <li>● Include the name, author/illustrator of the book</li> </ul>	<p><b>Lesson:</b> A Letter for Activism <b>Book:</b> <i>A is for Activist</i> written and illustrated by Innosanto Nagara</p>
<p>Content Area(s) and Grade Level(s)</p>	<p>Social Studies and English Language Arts - 5th Grade Two days -</p> <ul style="list-style-type: none"> <li>● Day 1: 60 Minutes in Social Studies</li> <li>● Day 2: 60 Minutes in Language Arts</li> </ul>
<p>Lesson Objective(s)</p> <ul style="list-style-type: none"> <li>● Bulleted or numbered format</li> <li>● Write out what you expected students to learn</li> <li>● Begin objectives with <i>The Student will...</i></li> </ul>	<p>The Student will identify activism and explain how good citizens can go beyond basic civic and political responsibilities with activism. The Student will write a letter to their representatives stating their opinion about a topic that is important to them. The Student will gather multiple sources to find relevant information about their topic to present in their letter to their representative.</p>
<p>Florida Standards:</p> <ul style="list-style-type: none"> <li>● Bulleted or numbered format</li> <li>● Write out FL Standards code and verbiage that correlate to your lesson objectives</li> <li>● All standards must have aligned objectives</li> </ul>	<p>SS.5.C.2.5 - Identify ways good citizens go beyond basic civic and political responsibilities to improve government and society. LAFS.5.W.1.1 - Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ol style="list-style-type: none"> <li>Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.</li> <li>Provide logically ordered reasons that are supported by facts and details.</li> <li>Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</li> <li>Provide a concluding statement or section related to the opinion presented.</li> </ol> <p>LAFS.K12.W.3.8 - Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>
<p>Assessment:</p> <ul style="list-style-type: none"> <li>● Bullet/Explain what you will ask students to do to determine if they have learned what you stated in</li> </ul>	<p>Formative:</p> <ul style="list-style-type: none"> <li>● Throughout the lesson, questions will be asked to determine student progress.</li> <li>● Class discussions on activism will allow for checking understanding.</li> <li>● Group discussions will be monitored for student involvement and progress.</li> </ul>



<p>lesson objectives (progress monitoring)</p> <ul style="list-style-type: none"> <li>The more authentic the assessment is, the better</li> </ul>	<ul style="list-style-type: none"> <li>Student notebooks will be checked for progress during research</li> <li>Students' KWL charts will be checked for progress during lesson</li> <li>Students' letters will be checked for understanding and progress</li> </ul> <p>Summative:</p> <ul style="list-style-type: none"> <li>Student final letters to representatives will be graded to check for final understanding and writing proficiency based on checklist (see attached).</li> </ul>
<p>Motivating Activity &amp; Anticipatory Set/Access Prior Knowledge:</p> <ul style="list-style-type: none"> <li>You should include an activity to get students motivated and curious about what you'll have them learning, you also need to find out what they already know about the topic</li> </ul>	<ul style="list-style-type: none"> <li>KWL Sheet to activate prior knowledge on the topic of "Activism."</li> <li><a href="https://www.youtube.com/watch?v=4z7gDsSKUmU&amp;t=2s">https://www.youtube.com/watch?v=4z7gDsSKUmU&amp;t=2s</a></li> <li><i>How to Change the World (a work in progress)</i> video by Kid President. Begin the class with this video to allow the students to think about the world and how it can be changed.</li> <li>Discussion - <i>If you could change something about the world, what would it be?</i></li> </ul>
<p>Procedures:</p> <ul style="list-style-type: none"> <li>Bulleted or numbered format</li> <li>Explain step-by-step what you and the students will do during lesson to accomplish stated objectives</li> <li>If applicable, include all elements of an effective read aloud</li> <li>Include and italicize teacher questions and questions you anticipate students might have as well as your possible response(s)</li> <li>Include UDL principles and EL strategies as they occur in context.</li> </ul>	<p>Day One during Social Studies:</p> <ol style="list-style-type: none"> <li>Begin the class by providing each student a KWL sheet (attached). Ask them to write "Activism" in the topic. Allow them 2 minutes to write down anything they already know about activism. <b>Accommodations:</b> UDL Principles 1.1 (Offer ways of customizing the display of information), 2.1 (Clarify vocabulary and symbols), 3.1 (Activate or Supply background knowledge.) 4.1(Vary the methods for response and navigation) ESOL Strategies: 4 (Link lesson topic to students' prior knowledge), 6 (Continually monitor students' comprehension), 7 (Show students how to use graphic organizers like semantic mapping and imaging), 14 (Simplify your speech by making it slower and redundant), 17 (Provide contextual support through audio visuals, models, demonstrations, realia, body language and facial expressions), 22 (Give enough wait time for second language learners to respond to questions)</li> <li>Play the <i>How to Change the World (a work in progress)</i> video. After the video, ask students, "<i>If you could change something about the world, what would it be?</i>" Turn and talk to your neighbor about what you would change." After students have discussed with their neighbors, they will share with the class. <b>Accommodations:</b> UDL Principles 1.2 (Offer alternatives for auditory information), 1.3 (Offer alternatives for visual information), 2.5 (Illustrate through multiple media), 7.1 (Optimize individual choice and autonomy), 7.2 (Optimize relevance, value, and authenticity), 8.3 (Foster collaboration and community), 9.1 (Promote expectations and beliefs that optimize motivation) ESOL Strategies: 2 (Promote cooperation (small groups)), 4 (Link lesson topic to students' prior knowledge), 5 (Teach technical vocabulary supporting key</li> </ol>



