

IndyKids Teaching Guide

A free resource for teachers and educators • November/December 2015

The IndyKids Teaching Guide serves as a springboard for using IndyKids in your class. These lessons are intended to be general outlines rather than precise scripts. We hope you can adapt, embellish and enliven the lessons to the learning and teaching styles that make your classroom unique. We encourage you to send feedback and questions to education@indykids.org. For more articles and lesson ideas, visit IndyKids.org.

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Featured Lesson: How Climate Change Impacts Society

“Earth Kids! Youth Eco-Activists Will Bring Their Voices to Paris Climate Talks” by Anand Jaurequilorda • *Social Studies, English*

Overview • Xiuhtezcatl Martinez will represent several groups of people when he speaks before the United Nations in December, but he has already initiated change in the United States. He is one of the 21 young people bringing a lawsuit against the Obama Administration for climate concerns. In this lesson, students will break out into groups to research and discuss the negative effects that climate change has had on different groups of people. Then, in front of the class, students will advocate for their own solutions to these problems.

Goal • Students will be able to identify the ways in which climate change is impacting society, and describe how they can organize to do something about it.

Materials • *Indykids* November/December 2015 class set

Warm up • Read the cover story. Ask students to discuss the following questions:

1. What is the UN Climate Change Conference in Paris (COP21)?
2. Why is it important?

Activity • Ask students to role play as different groups that will attend the COP21.

- Group 1: Youth activist plaintiffs, like the 21 students bringing a lawsuit against the Obama Administration.
- Group 2: Farmers and fishermen who depend on a healthy environment to make a living.
- Group 3: Climate scientists studying animal populations.
- Group 4: Indigenous people in Pacific island and Arctic areas.

Ask students to come up with specific ways that climate change has impacted their group’s lives. If they need help coming up with ideas, refer students to this [MSNBC article](http://www.msnbc.com/msnbc/meet-the-kids-suing-obama)¹.

¹ <http://www.msnbc.com/msnbc/meet-the-kids-suing-obama>

Then, have students research and discuss viable solutions to end Climate Change. [NASA's Global Climate Change website](#)² is a good place to start.

Closing Activity • As a class, have each group share what they learned about climate activism.

Standards*

CCSS.ELA-Literacy.W.6.1.b

Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

CCSS.ELA-Literacy.RH.6-8.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

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Featured Activity: Community Art as a Vehicle for Peace

“Lanterns, Poetry, and Peace” by Sadie Price-Elliot • *Social Studies, English*

Overview • Many people feel that they are unable to make real change happen. Galvy Grainzvolt said that The Shinnyo Lantern Floating for Peace gives people a chance to “pause, stop, and think about what this big word of peace means.” Each separate lantern represented one person’s wish for peace. When the thousands of individual lanterns illuminated the night together, they demonstrated that no peaceful act is ever performed alone. In this activity, students will create and decorate a lantern with actionable wishes for peace.

Goal • Students will be able to describe ways to make their communities a more peaceful place for everyone and utilize artwork to attract supporters of their ideas.

Materials

- *IndyKids* November/December 2015 class set
- Recycled paper
- Transparent tape
- Glue sticks
- 3 inch squares of wood or styrofoam
- Colored pencils or crayons
- Flameless LED tea lights

Warm up • As a class, read “Lanterns, Poetry, and Peace” from page 7 of your *IndyKids* class set.

Have students pair and share what the word “peace” means to them on a local scale. What does a peaceful neighborhood look like?

² <http://climate.nasa.gov/solutions/resources/>

Next, students will brainstorm activities that would make their communities more peaceful, such as building a community garden so that everyone has access to food. Volunteers can share aloud to a class.

Activity • Distribute one sheet of paper to each student. Instruct the students to divide the paper into equal quarters by folding it in half once, and then again. Unfold the paper and lay it flat to begin decorating the lantern.

- On the left-most quarter, have students write their names, encouraging them embellish and decorate the letters.
- On the second quarter, students will write at least 5 ways they can bring about peace on their own, such as volunteering after school.
- On the third quarter, students will write at least 5 things they cannot do alone to make their community a more peaceful place, such as making a community art project.
- On the fourth quarter, students will create an accompanying illustration.
- Follow the instructions outlined in [this eHow article](#)³ to complete the lantern.

Lanterns can be used to decorate the classroom, be floated in a body of water near the school or taken home to be floated along with additional lanterns made by the students' families.

Closing Activity • Have students walk around and read each other's lanterns. Students can pick one group activity from another classmate's lantern and indicate what attracted them to it. Encourage students to organize outside of class in order to bring their ideas to their community.

Standards*

CCSS.ELA-Literacy.SL.6.5

Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

***A note on standards**

Some *IndyKids* lessons include relevant Common Core standards. We're aware that not all states have adopted these standards, nor are all teachers comfortable with their implementation.

³ http://www.ehow.com/how_6676321_make-japanese-floating-lanterns.html