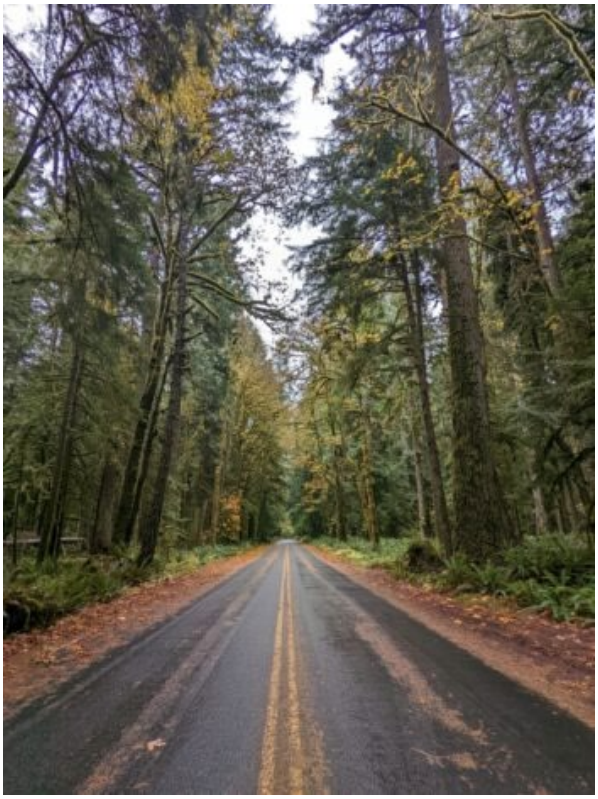
Writing for Change:
An Intermediate ELA Resource

Inés Poblet and Sajonna Sletten

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To the Educator

Dear English language teacher,

This reading and writing resource is a labor of radical love. It is part of a continued goal of building English language learning resources (please see Writing for Change: An Advanced ELA Resource), to gather up what we have learned about anti-racist, culturally responsive, and decolonized approaches.

We consider this to be part of the collective path alongside fellow colleagues in the work of rewriting the myths and false narratives of our field. We know the work requires all of us and goes well beyond one discipline. It is a call to all educators and all institutions to choose love in action; to choose change.

The chapters in this OER resource are organized in an intentional sequence, gradually transitioning from low to high intermediate proficiency readings, activities, and reflections. Reading topics center adult learners of English. Chapter activities are constructed with the College and Career Readiness Standards for Adult Education for reading and writing in mind (offering a range between levels B and C). ATOS readability levels are as follows for each reading.

- Black Lives Matter – ATOS Level 2.8
- Malala Yousafzai – ATOS Level 3.7
- Building Bridges, Not Walls – ATOS Level 4.7
- Melati and Isabel Wijsen- ATOS Level 6.1
- Billy Frank, Jr. – ATOS Level 6.3
- The Nap Ministry – ATOS Level 6.7
- Larry Itliong – ATOS Level 6.8

Please note that we intentionally capitalize the terms Black and Indigenous in order to majoritize these historically minoritized racial, ethnic and cultural identities. Also, we acknowledge that multiple definitions of "feminist" exist among scholars, and we conscientiously define this term as "a person who believes that women, men, and non-binary people should have the same rights." Finally, we avoid phrases like "in your home country" and "in your (first) language" which may inadvertently other or exclude. In the book *Race, Empire, and English Language Teaching*, p. 65-69, the othering of English language students is described in further detail (Motha). We welcome more ideas about inclusive, asset-based phrasing we can incorporate into this and future texts.

Every chapter has three vocabulary exercises to prepare intermediate students to read about topics which are suitable for adult learners of English. The first exercises are formatted in such a way that instructors may prompt students to preview vocabulary with their own preferred methods. Some suggestions for how to use the space, depending on student and teacher population, are:

- Mark known words, perhaps on a scale of 0-2 (0 = unknown, 1 = perhaps known, 2 = known)
- Write or draw definitions
- Write translations
- Write synonyms or antonyms
- Identify prefixes, suffixes, and roots
- Guess parts of speech based on word forms
- Generate word families; e.g., friend (n), friendship (n), friendly (adj), befriend (v)

The topics presented are by no means exhaustive or complete. We imagine future OER contributions from fellow educators to add more resources for (re)humanizing English Language Acquisition. Together, we can continue to lift up the power of the collective within an anti-racist and decolonized framework.

This OER text includes:

- Resources and activities on identity work for the educator
- An introduction to identity work for the student
- Guided activities for developing a collectivist classroom culture
- Readings highlighting the work of community organizers, activists, and social justice movements
- Pre- and post- reading prompts for mindfulness and grounding; these are trauma-informed practices which also promote critical consciousness
- Real-life and research projects which invite learners to understand and make positive changes in their communities
- Prompts which encourage translanguaging–the use of students' full linguistic repertoires–as a culturally affirming practice
- Samples of multiple organizational patterns for writing a paragraph
- Accessible, printable vocabulary exercises to introduce key words
- Writing prompts that ask learners to synthesize, reflect on, and connect to the readings
- Multimodal resources for further learning, including links to screen reader-friendly sites
- Accessible formatting with headings and alt text for screen readers plus descriptions of video clips which use visual imagery

As you work through this text, please do not hesitate to reach out with your questions, comments, and ideas for future collaborations. We are so honored to continue building community with you in the work and movement of change.

Sincerely,

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Inés Poblet (she, her, ella) is an Associate Professor in the ESOL (English for Speakers of Other Languages) program at Whatcom Community College which resides on the traditional land of the Coast Salish Peoples. Her passion for language teaching comes from her own experience as an immigrant from Buenos Aires, Argentina and from her Mexican-American heritage. Her bilingual identity has fostered her interest in code-switching, code-meshing, and the learning experiences of "systemically non-dominant" learners (Jenkins, 1995-present). Her research interests include sociolinguistics, Culturally Responsive Teaching and the decolonization of English Language Teaching.



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Sajonna Sletten (she, her, siya) is the biracial daughter of her Filipino American mother and white American father. She grew up in Washington State, USA, and studied both Spanish Language and Literature as well as Teaching English to Speakers of Other Languages at Seattle University. She has taught English language to adult immigrants and refugees and international students in community colleges and language institutes throughout Western Washington. Currently she teaches in the English as a Second Language program at Bellevue College, which resides on the traditional land of the Coast Salish Peoples where dxʷləšúcid (Lushootseed) has been spoken since time immemorial. Her areas of focus are collective care, culturally sustaining andragogy, conscientization apprenticeship, and rehumanizing assessment.

Educator Identity Work and Preparation


Image Citation

A. Warm-up Questions

Reflect on the following questions to begin thinking about the parts of your identity.

1. How do you identify? What are some key parts of your identity that come to mind with this question?
2. Have you come across the term "intersectionality"? What do you know about the term?

B. Identity Resources

Review some of the resources listed below. As you do so, consider the following guiding question: How can learning more about intersectionality and identity as well as its impact on our lives, support your own work and growth as an English language teacher?

