



Say Something

The students will:

- understand the importance of civic engagement
- identify others who has participated in civic affairs
- identify the freedoms guaranteed in the first amendment
- analyze and synthesize primary sources
- express ideas orally based on knowledge and experiences

TEKS:

4.17A, 4.19A, 4.21C, 5.5C, 5.14C, 5.18A, 5.19A, 5.23A, 5.25C

Vocabulary:

- primary source
- suffrage
- suffragette
- civic engagement
- activist
- rights
- Bill of Rights
- First Amendment
- Civil Rights
- migrant workers
- Women's Rights

Materials:

- Say Something by Peter Reynolds
- Say Something PowerPoint
- Women's Suffrage Puzzle image
- Bio Cards
- Say Something handout

Resources:

- [Activists and Reformers](#) website
- [LRE I Was the First](#) videos
- [LRE I Was First the First](#) book

Teaching Tips:

- Cut the Women's Suffrage Puzzle image into quadrants in advance. Cut enough images so that small groups can each look at one quadrant of the whole puzzle.
- Make copies of the Bio Cards for student groups to read:
 - Rosa Parks
 - Cesar Chavez
 - Susan B. Anthony
 - Martin Luther King, Jr.
 - Jane Addams

- You might consider playing the song “Say Something” by Justin Timberlake while students are working on their culminating projects or another song like it.

Teaching Strategies:

Engage Learning Experience

1. Show the cover of Say Something by Peter Reynolds. Ask questions such as:
 - What can you infer from the cover that this book might be about? 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. Open to the inside cover. Have students listen to the speech bubbles as you or another student reads them. Discuss some of the speech bubbles and why the children on the front might say them.
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?”

Quadrant Analysis 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. Divide students into small groups. Give each group one quadrant of the Women’s Suffrage Puzzle image. (Depending on how many groups you have, some groups may have the same quadrant as another group.)
6. Open the Say Something PowerPoint and project **Slide 2**. Explain to students that behind this blue rectangle is a primary source image that you divided into four pieces or quadrants (like a puzzle). They have one of the puzzle pieces. With their group they are to observe their quadrant and answer questions.
7. Show **Slide 3**. Project one question at a time giving students time to discuss and record their observations.
8. After student groups have answered the questions about their puzzle piece, have them discuss in their group what they think the primary source image (whole puzzle) might be based on their quadrant of the puzzle.

9. **Using slides 4-7**, have each group share what they observed, inferred, and wondered about each of their quadrants. As they share, have them give reasons for what they say by asking: What makes you say that? (*Claims and Evidence*)
10. Show **Slide 8**. Discuss the primary source image. Ask questions such as:
 - What are these women doing? Why might they be doing that?
 - Where do you think they are? How do you know?
 - When do you think this took place? What makes you say that?
 - Do they look happy?
 - Why might they be marching?
11. Share with students that this is an image from a Suffrage Parade in New York City on May 6, 1912. Ask students what is meant by the word “suffrage.” (suffrage: the right to vote)
12. Show **Slide 9**. Have a student read it out loud and discuss the reasons for the march. (right to vote) (suffragette: a woman seeking the right to vote through organized protest) Ask questions such as:
 - What is meant by an organized protest?
 - What made the protest organized? (same clothes, banners, sashes, marching, etc.)
 - Would you say this is a peaceable protest? What do you think that means?
 - What gave them the right to march peaceably? (First Amendment to the US Constitution – the first 10 amendments are called the Bill of Rights.)
13. Show **Slide 10**. Read it out loud. Ask students where in the First Amendment do they see the right to march peaceably.
14. Explain to students that the First Amendment guarantees citizens five freedoms. With a shoulder partner have students find the five freedoms in the First Amendment.
15. Show **Slide 11** with the freedoms highlighted. Discuss the meaning of each freedom. Afterwards, ask students:
 - Why do you think these freedoms are given to people?
 - What might happen if we didn’t have these freedoms?
 - How does the primary source image relate to the book, Say Something?
 - How does the book relate to the First Amendment?
 - Do you know of people in history who have “said something?” Give examples.
16. Share with students that they are going to look at five people in history who have “said something!” about an issue they believed in or were passionate about. These people felt it was their civic responsibility to “say something” and get involved. That is part of our rights and responsibilities as citizens. These rights are guaranteed in the U.S. Constitution in the Bill of Rights.

17. **Show Slide 12.** See if students know the historical figures on the slides. Share that these historical figures “said something.” They each had different causes for “saying something.” They each had different ways of “saying something.” You are going to learn more about these people.
18. Divide students into small groups. Give each group a different Bio Card. Groups can also learn more about their historical figure by using the following resources:
- [Activists and Reformers](#) website
 - [LRE I Was the First](#) videos website
 - [LRE I Was First the First](#) book website
19. **Show Slide 13.** Have student groups answer the following questions about their person:
- What was the cause of your historical figure “saying something!”
 - What issue did your historical figure influence?
 - What method did your historical figure use to “say something?” (speeches, picketing, boycotting, marches, protests, etc.)
20. Groups share their answers to the questions. Debrief with students. Ask questions such as:
- What if these people didn’t “say something?” How might life be different?
 - Why is it important to “say something?”
21. Explain to students that it is a part of our civic duty to say something. That’s the way change happens. Whether it’s the kind of change that our historical figures wanted to happen that affects our country or changes that affects our community, school or our classroom.
- Does it matter how you “say something?” Explain.
 - What ways might people “say something?” Have them think of the book and their historical figures for ideas. (voice, poem, speech, art, poster, picket sign, song, etc.)
 - Do you think musicians write songs because they want to “say something” to express their thoughts and feelings? What about artists? What about you?
 - How can you say something at school when someone is not treated fairly?
 - How can you say something at a park when you see litter on the ground?

Culminating Learning Experience

22. Give students a Say Something handout. Have students think about something they are passionate about or believe in. It might be something in their school, community, state, nation, or world that they want changed. (This can be done individually, with partners, or small groups.)

Share that you want them to create a way to express their thoughts, feelings, or ideas about what they want changed by “saying something!” They might do one of the following: poem, speech, art, poster, picket sign, song, etc).

23. Students work on their projects and share with the class. Debrief.

Closure

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

SAY SOMETHING!

Think about something you are passionate about or believe in. It might be something in your school, community, state, nation, or world that you want changed.

Create a way to express your thoughts, feelings, or ideas about **what you want changed** and **why you want it changed** by “saying something!” Use one of the following methods: poem, speech, artwork, poster, picket sign, song or ask your teacher permission to use another way. Be ready to share with the class.

Brainstorm and sketch your ideas:



WOMAN SUFFRAGE REPRESENTATION
FOR EQUAL TAXATION

SUFFRAGE FOR WOMEN

SUFFRAGE FOR WOMEN

SUFFRAGE FOR WOMEN

AMERICAN
EDITION