



Unit 2: Rights & Freedoms Cycle 2: Joelito Lesson 1

Unit Questions	What does fair treatment look like? How can people stand up for their rights, and the rights of others? What can people do to change things that are unfair?	
Cycle DR Question	Do you agree with Joelito's big decision? Why? What would you have done?	
Cycle Language Targets	Vocabulary: Demonstrate, Strike, Boycott, Decision	Morphology: -tion/-sion, -er/-or
		Syntax: Connectives: for, and, nor, but, or, yet, so
Lesson Objective	<p>Discuss the words demonstrate and strike.</p> <p>Read and discuss the first half of <i>Joelito's Big Decision</i> to think about perspective taking.</p> <p>Begin to identify ways that kids can stand up for others' rights.</p>	
Materials	Teacher	Students
	<input type="checkbox"/> Joelito powerpoint <input type="checkbox"/> <i>Joelito's Big Decision</i> text	<input type="checkbox"/> Student Workbook

Introduce Cycle and Lesson (4 min)	<p>Introduce cycle Say:</p> <ul style="list-style-type: none"> <i>This unit is about how people can stand up for their rights, how people can stand up for animal rights, and what people can do to change things that are unfair.</i> <i>In this cycle, we will read about the rights people have to be treated fairly where they work, and also about things that kids can do to support human rights.</i> <i>As we learn these things, we'll also be thinking about Joelito's big decision, and talking about what YOU would do if you had to make a decision like Joelito.</i> <p>Have students turn to the Graphic Organizer on p. 2 of the Student Workbook. Say:</p> <ul style="list-style-type: none"> <i>We will use this graphic organizer to take notes throughout the cycle.</i> <p>Introduce lesson Say:</p> <ul style="list-style-type: none"> <i>In the next couple of lessons, we will analyze the text, <i>Joelito's Big Decision</i>, and think about the question "Do you agree with Joelito's big decision? Why? What would you have done?"</i> <p>OPTIONAL NOTE FOR SPANISH SPEAKING TEACHERS AND STUDENTS Say:</p> <ul style="list-style-type: none"> <i>You will also see that this book is written in Spanish and English! We can read in either language and talk about what we think of the translations.</i>
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Reading & Embedded Language (25 min)

1. Pre-reading Word Work

Open Joelito powerpoint

Say:

- SLIDE 1: Introduce the book you will read together, *Joelito's Big Decision*
- SLIDE 2: The four words we will be learning more about and playing with are **demonstrate, strike, boycott** and **decision**.
- SLIDE 3: Today we'll be working with the first two words: **demonstrate** and **strike**
- SLIDES 4- 11: **Demonstrate**
 - Work through slides using the language in the powerpoint as a guide
- SLIDES 12 - 19: **Strike**
 - Work through slides using the language in the powerpoint as a guide

SAY:

Now we're going to start reading *Joelito*. Let's open our books.

2. Reading Joelito

Have students silently read (or guide student reading) up to page 8 (see below). Each page number refers to a page of written text.

FOR SPANISH-ENGLISH BILINGUALS if applicable, students can be directed to read in whichever language they wish.

"Joelito, come stand with us and hold a sign," Brandon said.

"Can't. Sorry... Fridays we eat at MacMann's," Joelito replied.

"Are you *kidding*?" said Brandon. "I thought you were my friend."

"I am," said Joelito, surprised. "Since kindergarten."

"Well, if you care about me and my mom and dad and the people they work with, you won't eat dinner here tonight!"

Joelito opened his mouth to answer, but he couldn't think of what to say.



Joelito, ven con nosotros y sostén un cartel –dijo Brandon.

–Lo siento, no puedo –respondió Joelito–, los viernes comemos en MacMann's.

–¿Estás hablando en serio?—exclamó Brandon– Pensé que eras mi amigo.

–Lo soy –dijo Joelito, sorprendido– desde que estábamos en el kínder.

–Bueno, si te importo yo y mi familia y todas las personas que trabajan en MacMann's, no comerás aquí esta noche.

Joelito se quedó sorprendido, no sabía qué decir.

For silent reading: Once students have finished reading, return to the text and ask questions following guidance below.

For guided reading: Use the guidance below as comprehension check points.

- **After page 3:** What is Joelito noticing about Kayla's experience losing a backpack versus his own experience losing a backpack?