- Article: Teaching at the Intersections by Monita K. Bell – Learning for Justice
- PDF: Identifying and Addressing Characteristics of White Supremacy Culture (p. 5-19) – University of Michigan
- Podcast: Notice the Rage; Notice the Silence – Resmaa Menakem (50:53) – On Being
- Video: Kimberlé Crenshaw: The urgency of intersectionality (18:26) – TED Talk

C. Reflection Activity

Having reviewed some of the resources above (and possibly finding additional resources to inspire this conversation), take a moment to write about the pieces of your own identity and intersections:

1. How do you identify in terms of the following identities? (Add more identities, if desired.)

    - Race
    - Ethnicity
    - Sex
    - Sexual orientation
    - Gender
    - Language
    - Neurocognitive ability
    - Physical ability
    - Age
    - Religious or spiritual affiliation
    - Citizenship
    - National origin
    - Socio-economic class
    - Education

2. Which of your identities are part of dominant culture, which are not, and which are somewhere in between?
3. With your identities, what societal barriers do you face?
4. What opportunities do your identities afford you in society? Or, what barriers are you able to ignore?

Note: This activity is based on a "Social Identity Wheel" activity from the University of Michigan – Inclusive Teaching (Pabdoo).

D. Post-Activity Discussion Questions

With a partner or in a small group, discuss what you wrote down regarding the different pieces of your identities. Depending on your context, you may be able to locate colleagues who are also engaging in identity work at your institution (perhaps through the office of diversity), in your community (perhaps through the library), or through TESOL International Association. You may choose to use or modify the following questions to guide the conversation:

1. Which identities do you think about every day? Which do you not think about often?
2. Which parts of your identity most strongly impact the way you see the world?
3. Which parts of your identity most strongly impact the way you are seen by the world?
4. Which parts of your identity seem to garner the respect of your students and colleagues? Which do not?
5. How do these identities play into your role as an English language teacher? What do you bring with you to the classroom within the context of your identities and intersections; for example, your assets, privileges, expectations, habits, blind spots?

Concluding Notes

The inner work of unpacking our identities and how they play out in our lives is a constant process of listening, reflecting, and growing. It is about naming how we either benefit from systemic oppression or suffer from systemic oppression. There is no neutrality.

Often, when we feel a strong reaction to something, when we feel triggered or activated, it is a signal that there is something to unpack. It takes honesty and humility to go there, to go where things are nebulous, muddy, and uncomfortable, to the heart of things. Often, it is in this space where we grow most. Notice how your body responds to the material.

Find strategies for practicing self and community care as you do the work. Social activist Mushim Patricia Ikeda writes about being "brave in a sustainable way" creating a "Great Vow for Mindful Activists" that she asks her social justice activist students to make, as they begin their journey (Ikeda). We may consider doing something similar. Taking care of ourselves and of our communities is radical. It is anti-capitalist. It is disruptive in that it places value on both wholeness AND social justice.

The practice of noticing and working gently with yourself is the first step towards disrupting patterns that harm us all. We will mess up. And we can commit to trying again and again, not allowing white supremacy culture to control the narrative of our collective healing and growth.

In the end, we all suffer when we contribute to and perpetuate a system that does not serve all. We invite you, dear colleague, to consider how you might continue learning and growing in the work of identity, with your fellow English language acquisition colleagues. We have so much further to go. We have so much more to change about what and how we teach. Together, we can work to tear down a foundation of white supremacy and coloniality in English Language Teaching and build up something we can feel proud to be a part of, to be anti-racist English language teachers.

Creating our Classroom Culture

Welcome! This section is about making our classroom culture. This will help us learn and grow together.

A. Warm up

Do you know the word “collective”? Search for the word on the internet or in a dictionary. Translate the word to another of your language(s). Write down your definition and translation(s) below. Check your definition with your classmate(s).

Collective =

This class will work as a collective. This means we will:

- Show care for everyone
- Help one another learn
- Help one another understand
- Work together
- Talk together
- Share our ideas
- Work to trust one another

We can build community and succeed together!

B. Shared Values

Part 1:

Work by yourself first.

- How should people work together in class? How should people treat one another? Make a list of the things that are important for you in school. (Here are some examples: taking turns speaking, listening to each other, etc.)

Part 2:

Work with a partner or small group. Share your list. Create a poster (or another type of visual aid) in the classroom to show the values that you share together. Values are things you think are important. Talk about the questions below:

- Which values are most important to you?
- Do you agree with the values that you listed together?
- Do you want to change or add anything?

Keep your shared values poster(s) in a common area. Use the poster(s) to help you work together as a collective.

C. Planning for Self-Care and Support

Self care means staying healthy. Let's take care of our minds and bodies while we learn.

Work with a small group or partner. How can you take care of yourself while you study? Make a list of actions.

Actions for Self Care =

Share your ideas with your instructor and the class. How many actions did you list together? Use this list of actions to help you stay healthy as we learn!

1. Which actions can you do every day?
2. Which actions can you do every week?
3. Which actions can you do every month?
4. How can you get help with self care?

D. Making Goals

A goal helps us to be successful. Think about your goals for this class. Write down 1-3 goals for your learning.

Goals for this class =

Now think about how you can reach these goals. Write down steps you can take to reach your goals.

Steps I can take =

Think about your classmates, teacher, and/or community. How can everyone help you to reach your goals? These ideas help us to work as a collective.

How my classmates, teacher, and/or community can help me =

Note: Your instructor can do this goal setting activity too! We all have goals that we want to reach!

Getting Ready to Write

Let's get ready to write paragraphs! This section includes these topics:

- Brainstorming
- Topic Sentences
- Many Ways to Organize a Paragraph
- Supporting Details

Part 1: Brainstorming

A. Warm up

Before you write a paragraph, do you spend some time thinking about the topic? How do you come up with ideas about your topic? Talk about this with your classmate(s).

B. Getting Started

Before you write about a topic, it is helpful to think about your ideas. You can write your ideas down, you can draw your ideas, you can talk about your ideas. Teachers sometimes call this "brainstorming."



Image Citation

Tip! You can brainstorm in any language you choose. You can also brainstorm in English ***and*** in another language together.

When you brainstorm, do not worry about grammar, spelling, or punctuation. Thinking about rules stops our thinking. Brainstorming is all about getting ideas.

C. Brainstorming Styles

There are many ways to brainstorm. You can try different ways to see what you like. Here are some brainstorming styles:

Style 1: Listing

List your ideas. Use bullet points or numbers. Use short phrases or words.



Image Citation

Style 2: Clustering

Use a web diagram with circles. Write your topic in the middle circle. Then, write ideas and add more circles.



Image Citation

Style 3: Freewriting

Write about the topic without stopping. You can time yourself. You can write for 5-10 minutes. Do not worry about grammar, punctuation or vocabulary.

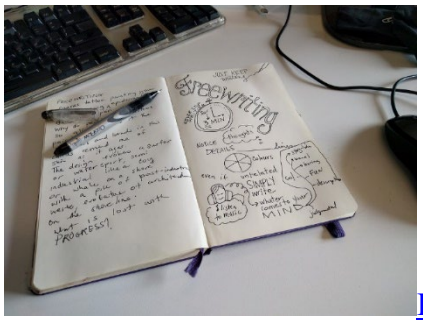


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Here are more ways to brainstorm:

- Use your body to think about your ideas. You can move, walk, or stretch. Then you can write about your ideas.
- Talk to a classmate. Think about your ideas while talking. Then write down the ideas you had.
- Record yourself talking about your ideas. Listen to your recording and write down your ideas.

Note: If you feel confused about the topic you are writing about, ask for help! Your classmates and teacher can help you!

