



## Say Something

### The students will:

- understand the importance of civic engagement
- identify characteristics of good citizenship
- identify ways to practice good citizenship
- identify others who exemplified good citizenship
- analyze and synthesize primary sources
- express ideas orally based on knowledge and experiences

### TEKS:

K.7AB, K.14.CD, 1.12AB,17CD, 2.10ABC, 2.15B, 2.16EF, 3.9ABC, 3.11AB, 14BC, 15DE

### Vocabulary:

- primary
- source
- good citizenship
- speech
- march
- civic engagement
- picket signs
- equal rights
- segregation

### Materials:

- Say Something by Peter Reynolds
- Say Something PowerPoint K3
- Say Something Role Play cards

### Resources:

- [LRE I Was the First](#) videos
- [LRE I Was First the First](#) book
- [Ruby Bridges Background Information](#) Ducksters
- [Martin Luther King, Jr. Background Information](#) Ducksters
- [Abigail Adams Background Information](#) Ducksters

### Teaching Tips:

- Depending on the grade level doing this lesson, you can either read the Historical Figure Bio Cards (Martin Luther King, Jr., Ruby Bridges, and Abigail Adams) from the Say Something PowerPoint K3 with the students, or if the students are able to read, print them and have the students read and annotate the text. Then discuss them.
- Cut the Say Something Role Play cards in advance.

## Teaching Strategies:

### Engage Learning Experience

1. Share with students that you are going to read a book called Say Something. Open the Say Something K3 PowerPoint and show **Slide 1**, or show the cover of Say Something by Peter Reynolds. Ask questions such as:
  - What do you think this book is about by looking at the cover? What makes you say that?
  - What are the children on the front cover doing? Why might they be doing that?
  - What might they be saying?
2. Show **Slides 2-3**. Share that this might be what the children are saying. You can tell that someone is saying something because the text is written in speech bubbles. Ask students if they've ever read cartoon strips. Cartoon strips are full of speech bubbles. Discuss some of the speech bubbles and why the children on the front might say them. Ask students who these children might be talking to.
3. Read the book aloud asking questions to clarify student understanding. Ask questions such as:
  - What ways can people "say something?"
  - Why is it important to "say something?"
  - Can you give an example of a time you "said something?"
  - Why might happen if you didn't "say something?"

### Sensory Image Learning Experience

4. Share with students that you are going share with them a primary source image that relates to the book you just read. They have to figure out what the image is and how it relates to the book. (**primary source**: firsthand evidence about an event, object, person or work of art;)
5. Open the Say Something PowerPoint and project **Slide 4**. Show students the Martin Luther King, Jr. image. Share that this is an image of a historical figure that some of you may know. Give students a minute to observe the image and talk with a shoulder partner about what they see in the image.
6. Show **Slide 5**. Project one question at a time giving students time to answer the questions. (These are sensory questions and allows students to respond based on using their senses and their own experiences.)

7. Show **Slide 6**. Again, have students respond to the questions. (These questions are open-ended and require some higher level thinking to answer. They require student to think.)
8. Show **Slide 7**. Use this as a shared and/or modeled reading experience. Read about Martin Luther King, Jr. on the Bio Card. Ask questions such as:
  - Why is Martin Luther King, Jr. important?
  - How is he like the book, Say Something?
  - How did he say something? (speeches, letters, talking with people about freedom, peaceful marches)
  - Why do you think he said something?
9. If time allows, show students the Martin Luther King, Jr. video on the [LRE I Was the First](#) website. This can also be done at a learning station.

### Explore Learning Experience

(This next section, can either be done in small partner groups, as a whole class, or as a learning station.)

10. Share with students that you are going to share with them two other historical figures who “said something.”
11. Show **Slide 8**. Have students answer the following questions:
  - What do you see?
  - What do you infer? (What do you think is happening?)
  - What do you wonder?
12. Explain to students that this is an image of Ruby Bridges when she was in the first grade. Show **Slide 9** and read about Ruby. Ask questions such as:
  - Why is Ruby Bridges important?
  - How is she like the book, Say Something?
  - How did she say something? (by going to school even though she was scared because it was the right thing to do)
  - Why do you think she decided to go to school anyway?
13. If time allows, show students the Ruby Bridges video on the [LRE I Was the First](#) website. This can also be done at a learning station.

14. Show **Slide 10**. Share with students that this is an image of Abigail Adams. Based on the image, how do you think she might have “said something?” (through letter, writing, etc.)
15. Show **Slide 11** and read about Abigail Adams. Ask questions such as:
  - Why is Abigail Adams important?
  - How is she like the book, Say Something?
  - How did he say something? (by writing letters about equal rights)
16. **Show Slide 12**. Talk with a shoulder partner about how each of these historical figures “said something.” Have students share their thoughts. Ask questions such as:
  - What ways did these people “say something?”
  - What are other ways to “say something?” (by not saying anything at all, writing a song, writing a letter, picket signs, marches, petitions, etc.)
  - What ways did these historical figures practice good citizenship?
  - What citizen traits did each of these historical figures exhibit? (bravery, courage, perseverance, trustworthy, kind, etc.)
17. Show **Slide 13**. Ask students questions such as:
  - How are these girls practicing good citizenship? (by helping their community)
  - How are these girls “saying something?” (by picking up trash)
  - How can you practice good citizenship?
  - How can you say something?

### **Culminating Learning Experience**

18. Divide students into groups. Share that you are going to have them role play a situation (do a skit) where they have to decide how they are going to “say something.”
19. Give each group a Say Something Role Play card. Give student groups time to create their skits.
20. Student groups present their skits. As each group does their skit, have the rest of the class guess how that group “said something.” Debrief.

### **Closure**

21. Have students reflect on their learning by answering the following question:
  - Why is it important to “Say Something?”

<p>Someone is mean to you at school and says things about you to the other students that are not true. How can you say something?</p>	<p>Someone excludes you from playing a game at recess and says you cannot play with the group. How can you say something?</p>
<p>People are throwing trash all over the park. You don't like that at all. It makes the park look dirty and messy. How can you say something?</p>	<p>Someone at school pushes another student on the ground and says mean things to him. How can you say something?</p>
<p>Someone in class is writing notes and saying mean things about another student. The students are passing the notes around the classroom. How can you say thing?</p>	<p>There's a new girl in school and she is sitting by herself at recess. She doesn't know anyone yet and doesn't have any friends. How can you say something?</p>
<p>Students at your school are throwing recycled materials in the regular trash can. How can you say something?</p>	<p>You and some friends are throwing a ball in your neighborhood. One of your friends throws the ball but it goes too far and breaks a neighbor's window. How can you say something?</p>