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- **After page 3:** The text says “Once he’d left his backpack on the bus **and** Papa took him to buy another one the next day.” Notice the connective **and** in that sentence. It joins the two parts of the sentence (independent clauses) together.
- **After page 5:** In your own words, describe the scene outside MacMann’s. If students use the term “workers,” call attention to the -er ending. Explain that **-er/or** both mean “someone who does a job.” Therefore, worker means someone who works.
- **After page 5:** The text says “They could see that MacMann’s was packed inside, but no one was standing in line or eating at tables.” Notice the connective **but** in that sentence. It shows a contrasting relationship. Inside, the restaurant was packed **but** no one was there to eat the food.
- **After page 7:** Why are the workers picketing? What effects do low wages have on Brandon’s family?
- **After page 8:** What do you think Brandon means when he says, “Well if you care about me and my mom and dad and the people they work with, you won’t eat dinner here tonight!”? Why does he want Joelito to **boycott** MacMann’s?
 - **FOR SPANISH ENGLISH BILINGUALS:** At the end of page 8, in English, it says “Joelito opened his mouth to answer, but he couldn’t think of what to say”. But in Spanish it says “Joelito se quedó sorprendido. No sabía qué decir”. Do you think this is a good translation?

Discuss and/or write after reading through page 8 in the text:

- Think-Pair-Share: Based on what we read today, if you were Joelito, what would you say to Brandon when he says “Well if you care about me and my mom and dad and the people they work with, you won’t eat dinner here tonight!”?
- Write some notes on your graphic organizer that will help you as we build up to answering the question, “What can kids do to stand up for others’ rights?”

Wrap Up
(1 min)

Close lesson: Nice work everyone. Next time we will read the second half of Joelito.



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For teacher reference

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 óu xíng shì wēi 证明 zhèng míng	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 dìng 決定 kyut3 ding6	Joelito made a decision to join the Thomas family to protest against low wages.



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For teacher reference. Possible responses for graphic organizer

Strategy	Brief description	Advantages (+) & Disadvantages (-)
Demonstrate/March	To publicly express your objection or disapproval towards something. A form of protest. Can be done while marking or standing still.	<ul style="list-style-type: none"> + Lots of people see it. + People might join it. - Takes a large number of people to get attention. - Could be dangerous.
Strike	To refuse to work in order to call attention to an unjust situation.	<ul style="list-style-type: none"> + Businesses can't make money without workers - Workers could lose wages. - Workers could lose jobs.
Picket	To gather outside a place of work or location where an event is taking place. Often, this is done to try to dissuade others from going in.	<ul style="list-style-type: none"> + Lots of people see it. + People might join it. - Could be dangerous.
Boycott	To choose not to use, buy or deal with a person or organization in order to call attention to an unjust situation.	<ul style="list-style-type: none"> + Business owners might lose money and change the rules + Low possibility of violence - Takes a lot of people to make a difference - People might not want to boycott the business (e.g. their favorite restaurant)
Internet Activism/ Social Media	To post on social media (Twitter, Instagram, etc.) to call people's attention to an issue.	<ul style="list-style-type: none"> + Doesn't take much time/effort. Can be done from home. + Could eventually reach large audience with large effect. - At first, many people won't get the message.
Email/Text	To send emails or texts to share your opinion about an issue or help call people to action. Emails/texts can be sent directly to organizations or people to demand that they stop their unjust actions.	<ul style="list-style-type: none"> + Doesn't take much time/effort. Can be done from home. + Could eventually reach large audience with large effect. - At first, many people won't get the message.
Petition	To collect signatures of people who wish to be part of a formal request to change something.	<ul style="list-style-type: none"> + Some people are more willing to sign a petition than demonstrate - Low possibility of violence - If done in person, can take a lot of time and energy to get enough signatures.



Unit 2: Rights & Freedoms Cycle 2: Joelito Lesson 2

Unit Questions	What does fair treatment look like? How can people stand up for their rights, and the rights of others? What can people do to change things that are unfair?	
Cycle DR Question	Do you agree with Joelito's big decision? Why? What would you have done?	
Cycle Language Targets	Vocabulary: Demonstrate, Strike, Boycott, Decision	Morphology: -tion/-sion, -er/-or
		Syntax: Connectives: for, and, nor, but, or, yet, so
Lesson Objective	<p>Finish reading the second half of Joelito.</p> <p>Think about Joelito's decision and make predictions about what happened next.</p> <p>Discuss the words <i>boycott</i> and <i>decision</i>.</p>	
Materials	Teacher	Students
	<input type="checkbox"/> Joelito powerpoint <input type="checkbox"/> <i>Joelito's Big Decision</i> tex	<input type="checkbox"/> Student Workbook