D. Practice!

Choose a topic from the following list. Then choose a brainstorming style from Part C. Brainstorm for 5 minutes. Share your ideas with your classmate(s). How did it feel to use the brainstorming style?

- A friend or family member that you love
- Your favorite meal
- A brave person you know
- How writing in English makes you feel
- Your favorite movie
- A place you want to visit

Part 2: Topic Sentences

A. Warm up

What is a topic sentence? What is a paragraph? Share your answer with your classmate(s).

B. Read about topic sentences

A topic sentence has a subject and a verb. The topic sentence tells the reader what the paragraph is about (the subject). It also tells the reader what you will say about the topic (the verb). Note: Sometimes, teachers call this verb/verb phrase the controlling idea.

Topic Sentence = Topic (Subject) + Controlling Idea (Verb phrase).

Read the examples below. Does each topic sentence tell you the topic? Does each topic sentence tell you what the writer will say about the topic?

- Example 1: There are three important parts of **my identity**.
- Example 2: **The Black Lives Matter movement** is for everyone.
- Example 3: I will write about **rest** and why I need to rest more in my life.

Tip! Imagine you are driving a car. As the driver, you are the writer. You are in charge. The car is the topic sentence. Where you drive the car is the controlling idea. It shows where you are going with the topic.



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C. Practice!

Write a topic sentence for each of the topics below. Share your topic sentences with your classmate(s). Help your classmate to check for a topic and a controlling idea.

1. A family member that you love
2. Your favorite meal
3. A brave person you know
4. How writing in English makes you feel
5. Your favorite movie
6. A place you want to visit

Part 3: Many Ways to Organize a Paragraph

A paragraph is made of a group of sentences. It usually has a topic sentence. There are many ways to organize a paragraph (Pearson). There is no one right way. There are some styles that are more common. There are some styles that are more familiar. Here are some examples of how you can organize a paragraph.

A. Examples

Style 1: Topic sentence at the beginning of the paragraph

> I will write about **rest** and why I need to rest more in my life. First, rest makes me feel peaceful. I can feel calm. Second, rest helps me to help others. When I rest, I can help others try to rest too. Third, rest means I do not need to push my body. If I push my body too hard, I can get hurt.

Style 2: Topic sentence in the middle of the paragraph

> First, rest makes me feel peaceful. I can feel calm. Second, rest helps me to help others. When I rest, I can help others try to rest too. There are many reasons why I need more **rest** in my life. Rest means I do not need to push my body. If I push my body too hard, I can get hurt.

Style 3: Topic sentence at the end of paragraph

> First, rest makes me feel peaceful. I can feel calm. Second, rest helps me to help others. When I rest, I can help others try to rest too. Rest means I do not need to push my body. If I push my body too hard, I can get hurt. This is why I need more **rest** in my life.

Style 4: Topic sentence at the beginning and end of the paragraph (two parts)

> I will write about **rest.** First, rest makes me feel peaceful. I can feel calm. Second, rest helps me to help others. When I rest, I can help others try to rest too. Third, rest means I do not need to push my body. If I push my body too hard, I can get hurt. This is why I need to rest more in my life**.**

Style 5: No topic sentence

> First, rest makes me feel peaceful. I can feel calm. Second, rest helps me to help others. When I rest, I can help others try to rest too. Third, rest means I do not need to push my body. If I push my body too hard, I can get hurt.

Note: Sometimes paragraphs do not have a topic sentence. This is also OK! Talk to your teacher about topic sentences for this class.

B. Discuss

Talk to your classmate(s) about the questions below:

- Which style(s) did you already know about?
- Which style(s) did you not already know about?
- Which style(s) do you want to try?

Part 4: Supporting Details

Supporting details are sentences in a paragraph that explain your topic more to the reader. Supporting details make your paragraph interesting. They also help your reader understand your ideas. Here are some ways to write supporting details. You can:

- give reasons
- give an example
- add more information
- describe how, when, why, where, etc.
- explain what something means

Practice!

Read the sample topic sentences below. Can you write several supporting details about each one?

- Sunrise is my favorite time of day.
- Electric cars are better than gas-powered cars for three reasons.
- Gas-powered cars are better than electric cars for three reasons.
- The color blue has different meanings in different cultures.
- It is good to speak more than one language for several reasons.

Our Identities


Image Citation

Remember that this class will work as a collective. This means that we will show care for everyone, help one another learn, help one another understand, work together, talk together, share our ideas, and work to trust one another.

As a whole class, review your shared values. Use these during your discussions.

A. Warm up

Think about the questions below. Talk about your ideas with your classmate(s).

1. What does "identity" mean?
2. What are some parts of your identity?
3. Do you talk about your identity often? Why/Why not?

B. Vocabulary Preview

In this section, you will preview the vocabulary from the reading. You can check your answers to Exercises 2-3 afterward by visiting: Answer Keys by Chapter.

Exercise 1:

These are the words that you will learn in this chapter. How many words do you already know?

Advantage

Cisgender

Disadvantage

Dominant Culture

Identify

Injustice

LGBTQ+

Non-binary

Exercise 2:

Choose the best word or phrase to match each definition. Use a dictionary to help!

1. To say who a person or thing is (verb)

    a. Identify
    b. Injustice
    c. Advantage

2. With a gender identity that matches a person's sex identity at birth (adjective)

    a. Injustice
    b. Non-binary
    c. Cisgender

3. The customs (language, religion, etc.) that have power over all people in a society; people think it is "normal" (noun phrase)

    a. Identify
    b. Dominant Culture
    c. Injustice

4. A benefit or help that a person gets from something (noun)

    a. Dominant Culture
    b. Identify
    c. Advantage

5. Something that hurts a person's chance at success (noun)

    a. Advantage
    b. Dominant Culture
    c. Disadvantage

6. Unfairness (noun)

    a. Dominant Culture
    b. Injustice
    c. Advantage

7. Not identifying as either a woman or a man (adjective)

    a. Cisgender
    b. Advantage
    c. Non-binary

8. The abbreviation of "lesbian, gay, bisexual, transgender, queer" (adjective)

    a. LGBTQ+
    b. Non-binary
    c. Dominant Culture

Exercise 3:

Choose the best word or phrase to complete each sentence. Please note: screen readers will read the blank spots as "underscore."

1. Maria is _. Her sex is female and she identifies as a woman.

    a. non-binary
    b. Cisgender
    c. dominant culture

2. I can ask someone: "How do you _?" to find out who they say they are.

    a. Identify
    b. Advantage
    c. non-binary

3. My friend, Jaden, is _. They do not use “he/him” or “she/her” pronouns.

    a. dominant culture
    b. Injustice
    c. non-binary

4. Pride parades around the world celebrate the _ community.

    a. dominant culture
    b. LGBTQ+
    c. cisgender

5. There can be _ to being different from the dominant culture.

    a. non-binary
    b. Disadvantages
    c. identifies

6. In a foot race, a person with shoes has an _ over a person without shoes.

    a. advantage
    b. disadvantage
    c. injustice

7. In the United States, Christianity is part of the _.

    a. identify
    b. advantage
    c. dominant culture

8. The Black Lives Matter movement protests _ against Black people.

    a. identity
    b. non-binary
    c. injustice

C. Prepare to read

Get comfortable in your seat. Pay attention to your body and your place. Take three slow breaths. Now you are ready to read.

