

HMH Teacher Central Lesson Plan for Whole- and Small-Group Instruction

Instructor:

Date:

Class:

Anchor Video: **Speak Out!**

Workshop 1 Lesson 1

STANDARDS

CCSS: SL.6-8.1, 2; L.6-8.6; CA ELD: Part I.A.1; Part I.B.5

HEADS UP

This workshop introduces students to three unforgettable young people. Facing adversity and danger, each of the individuals stood up for justice and turned a life-threatening situation into an opportunity to fight for the rights of others. Use this *extended whole-group lesson* to build students' background knowledge as they learn about young people who are making a difference in their own communities and throughout the world.

Background knowledge—Students may not realize that slavery and other harsh injustices perpetrated against children are still practiced around the world today. Help students understand that, although we abolished slavery in America over 150 years ago, there are still places in the world where it is practiced.

Socio-emotional—The video discusses serious crimes committed against children, including a young girl who was shot in the head and a young boy who was sold into slavery. These events may be troubling for some students.

Materials

Real Book pp. 28–31

[Anchor Video: Speak Out!](#)

Anchor Video Vocabulary

activism (n): the action of bringing about social or political change

discrimination (n): the practice of treating a person or group differently from another in an unfair way

equality (n): when everyone has the same opportunities and rights

exploitation (n): the action of treating someone unfairly in order to benefit from his or her work

human rights (n): the basic rights that every person has to be treated in a fair, equal way without cruelty

FAMILY ENGAGEMENT

Send a message via social media, text, email, or send a note home to communicate your Workshop Launch. Be sure to follow school and district rules for online sharing.

Today we started our first Workshop—Stand Up. We'll explore the stories of young people who fight for human rights across the globe.

RESOURCES FOR DIFFERENTIATED INSTRUCTION

- **Support:** [Attentive Listening](#)
- **Extend:** [Create an Outline](#)
- **Language:** [Academic Discussion](#)
[Get Resources](#)

OBJECTIVES

Primary Goals

- **Literacy Goal:** Use active viewing and listening strategies to build background and content knowledge about key ideas from a video.
- **Language Goal:** Communicate using precise content-area words and academic language to discuss and compare key ideas from a video.

WHOLE GROUP

DO NOW!

Make Predictions

Use the [Do Now](#) routine.

Display the Do Now.

 **What do you think we will explore in this Workshop? Read the title and look at the pictures on pages 28–29. Respond in complete sentences.**

Share Responses

Have students share their responses.

 I think we will explore _____ in this Workshop.

(e.g., a fight for/against something; the lives of three interesting people)


 One basis for this prediction is _____.

(e.g., the photos of young people; the image of the picket signs)

SHARE TODAY'S GOALS

Primary Goals

 **Literacy Goal:** Pay active attention to a video in order to learn information about key ideas.

 **Language Goal:** Participate in an academic discussion to share and compare ideas about a video, using new vocabulary and academic words.

INTRODUCE AND ENGAGE

Preview the Workshop Overview

- Introduce the topic.

Welcome to our Workshop !! Over the next few weeks, we will learn about young people who risked their lives to take a stand and protect the rights of others.

- Read the introductory text and ask a question to check for understanding.

Based on the title of the Workshop and the introductory text, what does it mean to “stand up”? (speak out against injustice; protect the rights of others)

- Share the Focus Question.

Throughout this Workshop, we will be talking about the fight for basic human rights.

- Preview the Workshop texts.

Ask students to read the text titles and images. Then have them share thoughts and observations about the images associated with each text.

- Read the Writing Task.

This is the final writing task we'll be working toward throughout this Workshop. We will use evidence from the texts we read to help us write an informative essay that responds to this prompt.

Make Connections Let your social studies department colleagues know that students will be deeply immersed in texts and content-area vocabulary related to social change and activists. Identify ways you can work together to coordinate knowledge building.

BUILDING KNOWLEDGE: SPEAK OUT!

Viewing With a Purpose

Use the [Analyzing Media](#) routine to guide viewing.

- Set purpose for viewing by reading aloud the introductory text on page 30.

As we watch this video together, think about this: What motivates the three activists in the video to fight for the rights of young people around the world?

- Play the video.
- Have students share with a partner something they learned from watching, using the Language to Discuss frames to guide their use of an academic register as they discuss the video.

 **One interesting fact I learned is _____.**

(e.g., that children live in garbage dumps; Malala Yousafzai survived an attempt on her life)

 **I was surprised to learn that _____.**

(e.g., Malala not only survived, but won the Nobel Peace Prize; child slavery still exists in the world)

- Revisit the purpose for viewing.
- Ask students to share ideas aloud with the group.

 **The three activists are motivated by _____.**

(e.g., Kesz—seeing himself in other street children; Malala—wanting to speak out for all children to get an education, like she wanted to; James—feeling like he is rescuing himself by rescuing others)

Anticipate Challenges Make it clear to students that Kesz, Malala, and James are from very different parts of the world, each with distinct challenges and cultures. These three individuals are being featured because they all work for human rights, but they work separately.

Build Vocabulary

- Share the content-area words.

Read each word aloud and have students repeat the word after you. Give a quick definition or explanation of each. (If you're rusty on any of these, see the explanations below.)

- Introduce the outline.

Let's complete this outline to capture the important ideas we learned in the video. We'll use these ideas in our discussions and writing.