Block #1 Reading & Embedded Language (18 min)	<p>Introduce Lesson</p> <p>Say: <i>Last time, we read the first half of Joelito's Big Decision and learned about some ways that kids can stand up for workers' rights. We are going to continue to read that text and talk about that topic today.</i></p> <ol style="list-style-type: none"> 1. Activate and build background knowledge <ul style="list-style-type: none"> Let's discuss what we have read so far. What are some ways that people can stand up for workers' rights? Notice and encourage when students use key vocabulary in their responses (boycott, demonstrate). Possible student responses: <ul style="list-style-type: none"> Workers can demonstrate/picket outside their business. Workers can go on strike. Allies/other people can demonstrate/picket outside a business that's treating workers unfairly. Allies/other people can boycott the business that's treating workers unfairly. 2. Reading Joelito <p>Have students silently read (or guide student reading) starting on page 9 (pictured below) to the book's end.</p>
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A small crowd had gathered around them listening. Mr. Thomas continued, "It's a math problem, brother. One year Sam MacMann was paid nine million dollars. I'd have to work *five hundred years* to earn as much as Sam earns in one year. Mr. MacMann's bank account is bursting, and we can't pay the rent. He has way more money than he needs because he pays the workers so little."



La gente, interesada en lo que el señor Thomas decía, se empezó a agrupar alrededor de ellos:

–Es un problema de matemáticas, compañeros –continuó el señor Thomas–. Un año, Sam MacMann recibió nueve millones de dólares. Tendría que trabajar quinientos años para ganar lo que Sam gana en un año. La cuenta bancaria del señor MacMann está repleta y nosotros ni siquiera podemos pagar la renta. Tiene mucho más dinero de lo que necesita porque paga muy poco a sus empleados.

For silent reading: Once students have finished reading, return to the text and ask questions following guidance below.

For guided reading: Use the guidance below as comprehension check points.

- **After page 10:** *What are you noticing about the illustration on this page?* (Call attention to signs in both English and Spanish. Ask if someone can translate “Valemos más”, which means “We are worth more”)
- **After page 11:** *What is Joelito learning from Mama about the importance of demonstrating when something is unfair?* (Students may have knowledge about Cesar Chavez, Dolores Huerta and the Delano, CA Grape Strike/Boycott.)
- **After page 12:** *Why did Joelito’s family decide to go to Cocina Las Ollitas?*
- **After page 13:** *The text says “He felt hunger in his belly, but he was feeling something else, too.” Notice the connective **but** in that sentence. It shows a contrasting relationship. He felt hunger, but he felt something else too. How do you think he felt in that moment?*
- **After page 14:** *What do you think the author meant by, “He felt a new kind of joy as he realized all the people there were making history together?”*

Discuss and/or write after reading

- Think-Pair-Share: Based on what we read today, do you think Joelito made the right decision? What do you think happened next?

Block #2

Extended Language Work (10 min)

Introduce Language Targets:

Open Joelito powerpoint to Slide 20

- *We’re now going to keep talking about some of the vocabulary from the text we just read.*
- *Last time we talked about what you know about the words **demonstrate** and **strike**. Today we are going to talk about two other words: **boycott** and **decision**.*

Guide Extended Language Work:

From Joelito Powerpoint

- *SLIDE 20: The two words are **boycott** and **decision**.*
- *SLIDES 21 - 28: **Boycott***
 - Work through slides using the language in the powerpoint as a guide
- *SLIDES 29 - 36: **Decision***
 - Work through slides using the language in the powerpoint as a guide

Wrap Up (1 min)

Close lesson: *Nice work everyone. Next time we will watch a news report about people in New York demonstrating for a living wage and we’ll do a word web activity together.*



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For teacher reference

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 óu xíng shì wēi 证明 zhèng míng	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 dìng 决定 kyut3 ding6	Joelito made a decision to join the Thomas family to protest against low wages.



