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| **Suggested Time** | **Purpose** |
| 30-45 minutes | To support students in their development of vocabulary and concept knowledge, while preparing students to bring conceptual understanding of the underlying issues in the prompt. |
| **Tools** | **Procedure** |
| * [KWL Chart handout](https://www.projecttopeka.com/-/media/Topeka/Prompts/Young-Activists/YPAA-ActivismKWLChart.docx) * [Vocabulary Supports](https://www.projecttopeka.com/-/media/Topeka/Prompts/Young-Activists/YPAA-VocabularyList.docx) * Prompt and Readings | 1. As a class, discuss the definition of activism. Have students pair and share to discuss their definition of activism. Then, create a class definition of activism. We think of activism as “taking actions to support or fight against an issue.” 2. Hold a short conversation about whether youth can be activists. 3. Give students a Young People as Activists KWL Chart Handout and review the three columns. 4. Students complete the K and W columns of their individual charts based on their knowledge. Then, have students share and create a class KWL chart. 5. Have students read the sources available for this prompt. After reading, have students complete the L column of their individual chart. 6. Bring class together and complete the L column of the class KWL chart. |
| **Example Uses** | **Teaching Tip:** |
| * Student engagement/ pre-reading | * When students are discussing youth activism, try not to have too much discussion of how youth should advocate for a cause because this ties directly to the writing prompt. * Jigsaw: Assign a source to each member of a small group; students read their source and summarize it for their group; students complete their L column based on the summaries. |

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