Closure:

- Explain what you will ask students to for to know they understand the “big picture” of the lesson; how will you allow students to wrap up the lesson in their own brains?

- concepts), 6 (Continually monitor students’ comprehension), 10 (Teach think, pair and share strategies in cooperative groups)
3. Have students gather on carpet or rug for a read aloud. Read *A for Activist* by Innosanto Nagara, ensuring each student can see the pictures, while maintaining eye contact, intonation, and modeling fluency for students. During the reading, ask students to note any words they don’t understand or would like to talk and learn about on their KWL chart in the “Want to Know” section. **Accommodations:** UDL Principles 1.1 (Offer ways of customizing the display of information), 1.2 (Offer alternatives for auditory information), 1.3 (Offer alternatives for visual information), 2.1 (Clarify vocabulary and symbols), 2.2 (Clarify syntax and structure), 2.4 (Promote understanding across languages), 5.1 (Use multiple media for communication), 5.2 (Use multiple tools for construction and composition), 7.2 (Optimize relevance, value, and authenticity), 9.3 Develop self-assessment and reflection. ESOL Strategies: 4 (Link lesson topic to students’ prior knowledge), 5 (Teach technical vocabulary supporting key concepts), 6 (Continually monitor students’ comprehension), 11 (Place language in meaningful context), 17 (Provide contextual support through audio visuals, models, demonstrations, realia, body language and facial expressions)
  4. After the reading, ask students to turn and talk to their neighbors about their thoughts on the book. Then ask students to share with the class. Discuss key words that were in the book (*Environmental Justice, Feminism, Justice, LGBTQ, Marching, Solar, Workers Rights, etc*). **Accommodations:** UDL Principles 1.1 (Offer ways of customizing the display of information), 2.1 (Clarify vocabulary and symbols), 2.2 (Clarify syntax and structure), 2.4 (Promote understanding across languages), 3.2 (Highlight patterns, critical features, big ideas, and relationships), 4.1(Vary the methods for response and navigation), 7.2 (Optimize relevance, value, and authenticity), 8.3 (Foster collaboration and community), 9.1 (Promote expectations and beliefs that optimize motivation).ESOL Strategies: 1 (Teach questioning for clarification), 2 (Promote cooperation (small groups)), 5 (Teach technical vocabulary supporting key concepts), 10 (Teach think, pair and share strategies in cooperative groups), 11 (Place language in meaningful context)
  5. Ask students, “*How can good citizens go beyond basic civic and political responsibilities with activism?*” and have them quick write in their notebooks for one minute. Then ask students to share their ideas. (Student suggestions might include *being a nicer person, recycle, standing up for what you believe in, etc.*) Begin to guide students to ways that they can make a difference on a larger scale - *voting, being informed about current issues, protesting*. If it does not come up naturally, suggest