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Unit 2: Rights & Freedoms Cycle 2: Joelito Lesson 3

Unit Questions	What does fair treatment look like? How can people stand up for their rights, and the rights of others? What can people do to change things that are unfair?	
Cycle DR Question	Do you agree with Joelito's big decision? Why? What would you have done?	
Cycle Language Targets	Vocabulary: Demonstrate, Strike, Boycott, Decision	Morphology: -tion/-sion, -er/-or
		Syntax: Connectives: for, and, nor, but, or, yet, so
Lesson Objective	<p>Revisit predictions from Lesson 2 about what happens next in the Joelito text.</p> <p>Watch <i>Fast Food Workers on Strike</i> and Identify fast-food workers' reasons for striking</p> <p>Demonstrate semantic understandings of key cycle vocabulary (demonstrate, strike, boycott, decision)</p>	
Materials	Teacher	Students
	<input type="checkbox"/> Video: Fast Food Workers on Strike in New York City <input type="checkbox"/> Joelito powerpoint	<input type="checkbox"/> Student Workbook

Introduce Lesson	Introduce lesson: Last time we finished reading <i>Joelito's Big Decision</i> . Today we will watch a news report about people in New York demonstrating for their living wages. We will also do a word web activity together to better understand the vocabulary and their connections.
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Block #1 Reading & Embedded Language (15 min)	<p>Activate and build background knowledge</p> <ul style="list-style-type: none"> Whole group or turn and talk: <i>In your own words, what was Joelito's "big decision?" Was it an easy decision to make?</i> <p>Read aloud "What Happened Next?" pictured below</p> <p>What Happened Next?</p> <p>After one of many classroom discussions about <i>Joelito's Big Decision</i>, a sixth grader asked, "Well, what happened?" At first I thought he was confused about the plot. But that was not his question. He wanted to know what happened as a result of the demonstration. Did Mr. MacMann pay up?</p> <p>I started writing <i>Joelito's Big Decision</i> in the fall of 2013, when the 21st Century movement to raise the minimum wage was just getting off the ground. Now, two years later, we can say that a lot happened, although there is still a very long way to go. There were demonstrations in support of raising the minimum wage in 190 cities on December 4, 2014. By March 2015 several cities and 24 states had voted to raise the minimum wage in 2015. The demand to raise the minimum wage has spread from fast food to Walmarts, home care workers, and federal contract and other workers.</p> <p>However, of the 24 states, only one has raised the minimum above \$10 an hour, hardly a living wage, and 95 percent of recent income increases have gone to the 1%.</p> <p>On April 15, 2015 a million people across the US demonstrated in support of a living wage. It was the largest demonstration of its kind in history.</p> <p>For further background information and ideas for teaching, see <i>Joelito's Big Decision</i> on the homepage of Hardball Press: www.hardballpress.com.</p>
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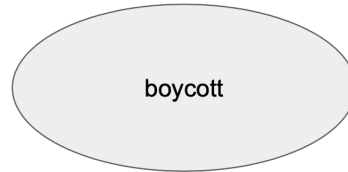
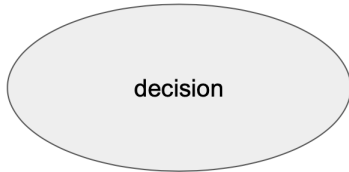
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	<p>Say:</p> <ul style="list-style-type: none"> • <i>What do you think the author means by “a living wage”?</i> • <i>So, people all over the country have demonstrated to raise the minimum wage, but there is always work to be done to protect workers’ rights.</i> <p>Watch Fast Food Workers on Strike video (link: https://youtu.be/b7IEXr6KZs4)</p> <p>Say:</p> <ul style="list-style-type: none"> • <i>Now we’re going to watch a news report about people in New York City who demonstrated for a living wage. As you watch, pay attention to why these workers are striking. Also, listen for reasons why their allies (non-fast food workers who support them) are demonstrating with them.</i> <p>Discuss and/or write after watching</p> <p>Options for discussion</p> <ul style="list-style-type: none"> • What connections do you see between Joelito’s Big Decision and the video? • Why are these workers are striking? Why do you think their allies - non-fast food workers - are demonstrating with them and boycotting these restaurants? • Why does Shenita Simon say that striking for better pay is important for her children’s future? • Have students continue to record evidence about to take notes to record evidence in their graphic organizer on p. 2 of the Student Workbook, specifically identifying how kids can stand up for others’ rights.
<p>Block #2</p> <p>Extended Language Work (15 min)</p>	<p>Introduce language targets:</p> <ul style="list-style-type: none"> • <i>Today we are going to discuss some of the words in more depth and think about how they are connected through the Word web activity.</i> <p>Guide extended language work:</p> <ul style="list-style-type: none"> • Review target vocabulary on Slide 37 of the Joelito powerpoint (demonstrate, strike, boycott, and decision). • Ask students to look at the Word Web Graphic Organizer on page 3 and 4 of their student workbooks. On page 3, model how to think of a word that is connected to one of these words (see For Teacher Reference below). Add that word near the target word and draw a line to the target word. • Possible connections with target words: <ul style="list-style-type: none"> ○ Invite students to translate words as part of their word web, the same way the author does in <i>Joelito’s Big Decision</i> ○ Think of both synonyms and antonyms ○ Think of how other key vocabulary from Joelito are related to the target word ○ Add or take away different morphemes to create new forms of the word (e.g., <i>demonstration</i>, <i>decide</i>) ○ Be creative!
<p>Wrap Up</p>	<p>Close lesson: <i>Nice job everyone. Next time we will watch another video about activism. We’ll also do some work analyzing word parts.</i></p>

