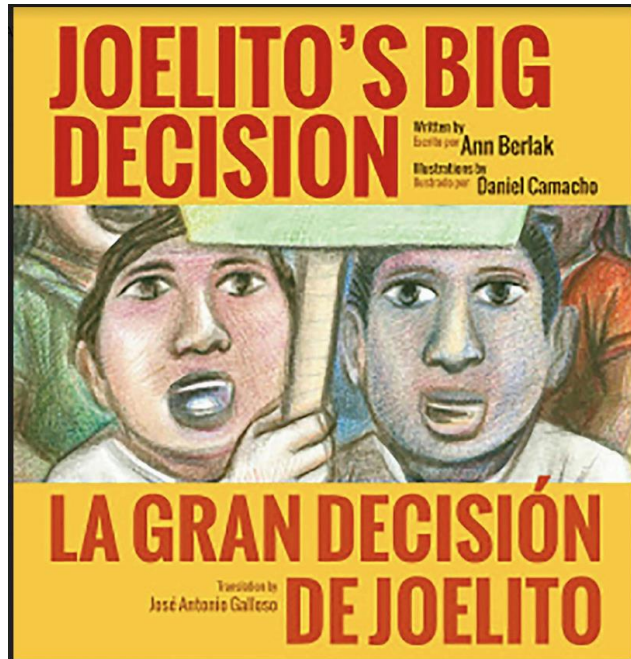


Student Workbook

Unit 2: Rights & Freedoms

Cycle 2: Joelito



Name: _____

Date: _____

Table of Contents

- ★ Discussion Graphic Organizer.....p. 3
- ★ CLAVES Word Web Activity.....p. 4-5
- ★ CLAVES Morphology Activity.....p. 6
- ★ Text: *“Student Activism: Different ways to Take Action!”*p. 7
- ★ FANBOYS Connectives Guide.....p. 8
- ★ Extension.....p. 9
- ★ Additional Drawing and Notes.....p.10
- ★ Glossary.....p.11

What can kids do to support others' rights?

DIRECTIONS: Use this Graphic Organizer to record notes from the text that responds to the question.

| Strategy | Brief description | Advantages (+) & Disadvantages (-) |
|----------|-------------------|------------------------------------|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

CLAVES Word Web Activity: Part 1

What words can you think of that are related to “boycott” and “decision” (circled below)? Write related words around each word bubble and connect them with lines. If you want, use different colors or types of lines to show how the words are related to each target word.

decision

boycott

CLAVES Word Web Activity: Part 2

What words can you think of that are related to “demonstrate” and “strike” (circled below)? Write related words around each word bubble and connect them with lines. If you want, use different colors or types of lines to show how the words are related to each target word.

Demonstrate

Strike

CLAVES Morphology Activity

Add **-tion/sion** or **-er/or** to these words and explain how the suffix changes the meaning of the base word.

Adding the suffix **-er/or** to a base word transforms the word from a verb (action word) into a noun (person who does that action.).

farm → **farmer**

Adding the suffix **-tion/sion** to a base word transforms the word from a verb (action word) into a noun (state or condition of an action).

demonstrate → **ion**

invent →

divide →

decide →

correct →

translate →

animate →

create →

Student Activism: Different Ways to Take Action!

Adapted from <https://www.accreditedschoolsonline.org/resources/student-activism-on-campus/>



What do you think of when you hear the word “activists”? Most people imagine a group of protestors taking over a square. Or a group of people marching down a busy road to support a cause. But there are many other ways that people can take action to make a change.

Demonstrations & Marches

Sometimes, big groups of people feel unhappy or disagree with something in the world. When this happens, they can organize to march together for a cause. Marches and demonstrations often happen at places that are meaningful to the cause. For example, if students are protesting gender inequality in college sports, they can have a march on a sports field. People who join marches usually listen to speeches or carry signs to show what issue they are standing up for.

Internet & Social Media

Social media has brought new ways for taking action. By sharing posts on Facebook, using hashtags, or tweeting, students can easily share information with so many people around the world. Using our phones, we can film, edit, and share high-quality videos about any issues. Social media can help to spread the word about any cause.