D. Read all about it!

Our Identities

How do you **identify**? Identity is a very important part of our lives. It is who we say we are. There are many parts of our identity. Here are some examples:

- Francisco identifies as Latinx. He identifies as a man. He uses "he, him" pronouns. He is in the **LGBTQ+** community.
- Sita identifies as Asian American. They identify as **non-binary**. They use "they, them" pronouns.
- Brian identifies as Black. He uses "he, him" pronouns. He identifies as **cisgender.**
- Christina identifies as white. She uses "she, her" pronouns. She also identifies as a person with a disability.

Francisco, Sita, Brian, and Christina have different identities. Some identities we can see. Some identities we can't see. For example, we may try to guess a person's gender by looking at their clothes. But what if we are wrong?

Instead of guessing, we can share about our own identities and then ask: "How do you identify?" This shows we care about their story. We do not know about a person's identity. Each person decides for themselves. Each person is in charge of their own story.

Our identities are not the same. Our experiences are not the same. Some of our identities are the same as **dominant culture**. This brings **advantages** in society. Some of our identities are not the same as dominant culture. This is not bad, but it brings **disadvantages** in society. For example, in the United States, English speaking, U.S.-born, Christian people with college degrees have benefits in society (García; The MSW@USC). White people have a higher chance to find work, go to college, and buy a house, because they are white (Kendall; Patten; University of Michigan). And men have a lower chance of being hurt by their spouse ("Statistics").

We can learn more about our identities and talk more about our different levels of power. We can see the good in making connections with people, and we can see the bad in unfair disadvantages. Then, we can work to stop **injustice** in our communities.

E. Grounding

- Notice your feelings about the reading.
- Which parts gave you those feelings?
- Why?
- Now let go.
- You can take three deep breaths, stretch, or count down from ten.

You can choose to talk about your reactions or not. Maybe you want to think or write quietly, or maybe you want to talk. Our reactions teach us about our beliefs and experiences.

F. Discussion

Read the questions below, then look at the reading again. Talk about the questions with your classmate(s). Where did you find the answers?

1. What are some things that can be part of identity? Name 2-3 things from the examples.
2. Are all identities visible to us? Explain your answer.
3. How can we find out about someone's identities?
4. What do you think the term "dominant culture" means?
5. Where you live, what is the dominant culture?
6. Why is it important to learn about our own identities?

G. Topics for Writing

1. Describe each of these parts of your identity. You can add parts or skip parts.

    - Race (e.g., white, Asian, Black)
    - Ethnicity (e.g., German, Spanish, Han Chinese)
    - Sex (e.g., male, female, intersex)
    - Sexual orientation (e.g., straight, lesbian, gay)
    - Gender (e.g., woman, man, non-binary)
    - Languages (e.g., Australian English, Ilocano, Brazilian Portuguese)
    - Ability (e.g., able-bodied, blind, deaf)
    - Age (e.g., child, young adult, elderly)
    - Religion or spirituality (e.g., atheist, Muslim, Christian)
    - Citizenship (e.g., asylee, refugee, citizen)
    - National origin (e.g., Somalia, Ukraine, South Korea)
    - Class (e.g., working class, upper class)
    - Education (e.g., elementary school, high school, college)

2. What parts of your identity do you think about often? Explain.
3. What parts of your identity do you not think about often? Explain.
4. Are your identities similar to dominant culture or different from dominant culture? Explain.

Note: This activity is based on a "Social Identity Wheel" activity from the University of Michigan – Inclusive Teaching (Pabdoo).

H. Project!

Talk to your partner or small group about your answers in Part G. What did you learn about your identity in this exercise?

I. More Information

- LGBTQequity (Video): LGBT Equity Center: Sharing Your Pronouns (3:06). This video shows two students, Yasmin" played by Säm Hajarian (they/them) and "Akeem" played by Jamaal McCray (he/him). They talk about why it is helpful to share your pronouns with others.
- The Ohio State University – Administration & Planning (Video): What is diversity? (1:06). This animated video presentation explains what diversity means. It shows about how people's identities can sometimes be visible and invisible.

Black Lives Matter



Image Citation

Remember that this class will work as a collective. This means that we will show care for everyone, help one another learn, help one another understand, work together, talk together, share our ideas, and work to trust one another.

As a whole class, review your shared values. Use these during your discussions.

A. Warm up

Think about the questions below. Talk about your ideas with your classmate(s).

1. What phone number do you call in an emergency?
2. Do you know what a #hashtag is?
3. Do you know what "Black lives matter" means?

B. Vocabulary Preview

In this section, you will preview the vocabulary from the reading. You can check your answers to Exercises 2-3 afterward by visiting: Answer Keys by Chapter.

Exercise 1:

These are the words that you will learn in this chapter. How many words do you already know?

Activist

Go Viral

Hashtag

Operator

Post

Protect

Volunteer

Weapon

Exercise 2:

Choose the best word or phrase to match each definition. Use a dictionary to help!

1. a tool for fighting or hurting a person (noun)

    a. Volunteer
    b. Operator
    c. Weapon

2. to offer to do something without payment (verb)

    a. Volunteer
    b. Operator
    c. Protect

3. this person answers telephone calls (noun)

    a. Volunteer
    b. Operator
    c. Activist

4. to become popular online (verb phrase)

    a. Post
    b. Hashtag
    c. Go Viral

5. to stop from getting hurt (verb)

    a. Go Viral
    b. Protect
    c. Volunteer

6. to put online (verb)

    a. Post
    b. Go Viral
    c. Volunteer

7. a word or phrase online with the # symbol (noun)

    a. Activist
    b. Hashtag
    c. Weapon

8. this person tries to make change in the world (noun)

    a. Operator
    b. Activist
    c. Protect

Exercise 3:

Choose the best word or phrase to complete each sentence. Please note: screen readers will read the blank spots as "underscore."

1. The 911 _ answers the emergency line in the United States.

    a. volunteer
    b. go viral
    c. operator

2. We _ to clean up the park. It was fun to help.

    a. weapon
    b. protect
    c. volunteered

3. Being a parent is an important job. A parent always _ their child.

    a. protects
    b. activist
    c. operator

4. Our school does not allow _. We have a safe place to learn.

    a. posts
    b. volunteers
    c. weapons

5. My friend _ a photo of us on social media with the _"friendsforever".

    a. volunteers, hashtag
    b. posted, hashtag
    c. Posted, volunteer

6. Martin Luther King, Jr., was an _.

    a. operator
    b. activist
    c. hashtag

7. I made a popular video on social media. It _.

    a. protect
    b. went viral
    c. volunteer

C. Prepare to read

Get comfortable in your seat. Pay attention to your body and your place. Take three slow breaths. Now you are ready to read.

D. Read all about it!

Black Lives Matter

On February 26th, 2012, Trayvon Martin was walking to his father's house. He was a teenage child. He was Black. George Zimmerman was Martin's neighbor. He **volunteered** to watch the

neighborhood. He was not Black. Zimmerman saw Martin walking. He followed him. He called 911.

The 911 **operator** told Zimmerman to wait. The 911 operator said that the police were on the way. Zimmerman did not listen. Zimmerman shot Martin. He killed him. Zimmerman said that he was **protecting** himself. But Martin did not have a **weapon**. He was not dangerous. He was Black.