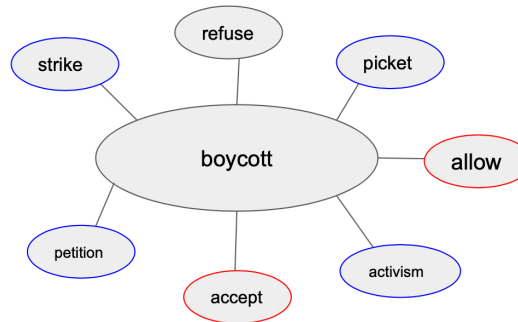
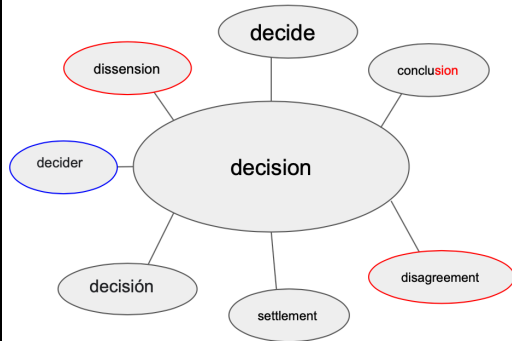


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For teacher reference



Blank word web organizer



Example of a completed word web organizer:

- red circle: antonyms
- blue circle: words that will appear later in this cycle



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Unit 2: Rights & Freedoms

Cycle 2: Joelito

Lesson 4

Unit Questions	What does fair treatment look like? How can people stand up for their rights, and the rights of others? What can people do to change things that are unfair?	
Cycle DR Question	Do you agree with Joelito's big decision? Why? What would you have done?	
Cycle Language Targets	Vocabulary: Demonstrate, Strike, Boycott, Decision	Morphology: -tion/-sion, -er/-or
		Syntax: Connectives: for, and, nor, but, or, yet, so
Lesson Objective	<p>Watch <i>Want To Be a Youth Activist?</i> to identify strategies that activists use to call attention to important issues.</p> <p>Work to derive new words from base words using suffixes er/or and -tion/-sion.</p>	
Materials	Teacher	Students
	<input type="checkbox"/> Video - Want to be a youth activist? <input type="checkbox"/> Vocabulary/morphology slides	<input type="checkbox"/> Student Workbook