using writing and discuss ways writing can help with activism - *signs, flyers, articles, writing to representatives*. **Accommodations:** UDL Principles 1.1 (Offer ways of customizing the display of information), 2.1 (Clarify vocabulary and symbols), 2.4 (Promote understanding across languages), 3.1 (Activate or Supply background knowledge), 3.2 (Highlight patterns, critical features, big ideas, and relationships), 4.1 (Vary the methods for response and navigation), 5.1 (Use multiple media for communication), 5.2 (Use multiple tools for construction and composition), 6.1 (Guide appropriate goal-setting), 7.1 (Optimize individual choice and autonomy), 7.2 (Optimize relevance, value, and authenticity), 8.1 (Heighten salience of goals and objectives), 8.3 (Foster collaboration and community), 9.1 (Promote expectations and beliefs that optimize motivation). ESOL Strategies: 4 (Link lesson topic to students' prior knowledge), 5 (Teach technical vocabulary supporting key concepts), 6 (Continually monitor students' comprehension), 8 (Use direct instruction: Modeling, explaining, scaffolding, name the strategy and show how to use it), 16 (Integrate speaking, listening, reading and writing activities)

6. Have students return to their desks. Explain that they will be writing a letter to their representatives so they can have their voices heard.

**Accommodations:** UDL Principles 1.1 (Offer ways of customizing the display of information), 2.4 (Promote understanding across languages), 6.1 (Guide appropriate goal-setting), 6.2 (Support planning and strategy development), 7.2 (Optimize relevance, value, and authenticity), 8.1 (Heighten salience of goals and objectives) ESOL Strategies: 5 (Teach technical vocabulary supporting key concepts), 8 (Use direct instruction: Modeling, explaining, scaffolding, name the strategy and show how to use it), 14 (Simplify your speech by making it slower and redundant)

7. Have students suggest ideas for topics to write their representatives about, writing potential ideas on the board using a web with activism in the center. Steer the conversation to broad topics that are current.

(Potential topics: *climate change, LGBTQ rights, women's rights, civil rights, etc.*) **Accommodations:** UDL Principles 2.1 (Clarify vocabulary and symbols), 2.4 (Promote understanding across languages), 3.1 (Activate or Supply background knowledge), 3.2 (Highlight patterns, critical features, big ideas, and relationships), 5.1 (Use multiple media for communication), 6.1 (Guide appropriate goal-setting), 6.2 (Support planning and strategy development), 6.3 (Facilitate managing information and resources), 7.1 (Optimize individual choice and autonomy), 7.2 (Optimize relevance, value, and authenticity), 8.1 (Heighten salience of goals and objectives) ESOL Strategies: 1 (Teach questioning for clarification), 4 (Link lesson topic to students' prior knowledge), 5 (Teach



technical vocabulary supporting key concepts), 6 (Continually monitor students' comprehension)