Zimmerman did not go to jail. The judge said he was not guilty. Many people were shocked about the news. Many people thought Zimmerman should go to jail. Alicia Garza, Opal Tometi, and Patrisse Cullors are **activists**. They heard the news. Garza **posted** on Facebook: "Black people. I love you. I love us. We matter. Black lives matter" (Zakarin). Cullors added the **hashtag** #BlackLivesMatter to the post. The post and the hashtag **went viral**.

People everywhere started saying Black Lives Matter. There were too many murders of Black people then. There are still too many now. The hashtag #BlackLivesMatter reminds people to notice the injustice.

Black Lives Matter is for everybody. We can say the names of the Black people that we lost. We say that Black Lives Matter ("330 Names").

E. Grounding

- Notice your feelings about the reading.
- Which parts gave you those feelings?
- Why?
- Now let go.
- You can take three deep breaths, stretch, or count down from ten.

You can choose to talk about your reactions or not. Maybe you want to think or write quietly, or maybe you want to talk. Our reactions teach us about our beliefs and experiences.

F. Discussion

Read the questions below, then look at the reading again. Talk about the questions with your classmate(s). Where did you find the answers?

1. Who was Trayvon Martin?
2. What did the operator tell Zimmerman to do?
3. How do we know that Martin was not dangerous? Name two details.
4. What happened to Zimmerman?
5. What did the activists do?

6. Why did Garza post on Facebook?
7. Why is Black Lives Matter for everybody?
8. Why do we say the names of the Black people that we lost?

G. Topics for Writing

1. What is the reading about? Explain the key points.
2. Who is #BlackLivesMatter for? Explain with support.
3. Have you ever seen #BlackLivesMatter posts online or events in your community?
4. Do you know about any activists in your community? Write about him/her/them.

H. Project!

Option 1:

Find a quote online or on social media, a song, an art piece, or a poem about Trayvon Martin. Tell why you chose this. Explain it to a partner or in a small group.

Option 2:

Create an art piece to express your reaction to Trayvon's story. It can be a poem, song, or post on social media in English or in another language. Or it can be a drawing, painting, or sculpture. Explain it to a partner or in a small group.

I. More Information

- BreakingNewsEnglish (Audio and Article): Black Lives Matter. The website shows this article in four levels of English difficulty (Level 0, 1, 2, and 3), and it provides a PDF version.

Malala Yousafzai

 Image Citation

Remember that this class will work as a collective. This means that we will show care for everyone, help one another learn, help one another understand, work together, talk together, share our ideas, and work to trust one another.

As a whole class, review your shared values. Use these during your discussions.

A. Warm up

Think about the questions below. Talk about your ideas with your classmate(s).

1. Do you know the name Malala Yousafzai? How did you hear about her?
2. Do you know what ban means?
3. Do you know what the Nobel Peace Prize is?
4. Do you like going to school now? Why or why not?
5. Did you like going to school when you were a child? Why or why not?

B. Vocabulary Preview

In this section, you will preview the vocabulary from the reading. You can check your answers to Exercises 2-3 afterward by visiting: Answer Keys by Chapter.

Exercise 1:

These are the words that you will learn in this chapter. How many words do you already know?

Against

Ban

Charity

Deserve

Extremist

Feminist

Nobel Peace Prize

Surgery

Survive

Exercise 2:

Choose the best word or phrase to match each definition. Use a dictionary to help!

1. a special award for peacemakers (noun phrase)

    a. Nobel Peace Prize
    b. Banned
    c. Extremist

2. not for; not in support of (preposition)

    a. Charity
    b. Extremist
    c. Against

3. to continue to live after an accident or illness, etc. (verb)

    a. Against
    b. Survive
    c. Feminist

4. a person or group with very, very different ideas than most people, and they may hurt people (noun)

    a. Survive
    b. Nobel Peace Prize
    c. Extremist

5. to stop; to make illegal (verb)

    a. Survive
    b. Extremist
    c. Ban

6. to earn something (verb)

    a. Survive
    b. Ban
    c. Deserve

7. a group that gives money or help to people (noun)

    a. Charity
    b. Extremist
    c. Feminist

8. a way to fix a body by cutting into it (noun)

    a. Nobel Peace Prize
    b. Charity
    c. Surgery

9. a person who believes that women, men, and non-binary people should have the same rights (noun)

    a. Extremist
    b. Feminist
    c. Against

Exercise 3:

Choose the best word or phrase to complete each sentence. Please note: screen readers will read the blank spots as "underscore."

1. It is a very great honor to win a _.

    a. survive
    b. extremist
    c. Nobel Peace Prize

2. In some countries, some books are _. That means you can't read them.

    a. against
    b. banned
    c. extremist

3. The Taliban are an _ group.

    a. banned
    b. extremist
    c. Nobel Peace Prize

4. We need to fight _ racism and sexism.

    a. against
    b. survive
    c. banned

5. Malala Yousafzai was strong and brave. She _ a difficult time.

    a. banned
    b. against
    c. survived

6. Farm workers work hard in the fields all day. They _ fair pay.

    a. surgery
    b. survive
    c. deserve

7. United Way is an international _.

    a. surgery
    b. charity
    c. Nobel Peace Prize

8. Lucy had _ on her foot last week.

    a. charity
    b. surgery
    c. extremist

9. My brother thinks that women should get paid the same as men. He is a _.

    a. feminist
    b. Nobel Peace Prize
    c. charity

C. Prepare to read

Get comfortable in your seat. Pay attention to your body and your place. Take three slow breaths. Now you are ready to read.

D. Read all about it!

Malala Yousafzai

Do you know who Malala Yousafzai is? Malala is famous. She is a **feminist** activist. She thinks that all girls **deserve** an education. Malala was born in Mingora, Pakistan. She went to a girls' school. Her father was a teacher there. But one day the Taliban came to her village. They were **extremists**. They **banned** school for girls. Girls could not go to school anymore. Malala was eleven years old. She felt sad and angry. She loved to go to school. The Taliban banned many other things, like television and music. They punished people for not following the new rules.

Then, Malala made speeches in Pakistan. She spoke **against** the Taliban's rules. She wanted girls to be able to go back to school. The Taliban heard about her speeches.

In response, they attacked Malala in 2012. On the bus, they shot her in the head. She was hurt, but she **survived**. A helicopter took her to England for her safety. She had many **surgeries** and worked hard to get better.

She decided to keep fighting for girls to go to school. She wants girls all over the world to be able to go to school. She made a **charity** to help girls go to school. In December 2014, Malala won a **Nobel Peace Prize**. At seventeen years old, she became the youngest person to win this prize ("Malala's Story").

E. Grounding

- Notice your feelings about the reading.
- Which parts gave you those feelings?
- Why?
- Now let go.
- You can take three deep breaths, stretch, or count down from ten.

You can choose to talk about your reactions or not. Maybe you want to think or write quietly, or maybe you want to talk. Our reactions teach us about our beliefs and experiences.

F. Discussion

Read the questions below, then look at the reading again. Talk about the questions with your classmate(s). Where did you find the answers?

1. Where is Malala Yousafzai from?
2. Why did she stop going to school?
3. What happened to her on the bus?
4. How did she survive the attack?
5. What does she want for girls all over the world?
6. When did she win the Nobel Peace Prize?