Introduce Lesson (1 min)	Introduce lesson: Today we will watch a video that describes ways to be a youth activist. Then, we'll practice using the work parts, <i>tion/sion</i> and <i>or/-er</i> .
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Block #1 Reading & Embedded Language (10 min)	<p>Activate and build background Knowledge:</p> <ul style="list-style-type: none"> Does anyone know what an activist is? An activist is someone who is not willing to let a situation go unnoticed. It is an individual who feels so passionately about an issue that they want to raise awareness among others and to bring about change. Kids can be activists. What are some issues that young activists care about and want to change? (Possible responses: climate change/environmentalism, racial justice, gun violence, homelessness, food insecurity, gender equality, LGBTQ rights). We're going to watch a video about young activists who used strategies to protest against things that are unfair/unjust. <p>Guide reading or watching and notice language</p> <ul style="list-style-type: none"> Watch video: Want to be a youth activist? Here are some tips (3:21) <p>Discuss and/or write after reading</p> <ul style="list-style-type: none"> What were some of the strategies that these activists used to protest and to stand up for others' rights? Which of these have you seen/heard of before? What are some of the advantages or disadvantages of these strategies? Encourage students to add at least one new strategy to their graphic organizer on p. 2 of the Student Workbook (e.g., speeches, social media, marches).
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<p>Block #2</p> <p>Extended Language Work (20 min)</p>	<p>Introduce language targets:</p> <ul style="list-style-type: none">• <i>Today we're going to connect what we are learning about word parts and how to use word parts to figure out what words mean.</i> <p>Guide extended language work:</p> <p>Open the Joelito powerpoint to Slide 39 and do a quick review of the word parts <i>-tion/sion</i> and <i>-or/-er</i> following information on the slide.</p> <p>Morphology activity</p> <p>Say:</p> <ul style="list-style-type: none">• <i>Open your student workbooks to page 5.</i>• <i>We're going to follow the guides on this page to make new words with the morphemes '-tion/sion' and '-or/-er'</i>• <i>Look at the base word (like invent, decide, translate, etc.). You are going to work with a partner to add '-tion/sion' and '-or/-er' to the word and explain how they change its meaning.</i>• <i>Look at the example at the top. If we have the word "farm" we can add -er and get farmer. A farm is a place to grow vegetables or raise cows and chickens. But a "farmer" is the person who grows the vegetables and raises cows and chickens.</i>• <i>Look at the other example at the top. If we have the word "demonstrate", we can drop the "e" and add -ion to get the word "demonstration". Or we could drop the "e" and add -or and get the word "demonstrator". Demonstrate is a verb. It is something you do. But a demonstration is something you go to, and a demonstrator is someone who goes to a demonstration, like Joelito did when he demonstrated against McCann's restaurant.</i> <p>Have students work individually, in pairs, or as a whole group to select base words and the <i>-er/-or</i>, <i>-tion/-sion</i> suffixes to create new words, and try to define the distinctions between the words.</p>
<p>Wrap Up</p>	<p>Close lesson: <i>Nice job everyone. Next time we will read an article about student activism. We will also analyze and use connectives.</i></p>



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For teacher reference. Block #2 morphology activity responses.

Base word	suffix	New word
invent	-tion -sion -or -er	Inventor/invention
decide		Decider/decision
translate		Translator/translation
create		Creator/ creation
correct		Corrector/correction
animate		Animator/animation
divide		Divider/division



Unit 2: Rights & Freedoms

Cycle 2: Joelito

Lesson 5

Unit Questions	What does fair treatment look like? How can people stand up for their rights, and the rights of others? What can people do to change things that are unfair?	
Cycle DR Question	Do you agree with Joelito's big decision? Why? What would you have done?	
Cycle Language Targets	Vocabulary: Demonstrate, Strike, Boycott, Decision	Morphology: -tion/-sion, -er/-or
		Syntax: Connectives: for, and, nor, but, or, yet, so
Lesson Objective	<p>Read the Take Action text and discuss ways that young people can engage in activism.</p> <p>Demonstrate an understanding of how connectives work to link ideas within a sentence.</p>	
Materials	Teacher	Students
	<ul style="list-style-type: none"> ❑ Text - Take Action: Common Methods of Student Activism (p. 6 of Student Workbook) ❑ Student Workbook p. 7 for connectives/FANBOYS activity ❑ Connectives/FANBOYS jeopardy game (https://jeopardylabs.com/play/claves-fanboys-game) 	<ul style="list-style-type: none"> ❑ Student Workbook

Introduce Lesson (1 min)	Introduce lesson: <i>Today we will read a text that describes additional ways that young activists try to change things that unjust/unfair and protect others' rights. While we read it, let's see how it compares with the notes we've been taking on p. 2 of our Student Workbooks.</i>
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Block #1 Reading & Embedded Language (10 min)	<p>Reading "Take Action" Text</p> <ul style="list-style-type: none"> • As a group, read "Take Action: Common Methods of Student Activism" on p. 6 of Student Workbook • Call attention to how these strategies are similar/different from each other. Note that many activists use multiple strategies at once. Make connections to the graphic organizers that students have been filling out on p. 2 of the Student Workbook. <p>Discuss during or after reading</p> <p>Say:</p> <ul style="list-style-type: none"> • <i>Which of these have you seen/heard of before?</i> • <i>Have you ever been a part of any of these types of activities?</i> • <i>What might be some advantages or disadvantages of some of these strategies?</i> <p>Encourage students to add a new strategy to their U2C2 graphic organizer</p>
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Block #2	Introduce language targets:
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Extended Language Work (20 min)

Say:

- Today we're going to also think about "connectives". These are words that "connect" ideas when we read or when we write.
- For example, I might say: "Joelito was really hungry, **but** he wanted to support Brandon and Alma's family." Why is the word "but" important in this sentence?

