

IndyKids Teaching Guide

A free resource for teachers and educators • January/February 2016

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: Raise the Minimum Wage!

“Raise the Minimum Wage!” by Amzad Ali, Rida Ali, Charles A. Ramos Brugueras and Bryanna Santos • *Social Studies, Economics, English*

Overview • In cities across the nation, workers fight to demand a livable minimum wage, sick time and fair work hours. In this lesson, students will read, discuss and teach one another about the fight for fair wages.

Goal • Students will dissect and discuss issues of fairness relating to the minimum wage. Students will propose measures to improve issues related to the minimum wage.

Materials

- *IndyKids* January/February 2016 class set
- *Four pieces of chart paper*
- *Markers for chart paper*
- *Class set of journals or paper for writing*

Building Schema • The center spread of the January/February 2016 issue is entitled, “Raise the Minimum Wage!” and is comprised of four themed articles. Prior to reading, guide students to build context and schema by reading the titles of each center spread article as a class. View the center spread photos and read the captions. In a brief, preliminary whole class discussion, respond to any initial questions that students may have about minimum wage. Then, ask students to take a moment to select the article that seems most interesting to them. (Make it fun by asking students to draw a star or heart next to the article of their choice, if they’d like!).

On the board, collect a list of students interested in each article. Use this list to divide the class into reading and discussion groups for each article.

Activity

Step 1: Read and discuss in groups

Students can either read their respective articles silently and independently, or students can read articles aloud in groups. After reading, each group responds to the questions below and collects their thoughts about their article on chart paper.

1. What voices or perspectives are represented in your article?
2. What is the main problem discussed in your article?

3. Who has been working to form solutions? What solution/s have been proposed and fought for?

Step 2: Learners and teachers

Each group selects two representatives to visit other groups. These students are called “learners.” They will circulate to the other three groups and collect notes on each article to bring back to their group members.

The remaining students are called “teachers.” The teachers will stay at their group’s station; they are responsible for teaching the other groups’ learners about their article. Remind the teachers to use their chart paper to help them teach.

After the learners have had the chance to circulate the room, ask all groups to reunite. Learners can now share with their group members what they have learned about each of the articles.

Closing Activity • Students select two of the questions below and compose a half-page journal entry in response to each. After, instruct students to share their responses with a partner.

- a. Why is it important to have a minimum wage? Why is it important to have a minimum wage that keeps up with the rate of inflation?
- b. What does ‘living wage’ mean? Why is there a difference between the minimum wage and the living wage?
- c. Do you support a ‘no-tipping’ policy? Why or why not?
- d. Develop three measures to ensure fair wages and conditions for all workers, documented or not.

Standards*

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.

Featured Activity:

“Imagine Peace: Activists call for an end to gun violence” by Lily Kuzminski • *Social Studies, English Language Arts*

Overview • Gun violence impacts people between the ages of 15 and 24 more than any other type of violence. In order to prevent gun violence in all communities, organizations like New Yorkers Against Gun Violence and States United to Prevent Gun Violence have established workshops and camps to educate youth about the disproportionate reality of gun violence in communities of color. For New Yorkers Against Gun Violence, the workshops aim to arm youth with information and offer opportunities for youth to advocate for peace in their communities. This lesson aims to facilitate conversation about the realities of gun violence and the power of advocacy.

Goal • Students will evaluate the impact and prevalence of gun violence in the United States and in their own communities. Students will assess a range of anti-gun violence activism and design their own gun control measures.

Materials • *IndyKids* January/February 2016 class set

Activity • The following questions are designed for students to answer, either discussed aloud or written independently, before, during and after reading the *IndyKids* January/February 2016 cover article, entitled “Imagine Peace: Activists call for an end to gun violence.”

Before:

1. Predict the number of people in the United States who die from gun violence every year.
2. Predict the number of people in the United States who are wounded by guns every year.

*During:

3. _____ is an organization affiliated with New Yorkers Against Gun Violence. Together, they established The Gun Shop.
4. What is The Gun Shop and why don't they sell guns?
5. Who is Nardyne Jeffries? What is her approach to anti-gun violence?
6. What changes did President Obama's executive orders of January 5, 2016, propose?

After:

7. Gun violence impacts youth of color more than any other demographic. Where do issues of poverty and race fit into the discussion about gun violence?
8. Why is Nardyne Jeffries' approach to anti-gun violence advocacy particularly impactful?
9. Assess Obama's executive orders of January 2016. If implemented, do you think that they will succeed in helping to end gun violence? Why or why not?
10. Propose three common sense measures of your own to end gun violence.

*Two suggestions:

- a. Immediately before reading the article, read the “During” questions aloud with the students and check that students understand the questions. Instruct students to look for the answers to the questions, and jot down responses independently as they read. Ask them to try to respond to all of the questions while reading. If needed, offer the students a few minutes to finish up immediately following the reading, or reread the article a second time.
- b. Or, pause throughout the reading to give students the chance to respond to questions aloud. This method is conducive to paired, group and/or whole class discussion; consider allowing students to discuss questions during these pauses. If needed, offer to reread the article a second time, this time without pausing.

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.

***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