- Model an example.

Notice how the first sentence is completed with the word discrimination. Discrimination makes sense in this context because it refers to the action of treating a group in an unfair way.

- Replay the video, reviewing and expanding on the meanings of the content-area words as students encounter them in the video.

Activism is the action of bringing about social or political change. Kesz, Malala, and James all use activism to try to change the world for the better.

Discrimination is the practice of treating a person or group differently from another in an unfair way. Malala faced discrimination by the Taliban for being a girl who wanted an education.




When there is equality, everyone has the same opportunities and rights. Kesz, Malala, and James are all dedicated to achieving equality for all people.

Exploitation is the action of treating someone unfairly in order to benefit from his or her work. James Kofi Annan works to prevent the exploitation of children by trying to save them from slavery.

Human rights are the basic rights that every person has to be treated in a fair, equal way without cruelty. Kesz uses his charity to make sure that street children are provided with basic human rights.

- Have students complete their outlines.

Provide support as needed, such as reading items aloud and asking students to think aloud with you to determine the appropriate content-area words.

FORMATIVE ASSESSMENT	
<p>LITERACY GOAL: Use active viewing and listening strategies to build background and content knowledge about key ideas from a video.</p> <p>Observe Listen in on Language to Discuss conversations and review students' completed outlines to identify whether they understand the content-area information.</p>	
Monitor Progress	Adapt Instruction/Strategies
<p>Nearly There Students demonstrate understanding of the key content-area ideas in the video, but may not recognize all of the content-area words or may have erroneous assumptions.</p>	<p>Guide students to complete the following sentence frames to summarize key points. Provide support as needed.</p> <p> Kesz Valdez became an activist to help other <u>homeless/street children</u> in his city.</p> <p> Malala Yousafzai became an activist because she believed in the importance of <u>an education</u> for everyone, not just boys.</p> <p> James Kofi Annan became an activist to help children who are sold into <u>slavery</u>.</p>
<p>Not Yet Students do not complete the outline and have difficulty articulating facts, details, and/or questions about the video content.</p>	<p>Replay the video. Pause after key points, guiding students to restate what they just viewed and ask clarifying questions as you monitor and help build understanding.</p> <p>Then, use the frames suggested for “Nearly There” to help solidify understanding of essential facts.</p>
<p>On Track Students demonstrate understanding of the key content-area ideas in the video.</p>	

DISCUSSING MEDIA

Write

- Record ideas.

Write what you learned from the video or what caught your attention. This will equip you with ideas to share in our academic discussion.

- Model an example.

From the video, I learned that Malala became the youngest person ever to win the Nobel Peace Prize.

Discuss

Have students use the [Academic Discussion](#) routine to exchange and record ideas.

- Point out Language to Exchange Ideas.

As your classmate shares, listen and write down his or her ideas.

- Model the frames.

May I share/exchange ideas with you? (Yes, of course/certainly.) From the video, I learned that Malala became the youngest person ever to win the Nobel Peace Prize.

- Ask a volunteer to share his or her response with you as you model taking notes in the chart.
- Guide discussion.

*Share your responses to the video with two classmates. Listen in on discussions, encouraging students to use the Language to Exchange Ideas and take notes on others' responses. **You don't have to write your classmates' ideas down exactly. Just take notes on the main point. Ask your classmates for clarification when you need to.***

Adapt Procedures Consider having students get up and circulate to exchange ideas with others. Students will appreciate the chance to move around during this extended whole-group lesson.


Report


- Set expectations.

Remind students to be prepared to share one of their responses with the class and to listen attentively as their classmates share.


- Model comparing ideas using the Language to Compare frames.




I can compare my idea to a classmate's.

 **(Name) and I shared the same interesting fact. We both learned that James was sold into slavery when he was six years old.**

 **Both (Name) and I were surprised to learn that Kesz has already helped over 10,000 homeless children.**

Reflect

- Model a response and record an example in the response frame.
-  **After watching the video, I would like to learn more about how James helps rescue other children from slavery.**
- Have students take turns sharing their responses.


FORMATIVE ASSESSMENT	
LANGUAGE GOAL: Communicate using precise content-area words and academic language to discuss and compare key ideas from a video. Observe Review students' Discussing Media notes and listen as they report and reflect on their own and others' key points.	
Monitor Progress	Adapt Instruction/Strategies
Nearly There Students' oral and written reports of classmates' ideas restate but may not compare/synthesize.	<i>You've restated (Name's) points well. In what ways are they similar to (Other student's) points?</i>  (Name's) idea is similar to (Name's). They both focused on _____.  Both (Name) and (Name) focused on the idea that _____.
Not Yet Students' reports of classmates' perspectives reflect lack of attention or misunderstanding.	Support students with paraphrasing. <i>Let's ask (Name) to restate his/her idea. This time listen carefully for the main idea. Be ready to say it in your own words.</i>  (Name's) idea was about _____.
On Track Students' oral and written reports restate and compare/synthesize classmates' ideas.	

WHOLE GROUP

WRAP UP

Revisit Workshop Focus

Return to the workshop Focus Question.

 **Why is the fight for basic human rights so hard? Share one fact you learned in the Anchor Video.**

 **According to the Anchor Video, one reason why the fight for basic human rights is so hard is because _____.**

(e.g., sometimes people use violence to prevent others from having basic human rights)