(Solicit answers from students to understand that "but" provides a form of contrast or conflict that Joelito was having)

Show Slide 41 from the Joelito powerpoint

Say:

- There are basically 7 major words that we use for connectives. One way to remember them is to think of the word "FANBOYS" to remember them: **For, And, Nor, But, Or, Yet, So**.
- This chart helps us figure out the relationship between the ideas in a sentence.

Briefly review each of the connectives on the slide.

FANBOYS game

Say:

Now let's play a game with the FANBOYS connectives. There will be two teams and each team gets to choose a category and try to guess the right FANBOYS word for the sentence. If the team gets the answer wrong, it's the other team's turn. The team with the most points at the end wins the FANBOYS game. You can look at the FANBOYS Connectives Guide on page 7 of the Student Workbook as we play the game.

To play the game:

1. Form 2 teams
2. Open FANBOYS Jeopardy game (<https://jeopardylabs.com/play/claves-fanboys-game>) and face the computer toward the students.
3. Click "Continue" or, the option appears, click "Reset" instead of "Continue" (this starts a new game)
4. One team starts and can select any of the boxes in FANBOYS 1 or FANBOYS 2 (e.g., "I'll take FANBOYS 2 for 500").
5. Click on the selected box and have students try to fill in the correct answer. Press the spacebar to reveal the answer.
6. If they got the answer correct, press the '+' button for the team, and they get to select another box.
7. If they got the answer wrong:
 - a. First give the team a chance to explain why they chose their answer. If their reasoning is plausible, give them credit per #6 above, and they get to choose again.
 - b. If you determine the answer does not fit, it is the next team's turn, and return to #4 above for the second team.
8. Play until time runs out or all answers are provided to see who wins.

NOTE: Allow students to refer to the FANBOYS organizer on p. 7 of the Student Workbook while they are playing.



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Wrap Up

Close lesson: *Nice job everyone. Next time we will talk and write about various ways to stand up for others' rights described in this cycle.*



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Unit 2: Rights & Freedoms

Cycle 2: Joelito

Lesson 6

Unit Questions	What does fair treatment look like? How can people stand up for their rights, and the rights of others? What can people do to change things that are unfair?	
Cycle DR Question	Do you agree with Joelito's big decision? Why? What would you have done?	
Cycle Language Targets	Vocabulary: Demonstrate, Strike, Boycott, Decision	Morphology: -tion/-sion, -er/-or
		Syntax: Connectives: for, and, nor, but, or, yet, so
Lesson Objective	Students will use the time in Lesson 6 to catch up with activities from Lessons 1- 5, or extend their understandings using compare and contrast, to reflect on different points of view in this text cycle	
Materials	Teacher	Students
	<input type="checkbox"/> Days 1 - 5 materials <input type="checkbox"/> Student Workbook, p. 8	<input type="checkbox"/> Student Workbook pp. 1 - 7 <input type="checkbox"/> Student Workbook p. 8

Introduce Lesson (1 min)	Introduce lesson: <i>Today we will look at our graphic organizers to see what we have learned from our different texts to answer this DR question: 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. How would you choose to stand up for the lifeguards' rights?</i>
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Block #1 Summarize Across Texts (15 min)	Activate or build background knowledge <ul style="list-style-type: none"> • <i>First, why do you think that this is unfair to the workers?</i> • <i>We have read and watched texts that help us think about the ways people can help protect others' rights and stand up when things are unfair. We read Joelito's Big Decision and Take Action: Common Methods of Student Activism. We watched videos about demonstrations for a minimum wage of \$15 an hour and ways to be a student activist. We have taken notes on different ways that kids can stand up for others' rights.</i>
	Summarize across texts <ul style="list-style-type: none"> • <i>Look at your notes about what kids can do to stand up for others' rights in the graphic organizer on page 2 of your student workbooks.</i> • <i>Then, turn to page 8 and read the brief situation. Think about how you would choose to stand up for the rights of the lifeguards. Start with the strategy that you feel would be the most effective in this situation, based on evidence from the text and videos. You are welcome to include other strategies as well.</i> • <i>Before writing, talk with a partner about which strategy you've chosen and why. Practice out loud how you will write your sentences. Remember to include connectives. (Refer to FANBOYS chart).</i>