G. Topics for Writing

1. What is the main idea of the reading? Explain the main idea with support.
2. Why is education important for girls? Review the reading for clues.
3. What is extremism? How is it dangerous? Explain with examples from the reading and/or your own ideas.
4. Are there any bans in your community? How do you feel about these bans?
5. Write about a brave person that you know. Why are they brave? Explain with support.

H. Project!

International Women's Day is a feminist holiday. Do an internet search to find out about International Women's Day. Try to find answers to these questions:

- What is it?
- When is it celebrated?
- How did it start?
- Why do people celebrate it?
- Who celebrates it around the world?

Share your information with your classmate(s). Did you find the same answers?

I. More Information

- Canadian Museum for Human Rights (Video): Malala Yousafzai – Children are change makers (1:56) This video shows images of Yousafzai as a child standing in a classroom, reading with a classmate, and sitting by a computer desk; speaking in front of microphones, sitting with an award, and visiting classrooms with girls. Yousafzai answers three questions: What does this uniform mean to you? What is your message to children around the world who want change? What does this Nobel Peace Prize mean for your work?

Building Bridges, Not Walls


Image Citation

Remember that this class will work as a collective. This means that we will show care for everyone, help one another learn, help one another understand, work together, talk together, share our ideas, and work to trust one another.

As a whole class, review your shared values. Use these during your discussions.

A. Warm up

Think about the questions below. Talk about your ideas with your classmate(s).

1. Do you live near a border?
2. Is it easy or difficult to cross a border?
3. Why do people need to cross borders?
4. Why do countries make borders?

B. Vocabulary Preview

In this section, you will preview the vocabulary from the reading. You can check your answers to Exercises 2-3 afterward by visiting: Answer Keys by Chapter.

Exercise 1:

These are the words that you will learn in this chapter. How many words do you already know?

Border

Bridge

Cello

Detention Center

Nature

Seesaw

Unity

Exercise 2:

Choose the best word or phrase to match each definition. Use a dictionary to help!

1. being together with one purpose (noun)

    a. Border
    b. Bridge
    c. Unity

2. a board that children can sit on to go up and down (noun)

    a. Unity
    b. Seesaw
    c. Cello

3. a boundary that separates two places (noun)

    a. Nature
    b. Seesaw
    c. Border

4. a musical instrument with strings like a large violin (noun)

    a. Bridge
    b. Cello
    c. Detention Center

5. the outside world; for example, trees and plants (noun)

    a. Cello
    b. Nature
    c. Seesaw

6. a structure that connects two places

    a. Bridge
    b. Detention Center
    c. Nature

7. a place like a jail; people can't leave it

    a. Bridge
    b. Unity
    c. Detention Center

Exercise 3:

Choose the best word or phrase to complete each sentence. Please note: screen readers will read the blank spots as "underscore."

1. I live on the _ of the U.S. and Canada.

    a. cello
    b. border
    c. nature

2. My sister plays the _. It is a beautiful instrument.

    a. border
    b. nature
    c. cello

3. Children do not belong in a _. They should be playing and going to school.

    a. detention center
    b. unity
    c. seesaw

4. The Golden Gate _ goes over San Francisco Bay.

    a. Unity
    b. Bridge
    c. Border

5. We took the children to the playground. They love playing on the _.

    a. cello
    b. nature
    c. seesaw

6. People can help one another with their problems. This is an example of _.

    a. bridge
    b. unity
    c. border

7. Walking in _ is a peaceful activity. You can see flowers and feel the fresh air.

    a. nature
    b. bridge
    c. border

C. Prepare to read

Get comfortable in your seat. Pay attention to your body and your place. Take three slow breaths. Now you are ready to read.

D. Read all about it!

Building Bridges, Not Walls

Did you know there are seventy-four border walls in the world? There are more border walls now than in the past (Vallet). But why? Walls separate children and families. Walls are bad for **nature**. Walls cost a lot of money to build and to guard.

Four artists went to the Mexico-U.S. border. They made art to show their opinions about the wall.

In September 2017, an artist named JR made a large picture of a child. The child is looking over the border wall in Tecate, Mexico. The child's name is Kikito. He is one year old. JR wants to

show that the child does not see a wall the way an adult sees a wall (Stewart). He wants people to know that children are in detention centers.

On April 13, 2019, Yo-Yo Ma played a **cello** concert. He is a classical musician. He played on both sides of the Mexico and U.S. border. One concert was in Nuevo Laredo, Tamaulipas Mexico. The other concert was in Laredo, Texas, USA. He wanted to send a message about the border wall. That is, he wants us to build **bridges**, not walls (Martinez et al.).

In the summer of 2019, two artists named Virginia San Fratello and Ronald Rae worked together. They made pink **seesaws** as art. The art was on the border wall between El Paso, Texas, USA and Juarez, Chihuahua, Mexico. Children from both cities played on the seesaw. The artists wanted to show that **unity** is better than a wall. They also wanted to show that children should be playing. They should not be in **detention centers** (Cascone).

Art is a bridge. The four artists showed that bridges are better than walls.

E. Grounding

- Notice your feelings about the reading.
- Which parts gave you those feelings?
- Why?
- Now let go.
- You can take three deep breaths, stretch, or count down from ten.

You can choose to talk about your reactions or not. Maybe you want to think or write quietly, or maybe you want to talk. Our reactions teach us about our beliefs and experiences.

F. Discussion

Read the questions below, then look at the reading again. Talk about the questions with your classmate(s). Where did you find the answers?

1. Who is JR?
2. Why did JR make a large picture of a child on the border wall?
3. Who is Yo-Yo Ma?
4. Why did he play his cello in two cities?
5. Who are Fratello and Rae?
6. Do you know any border wall art from your community? Talk about it.

G. Topics for Writing

1. What is the main idea of the reading? Explain the main idea with support.
2. Write about JR. What did you learn about him?
3. Write about Yo-Yo Ma. What did you learn about him?
4. Write about Fratello and Rae. What did you learn about them?
5. Which border wall art from the reading do you like the best? Why?

H. Project!

Option 1:

Find a quote online or on social media, a song, an art piece, or a poem about border walls. You can choose something from the reading, or something else. Tell why you chose this. Explain it to a partner or in a small group.

Option 2:

Choose a country or area. Find out more about immigrants and refugees. Use the internet to find information about these questions. You can use English or another language to read/listen. Explain your information to a partner or in a small group.

- How many immigrants and refugees are in the country/area? Where are they from?
- What rights do the immigrants and refugees have? For example, can they work and drive a car?
- How many border walls does the country/area have?
- How many detention centers does the country/area have?
- Share at least one more thing you learned about immigrants and refugees in the country.

I. More Information

- Texas Public Radio (Video): Cellist Yo-Yo Ma Plays Bach in Shadow of Border Crossing (4:45). This video shows Ma on stage in front of a river, a bridge, and a border crossing. His hat reads “Laredo”. The sign on the building across the river reads “México”. Words on the screen read, “Yo-Yo Ma / Laredo, TX / Juarez-Lincoln International Bridge”. Two people are on stage with Yo-Yo Ma and words on the screen read, “Enrique Rivas / Mayor – Nuevo Laredo”. The mayor of Nuevo Laredo introduces him in Spanish saying, “We are going to have the presence of Yo-Yo Ma. Who we

welcome. Thank you. Thank you. Thank you for being here to enjoy this wonderful pleasure of being able to enjoy it here at the border of the two Laredo's. Thank you and good morning." There are a few U.S. border police around the audience with guns in their belts, and there are a few Mexican border police across the river with large guns in their hands. Ma opens his arms to the audience, smiles, and nods, then he turns around, waves across the river, shakes his head, and frowns. He begins to play music on his cello. He reads aloud the words on the Statue of Liberty from his cell phone. People and cars cross the bridge. One person returns to the stage and words on the screen read "Pete Saenz / Mayor – Laredo". He gives Ma a large golden key. People from the audience later speak to the camera. Their names appear on the screen: "Eileen Terrazas / Laredo Resident", "Alvin Gonzalez / Laredo Resident", then "Andrew Carranco / Laredo Resident".