8. As a class, circle three topics that students can write about. If there are more than three potential topics, have a vote to see what three have the most interest. Students may choose any of the three they would like to write about, ensuring groups are fairly even. **Accommodations:** UDL Principles 1.2 (Offer alternatives for auditory information), 2.1 (Clarify vocabulary and symbols), 2.4 (Promote understanding across languages), 5.1 (Use multiple media for communication), 6.1 (Guide appropriate goal-setting), 6.2 (Support planning and strategy development), 7.1 (Optimize individual choice and autonomy), 7.2 (Optimize relevance, value, and authenticity), 8.1 (Heighten salience of goals and objectives). ESOL Strategies: 5 (Teach technical vocabulary supporting key concepts), 6 (Continually monitor students' comprehension), 7 (Show students how to use graphic organizers like semantic mapping and imaging)
9. Using laptops or tablets, have students conduct internet research about their chosen topic. Provide them with a bulleted list of ideas to use for their research (see attached). Using their KWL chart as a guide, students should take notes in their notebooks about information they find in their research along with filling out the "What I Learned" portion of the KWL chart. Note: If students have not finished their research, they must finish for homework. **Accommodations:** UDL Principles 1.1 (Offer ways of customizing the display of information), 1.2 (Offer alternatives for auditory information), 1.3 (Offer alternatives for visual information), 2.1 (Clarify vocabulary and symbols), 2.2 (Clarify syntax and structure), 2.4 (Promote understanding across languages), 2.5 (Illustrate through multiple media), 3.3 (Guide information processing and visualization), 4.1 (Vary the methods for response and navigation), 4.2 (Optimize access to tools and assistive technologies), 5.1 (Use multiple media for communication), 5.2 (Use multiple tools for construction and composition), 6.1 (Guide appropriate goal-setting), 6.2 (Support planning and strategy development), 6.3 (Facilitate managing information and resources), 7.1 (Optimize individual choice and autonomy), 7.2 (Optimize relevance, value, and authenticity), 8.1 (Heighten salience of goals and objectives), 8.2 (Vary demands and resources to optimize challenge), 9.1 (Promote expectations and beliefs that optimize motivation). ESOL Strategies: 4 (Link lesson topic to students' prior knowledge), 7 (Show students how to use graphic organizers like semantic mapping and imaging), 11 (Place language in meaningful context), 16 (Integrate speaking, listening, reading and writing activities), 17 (Provide contextual support through audio visuals, models, demonstrations, realia, body





language and facial expressions), 31 (Write instructions and problems using shorter and less complex sentences)

Day 2 during Language Arts:

10. Open with a discussion on opinions versus facts and how we treat each other when discussing opinions. *Is everybody's opinion the same? Is it okay to disagree with each other's opinions? What do we do if we disagree?* **Accommodations:** UDL Principles 2.1 (Clarify vocabulary and symbols), 2.4 (Promote understanding across languages), 3.1 (Activate or Supply background knowledge), 7.1 (Optimize individual choice and autonomy), 7.2 (Optimize relevance, value, and authenticity), 7.3 (Minimize threats and distractors), 8.3 (Foster collaboration and community) ESOL Strategies: 2 (Promote cooperation (small groups)), 4 (Link lesson topic to students' prior knowledge), 6 (Continually monitor students' comprehension), 10 (Teach think, pair and share strategies in cooperative groups)
11. Have students meet in groups by topic to discuss their findings. Each student will share their opinions and allow each other to talk. **Accommodations:** UDL Principles 2.4 (Promote understanding across languages), 3.3 (Guide information processing and visualization), 7.1 (Optimize individual choice and autonomy), 7.2 (Optimize relevance, value, and authenticity), 8.3 (Foster collaboration and community) ESOL Strategies: 2 (Promote cooperation (small groups)), 10 (Teach think, pair and share strategies in cooperative groups)
12. Have students return to their seats. Show *Letter to My Representative* powerpoint (see attached) and explain directions for the letter. Students will write a letter to their representative, forming their opinion about their topic, and using facts that they have researched to support their opinions. They will ask their representative to consider their opinion and potential solutions or laws that could be put into place to help further their cause. Pass out the evaluation checklist for students to use through their writing process as a guide. **Accommodations:** UDL Principles 1.1 (Offer ways of customizing the display of information), 1.2 (Offer alternatives for auditory information), 1.3 (Offer alternatives for visual information), 2.1 (Clarify vocabulary and symbols), 2.2 (Clarify syntax and structure), 2.4 (Promote understanding across languages), 2.5 (Illustrate through multiple media), 3.3 (Guide information processing and visualization), 5.1 (Use multiple media for communication), 6.1 (Guide appropriate goal-setting), 6.2 (Support planning and strategy development), 6.3 (Facilitate managing information and resources), 7.1 (Optimize individual choice and autonomy), 7.2 (Optimize relevance,



value, and authenticity), 8.1 (Heighten salience of goals and objectives), 8.2 (Vary demands and resources to optimize challenge), 8.4 (Increase mastery-oriented feedback), 9.3 (Develop self-assessment and reflection). ESOL Strategies: 3 (Encourage self-talk (positive thinking)), 5 (Teach technical vocabulary supporting key concepts), 7 (Show students how to use graphic organizers like semantic mapping and imaging), 8 (Use direct instruction: Modeling, explaining, scaffolding, name the strategy and show how to use it), 11 (Place language in meaningful context)