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Block #2 Catch-Up OR Extend [Teachers' Choice] (15 min)	<p>Catch- up:</p> <ul style="list-style-type: none">• Reread or rewatch any of the texts. Come back to previous lesson plans.• Review any vocabulary, morphology, or syntax targets that require closer attention.• Finish up, redo, or extend any of the extended language activities from the cycle. <p>Extend</p> <ul style="list-style-type: none">• Morphology language game https://docs.google.com/document/d/1SMIEbECGu-BB8AHo73EWWYvMLaD7Rg2QfaFi48LENT4/edit• Watch a video about the 2012 Chicago teachers' strike https://www.youtube.com/watch?v=RjYglhZCXa4• Read articles about young activists (https://docs.google.com/document/d/1u4rH094a8kmkXDtOaZzHv3F4SHSIf0DoJ-thfY2QdM0/edit)
Wrap Up	<p>Close lesson: <i>Nice job everyone. Next time, we will discuss whether you agree with Joelito's big decision, why you think that and what you think you would have done if you were in his position.</i></p>



Unit 2: Rights & Freedoms

Cycle 2: Joelito

Lesson 7

Unit Questions	What does fair treatment look like? How can people stand up for their rights, and the rights of others? What can people do to change things that are unfair?	
Cycle DR Question	Do you agree with Joelito's big decision? Why? What would you have done?	
Cycle Language Targets	Vocabulary: Demonstrate, Strike, Boycott, Decision	Morphology: -tion/-sion, -er/-or
		Syntax: Connectives: for, and, nor, but, or, yet, so
Lesson Objective	Students will engage in collaborative discussion on their opinions of the best strategies for standing up for others' rights in a given scenario.	
Materials	Teacher	Students
	<input type="checkbox"/> Facilitate discussion <input type="checkbox"/> Joelito powerpoint, Slide 37	<input type="checkbox"/> Student Workbook with notes from the cycle

Introduce Discussion Question (5 min)	<p>SAY: <i>Today we will have a discussion among ourselves to discuss whether you agree with Joelito's big decision, and what you would have done if you were in his position.</i></p> <p>NOTE: Give students an opportunity to prepare for the discussion independently by looking at their materials they prepared.</p>
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Dialogic Reasoning (20 min)	<p>Review norms (if necessary)</p> <ol style="list-style-type: none"> 1. I am respectful of my classmates. 2. I listen carefully to the ideas my classmates are presenting. 3. I stick to the topic. 4. I can talk without raising my hand. <p>Initiate and facilitate discussion:</p> <ul style="list-style-type: none"> • Allow students to begin discussing, taking opportunities when needed to model, prompt, clarify, summarize, encourage, repeat central question/present follow-up questions, intervene if discussion goes astray, model metacognition to stimulate/guide the discussion, if needed. • See facilitation guide table below for ideas on how to extend the conversation. • Close discussion by taking a poll on what students believe now that they have discussed the question together.
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Wrap Up (5 min)	<p>Close lesson: SAY: <i>Nice job everyone. Next we'll be moving on to our writing cycle, where we will write an opinion article for a newspaper!</i></p>
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For teacher reference: Dialogic Reasoning facilitation moves

Move	Description	Example
Prompt	Ask students to be more explicit in their argumentation by asking them to state their position or reason, provide evidence or respond to a challenge.	Is there evidence in the story that supports what you are saying? Can anyone think of another reason or example?
Ask for clarification	Ask students to clarify what they mean, particularly when they use vague or imprecise language.	Do you mean [X] or [Y]? Do you mean to say [paraphrase]...?
Challenge	Present countering ideas or ideas that students haven't thought about yet.	Some people might say [give a reason from the opposing view point]. If you were [CHARACTER] would you...
Encourage to participate	Ask more quiet students to contribute to the discussion.	Carlos, anything that you'd like to add here?
Summarize	Sum up positions presented by students, or describe the discussion process.	You seem to be pretty much split on whether it was bad luck or a bad case of nerves. Some of you believe it was bad luck, cause sometimes things just happen, and some of you thought it was nerves.
Foster independence	Encourage students to talk to each other, rather than to and through the teacher.	Hands are down. Let's talk to each other.
Redirect	Ask students to consider the discussion question or present a follow up question.	So if we take what you're saying, and bring it back to the question at hand should she speak up to the teacher or should she let it ride?