Other Media

We can also easily share information through media like podcasts, bulletin boards, or school radio shows and newspapers. Using these platforms, we can share information an issue, answer questions, and raise awareness.

Petitions

Petitions are often the first step for many different forms of activism. It is the act of collecting signatures. Students can collect signatures the old-fashioned way with pen and paper. Or, they can do it by sending links online. In both formats, petitions help students to come together on an issue. Petitions show leaders how many people believe in a cause.



Sit-ins & Occupations

Sit-ins are when people take over a space and refuse to leave until specific requirements are met. This type of protest became popular during the Civil Rights Movement when students participated in sit-ins to show that they disagreed with segregation.

FANBOYS Connectives Guide

| Connective (FANBOYS) | Example sentences and description of the connective |
|----------------------|---|
| For | <p>EXAMPLE: The kids decided to walk over to MacMann’s, for there was a crowd gathered outside.</p> <p><i>In this sentence, “for” gets us ready to understand why the kids walked over to MacMann’s.</i></p> |
| And | <p>EXAMPLE: Joelito loves to eat burgers and fries.</p> <p><i>In this sentence, “and” puts different words together like “burgers and fries”.</i></p> |
| Nor | <p>EXAMPLE: Brandon’s dad wasn’t able to come to Brandon’s Saturday soccer games, nor was his mom.</p> <p><i>In this sentence, “nor” tells us that both Brandon’s dad and mom weren’t able to come to the game.</i></p> |
| But | <p>EXAMPLE: They heard mama calling them, but they kept moving towards the restaurant door.</p> <p><i>In this sentence, “but” tells us that there is a difference to look for.</i></p> |
| Or | <p>EXAMPLE: They had to choose between eating at MacMann’s or eating at Cocina las Ollitas.</p> <p><i>In this sentence, “or” tells us that there is a choice that has to be made.</i></p> |
| Yet | <p>EXAMPLE: They looked everywhere for Kayla’s backpack, yet they couldn’t find it.</p> <p><i>In this sentence, “yet” shows that there is a difference to look for.</i></p> |
| So | <p>EXAMPLE: Mr. and Mrs. Thomas lost their jobs at the factory, so they moved from their house to a one-bedroom apartment.</p> <p><i>In this sentence, “so” lets us know that there is the first part of the sentence caused the second part.</i></p> |

Extension

You learn that the lifeguards at the local pool are made to work for five hours straight with no breaks. You think this is unfair. What would you do to stand up for the lifeguards' rights?

1. Talk with your partner about what you think.
2. Write some sentences about what you think and why.

| Additional Drawings and Notes |
|-------------------------------|
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |
| |

Glossary

| Target Word | Definition | Spanish Translation | Mandarin and Cantonese Translations | Context |
|-------------------------------|--|---------------------------------|---|--|
| Demonstrate (verb) | To take part in a public activity to show support for or against a cause. | demostrar | 游行示威 yóu xíng shì wēi 遊行示威 yau4 hang4 si6 wai1 | In <i>Joelito's Big Decision</i> , Mr. Thomas tells Joelito that "Low-paid workers are demonstrating all over the world today." |
| Strike (noun/verb) | A strike (noun) is when workers refuse to go to work because they are being treated unfairly in their jobs. Workers can strike (verb) when they are being treated unfairly in their jobs. | huelga ponerse en huelga | 罢工 bà gōng 罷工 baa6 gung1 | Teachers in Seattle went on strike because they wanted to make schools better for teachers and students. |
| Boycott (noun/verb) | A boycott (noun) is when people stop buying the products of a business to protest their behaviors. To boycott (verb) is to stop buying the products of a business to protest their behaviors. | boicoteo boicotear | 抵制 dǐ zhì 抵制 dai2 zai3 | In <i>Joelito's Big Decision</i> , protesters asked people to boycott MacMann's restaurant because of how they treated their workers. |
| Decision (noun) | A decision is something that you choose to do after thinking about it for a while. | decisión | 决定 jué ding 決定 kyut3 ding6 | Joelito made a decision to join the Thomas family to protest against low wages. |