Melati and Isabel Wijsen


Image Citation

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As a whole class, review your shared values. Use these during your discussions.

A. Warm up

Think about the questions below. Talk about your ideas with your classmate(s).

1. What do you know about Bali, Indonesia?
2. Did you ever visit Bali or a place like Bali in the past? Describe the place.
3. What kinds of bags do you use for shopping? Why?
4. Do you know any laws about plastic bags in your area or around the world?
5. In your community, what do people do to help the environment?

B. Vocabulary Preview

In this section, you will preview the vocabulary from the reading. You can check your answers to Exercises 2-3 afterward by visiting: Answer Keys by Chapter.

Exercise 1:

These are the words that you will learn in this chapter. How many words do you already know?

Environment

Hunger Strike

Inspire

Invisible

Petition

Recycle

Signature

Social Media

Toxic

Exercise 2:

Choose the best word or phrase to match each definition. Use a dictionary to help!

1. The planet; the world (noun)

    a. Toxic
    b. Environment
    c. Invisible

2. Cannot be seen (adjective)

    a. Toxic
    b. Environment
    c. Invisible

3. Can cause death or sickness if it enters the body (adjective)

    a. Toxic
    b. Environment
    c. Invisible

4. Use again (verb)

    a. Signature
    b. Petition
    c. Recycle

5. A letter that asks for something to change; many people sign it (noun)

    a. Signature
    b. Petition
    c. Recycled

6. A person's own name written down (noun)

    a. Signature
    b. Petition
    c. Recycle

7. To make people feel good and want to do something (verb)

    a. Inspire
    b. Hunger Strike
    c. Social Media

8. The action of not eating food until something changes (noun phrase)

    a. Inspire
    b. Hunger Strike
    c. Social Media

9. Websites and apps for sharing personal information and messages with people; for example, Facebook or WeChat (noun phrase)

    a. Inspire
    b. Hunger Strike
    c. Social Media

Exercise 3:

Choose the best word or phrase to complete each sentence. Please note: screen readers will read the blank spots as "underscore."

1. Five thousand people signed the _ to save the animal shelter. They're talking about it on the evening news!

    a. signature
    b. environment
    c. petition

2. Mahatma Gandhi wanted the people in India to come together. His _ got the people's attention.

    a. signature
    b. environment
    c. hunger strike

3. I put my _ on the check and made a deposit in my bank account.

    a. signature
    b. petition
    c. hunger strike

4. Gas-powered cars harm the _.

    a. environment
    b. petition
    c. hunger strike

5. Germs are _ without a microscope.

    a. toxic
    b. inspired
    c. invisible

6. Bleach is _. Don't touch it, and don't drink it!

    a. recycled
    b. toxic
    c. inspired

7. The beautiful apple tree _ me to bake an apple pie.

    a. recycled
    b. inspired
    c. invisible

8. The company makes toy boats and planes out of _ milk bottles.

    a. recycled
    b. toxic
    c. invisible

C. Prepare to read

Get comfortable in your seat. Pay attention to your body and your place (i.e., your environment and the position of your body). Take three slow breaths. Now you are ready to read.

D. Read all about it!

Melati and Isabel Wijsen

Plastic bags are common. Most stores give plastic bags to their customers. But these plastic bags are bad for the **environmen**t. Over time, the plastic breaks into very small pieces, but it never goes away. The small, **invisible** pieces become **toxic** and they go into the ground and the water. They kill plants and animals.

So, how can we stop using plastic bags? Young sisters Melati and Isabel Wijsen asked this question in 2013. At that time, they were only 10 and 12 years old. They lived on the beautiful island of Bali, in Indonesia.

They decided to tell Bali's store owners about bags made from cloth, net, or **recycled** newspaper. One by one, stores stopped using plastic bags, and the sisters supported those stores. They gave the stores a sticker with the words "Bye Bye Plastic Bags" for their windows. They put the stores' names in popular magazines and on their website.

In addition, Melati and Isabel started a **petition**. They wanted the government to pay attention and make laws about plastic bags. The sisters collected signatures in the airport, at events, and online. Many children in Bali helped them to get about 100,000 **signatures** (Jordan). Then they asked to meet with the governor of Bali.

Unfortunately, the governor said no to the meeting again and again. But Melati and Isabel did not give up. They decided to go on a **hunger strike**, and they announced it on **social media**. A few

days later, the governor said yes. The governor met with the sisters and promised to support laws about plastic bags. In 2019, he announced a ban on plastic bags in Bali (Erviani).

Melati and Isabel Wijsen worked hard and **inspired** the people of Bali to stop using harmful plastic bags. Today, the sisters and the people of Bali are still working to make a healthy environment.

E. Grounding

- Notice your feelings about the reading.
- Which parts gave you those feelings?
- Why?
- Now let go.
- You can take three deep breaths, stretch, or count down from ten.

You can choose to talk about your reactions or not. Maybe you want to think or write quietly, or maybe you want to talk. Our reactions teach us about our beliefs and experiences.

F. Discussion

Read the questions below, then look at the reading again. Talk about the questions with your classmate(s). Where did you find the answers? Show (quote) the answers from the reading if possible.

1. Over time, what happens to plastic?
2. What did the sisters do for the store owners?
3. Why did they start a petition?
4. Where did they collect signatures?
5. Why did the governor finally agree to meet with the sisters?

G. Topics for Writing

1. What is the main idea of the reading? What are three key details which support the main idea?
2. What kinds of plastic do you use in your daily life? Why? How can you use less plastic?
3. What qualities and strengths can children provide as leaders? How are these qualities and strengths different from what adults can provide as leaders?
4. Write about your personal goal to help the environment. Think about the following questions to help you set your goal:
    - What is your goal? Be specific.

- Why did you choose this goal? Name at least two reasons.
- What will help you reach this goal? Name at least two helpful things.
- What will be difficult about reaching this goal? Name at least two challenging things.

H. Project!

Option 1:

Research more about plastic bags or plastic bans around the world. Find information in English or in another language. You can read a website, an article, or an infographic, or listen to a video, an interview, or a podcast.

1. Choose one text–that is, one website, article, infographic, video, interview, or podcast.
2. Summarize that text–that is, say the main idea and key details.
3. How is that text similar to the reading about Melati and Isabel Wijsen? Do the creators make similar points? Do they have similar opinions or feelings about plastic waste?
4. How is that text different from the reading about Melati and Isabel Wijsen? Do the creators make different points? Do they have different opinions or feelings about plastic waste?

Option 2:

Research more ways to help the environment. You can answer one of the questions below or choose your own topic. Find information in English or in another language. You can read a website, an article, or an infographic, or listen to a video, an interview, or a podcast. Then, explain your answer to your classmates.