13. As students finish their letters, the teacher will read over them and pose any questions for clarification. Corrections may be made if needed. When they have their final letter ready to send, students will fill out their self-evaluation checklist. **Accommodations:** UDL Principles 2.1 (Clarify vocabulary and symbols), 2.2 (Clarify syntax and structure), 5.3 (Build fluencies with graduated levels of support for practice and performance), 6.1 (Guide appropriate goal-setting), 8.4 (Increase mastery-oriented feedback), 9.3 (Develop self-assessment and reflection). ESOL Strategies: 4 (Link lesson topic to students' prior knowledge), 5 (Teach technical vocabulary supporting key concepts), 6 (Continually monitor students' comprehension), 16 (Integrate speaking, listening, reading and writing activities)

14. Closing: Students will address envelopes to their representative, place their stamp on the envelope, and place their letter inside, without sealing so the teacher can read it for assessment before it is sent. The teacher will collect the envelopes and send them in the daily mail after evaluation. A checklist for evaluation is attached.

**Materials:**

- Bulleted or numbered format
- List all materials and texts needed for lesson
- Add additional resources that may be helpful
- If only using portion of a text include page numbers as well
- Include copies of any teacher-made or textbook related handouts, worksheets, assessments, etc.....

- *A is for Activist* written and illustrated by Innosanto Nagara
- Laptops or Tablets for research
- Student Notebooks
- Envelopes
- Stamps
- *How to Research My Topic* handout
- KWL Chart Handout
- *Letter to My Representative* PowerPoint
- Self/Teacher Evaluation Checklist handout





Note: Assessment and closure do not necessarily have to be separate activities, but they must meet guidelines above

# K-W-L Chart

Topic: \_\_\_\_\_

What I <b>K</b> now	What I <b>W</b> ant to Know	What I <b>L</b> earned

## How To Research My Topic

Use keywords!

Check multiple sources!

Is the website reliable? (Look for .org websites!)

Take notes and write down where you found the information!

- Example searches:
  - What is TOPIC?
  - How will TOPIC affect me?
  - What can I do to help TOPIC?
  - What are the laws about TOPIC?
  - Current Events about TOPIC



Letter to My Representative Powerpoint

Letter to My Representative

Who is My Representative?

Our representative is Stephanie Murphy, of the 7th district.

What is a Representative?

A representative is an elected official that represents the people of the district they were elected in. There are 435 districts in the United States, therefore there are 435 representatives.

How do I address my Representative?

To start your letter, you would say "Dear Representative Murphy," or "Dear Congresswoman Murphy,"

How many Representatives are in Florida? Florida has 27 districts and 27 representatives.

How do I address the envelope to my Representative?

The Honorable Stephanie Murphy  
 United States House of Representatives  
 1710 Longworth House Office Building  
 Washington, DC 20515

Letter to My Representative Self-Evaluation Checklist

Name: \_\_\_\_\_ Topic: \_\_\_\_\_

- I addressed the letter with “Dear Representative Murphy” or “Dear Congresswoman Murphy”
  - I addressed envelope as presented on the Powerpoint
  - I stated my opinion about my topic
  - I used facts from research to inform my opinion in the letter
  - I provided at least one idea that may be used to help my topic by my Representative
  - I was polite and courteous in my writing
  - I used proper grammar and conventions of writing with limited errors
- 

Letter to My Representative Teacher Evaluation Checklist

Name: \_\_\_\_\_ Topic: \_\_\_\_\_

- Student addressed the letter with “Dear Representative Murphy” or “Dear Congresswoman Murphy”
- Student addressed envelope as presented on the Powerpoint
- Student stated their opinion about their topic
- Student used facts from research to inform their opinion in their letter
- Student provided at least one idea that may be used to help their topic by their Representative
- Student was polite and courteous in their writing
- Student used proper grammar and conventions of writing with limited errors