1. How should people travel to work or school, for a healthy environment?
2. How can people make their homes better for the environment?
3. How can people make and use compost at home?
4. Which foods help the environment, and which foods don't? Why?

Option 3:

Start a petition. With a group of people, brainstorm ways your community (school, town, neighborhood) can help the environment. Create a petition to get the attention of your community leaders (school leaders, local government, business owners, neighborhood leaders). There should be a title, 1-3 paragraphs to explain the petition, and space for signatures. Set a goal

for how many signatures you need. Make a plan to collect signatures in person and/or online. Present your petition, with signatures, to your community leaders, and ask them to make the change.

I. More Information

- Nick Cope (Song): plastic bag by nick cope (2:33) The video shows pictures of plastic bags floating in the ocean.
- ESL Resource Bank (Video): Plastics in the Ocean ESL/EFL Lesson (3:17). The video shows pictures of garbage in oceans and maps of the ocean currents. There are pictures of turtles, a whale shark, and birds in plastic garbage and a picture of a fish sculpture made from plastic garbage.

Billy Frank, Jr.

Image Citation

Remember that this class will work as a collective. This means that we will show care for everyone, help one another learn, help one another understand, work together, talk together, share our ideas, and work to trust one another.

As a whole class, review your shared values. Use these during your discussions.

A. Warm up

Think about the questions below. Talk about your ideas with your classmate(s).

1. Do you or your family like to go fishing?
2. Do you live near a river or body of water?
3. Are there rules about fishing in your area?
4. Have you ever heard of a “sit in”? What do you think it is?
5. Have you ever heard of a “fish in”? What do you think it is?

B. Vocabulary Preview

In this section, you will preview the vocabulary from the reading. You can check your answers to Exercises 2-3 afterward by visiting: Answer Keys by Chapter.

Exercise 1:

These are the words that you will learn in this chapter. How many words do you already know?

Civil Disobedience

Fishery

Fish-in

Indigenous

Nisqually

Protest

Rights

Sit-in

Treaty

Tribal Land

Exercise 2:

Choose the best word or phrase to match each definition. Use a dictionary to help!

1. A formal agreement between governments (noun)

    a. Protest
    b. Civil Disobedience
    c. Treaty

2. Laws that show you are able to do or have something (noun)

    a. Protest
    b. Rights
    c. Indigenous

3. A type of protest where people do not leave a place (noun)

    a. Fishery
    b. Nisqually
    c. Sit-in

4. An area where you can catch fish (noun)

    a. Nisqually
    b. Tribal Land
    c. Fishery

5. The area of an Indigenous tribe or nation (noun phrase)

    a. Fishery
    b. Tribal Land
    c. Civil Disobedience

6. A type of protest where people do not leave a fishing area (noun)

    a. Treaty
    b. Tribal Land
    c. Fish-in

7. An action to show that something is wrong or unfair (verb)

    a. Rights
    b. Protest
    c. Nisqually

8. Original to a land (adjective)

    a. Tribal Land
    b. Nisqually
    c. Indigenous

9. A type of protest where people do not follow the law (noun phrase)

    a. Civil Disobedience
    b. Nisqually
    c. Fishery

10. The name of an Indigenous tribe in Washington State (noun)

    a. Nisqually
    b. Indigenous
    c. Tribal Land

Exercise 3:

Choose the best word or phrase to complete each sentence. Please note: screen readers will read the blank spots as "underscore."

1. The _ people in this country have cared for the land for many years.

    a. fishery
    b. Indigenous
    c. protest

2. The two governments signed a peace _.

    a. treaty
    b. protest
    c. civil disobedience

3. Billy Frank, Jr. worked to protect the _ of the _Tribe.

    a. protest, tribal land
    b. rights, Nisqually
    c. sit-in, Nisqually

4. Boycotts, marches, and strikes are all examples of _.

    a. civil disobedience
    b. fisheries
    c. rights

5. People work for the fish industry in Washington State because there are many _.

    a. protests
    b. rights
    c. fisheries

6. A _ and a _are very similar. The protesters stay in one place to show that they belong there.

    a. fish-in, sit-in
    b. fish-in, treaty
    c. fish-in, Nisqually

7. Sarah returned to her _ after she finished college. Her family has always lived there.

    a. tribal land
    b. protest
    c. treaty

8. Julian participated in the Black Lives Matter _.

    a. fish-ins
    b. protests
    c. fishery

C. Prepare to read

Get comfortable in your seat. Pay attention to your body and your place (i.e., your environment and the position of your body). Take three slow breaths. Now you are ready to read.

D. Read all about it!

Billy Frank, Jr.

Billy Frank, Jr. fished on his **tribal land** almost every day. One day, in 1945, the police arrested him for fishing in his own river! As they took him away, he said, "Leave me alone… I fish here. I live here!" (Davis). Billy Frank, Jr. was **Indigenous**. He was from the **Nisqually** tribe in Washington State, USA. The Nisqually people are fishing people. They protect and take care of the rivers and **fisheries**. The water and fish are important to the Nisqually spiritual traditions and culture.

The government said that it was illegal for him to fish in the Nisqually River. Billy Frank, Jr. did not accept this. After he came out of jail, he continued to fish. The state continued to arrest him and his friends. This happened over and over.

Billy Frank, Jr. was a leader of **civil disobedience**. He was arrested more than 50 times for fishing on his own people's river. He and his tribal community organized **protests**. They knew about **sit-ins** during the Civil Rights Movement, so they created **fish-ins** and other

demonstrations. They had to fight for their **rights** because the U.S. government did not honor the **treaty** they made.

After many years of activism, a federal judge made a decision. Judge Boldt stated that the tribal communities had the legal right to fish. They always had the right, and they would never lose it again. Billy Frank, Jr. received many awards and honors for his activism. He continued to work with local fisheries to protect the waters, fish, and treaty rights.

E. Grounding

- Notice your feelings about the reading.
- Which parts gave you those feelings?
- Why?
- Now let go.
- You can take three deep breaths, stretch, or count down from ten.

You can choose to talk about your reactions or not. Maybe you want to think or write quietly, or maybe you want to talk. Our reactions teach us about our beliefs and experiences.

F. Discussion

Read the questions below, then look at the reading again. Talk about the questions with your classmate(s). Where did you find the answers? Show (quote) the answers from the reading if possible.

1. Who was Billy Frank, Jr.?
2. What is important to the Nisqually people? Why?
3. Why did Billy Frank, Jr. go to jail?
4. How many times did the police arrest him?
5. What type of protest did Billy Frank, Jr. and his community create?
6. How did Billy Frank, Jr. become a leader?
7. How did Judge Boldt's decision help the tribal communities?

G. Topics for Writing

1. Write a conclusion statement for this reading. The statement needs to give the main idea of the reading.
2. Do you know someone in your life that created change in their community? What did they do? What did they want to change?

3. Do you know about someone in history that created change in their community or country? What did they do? What did they want to change?
4. This reading gives an example of civil disobedience. What does civil disobedience mean to you? When should we choose civil disobedience? Why?
5. Protests like sit-ins and fish-ins can feel scary. But people protest because they know that it is right. Also, they do not protest alone; they have support with their community and a plan. Write about a time when you felt scared to do the right thing, but you did it anyway.
    - What was it?
    - Did you have support?
    - Did you make a plan with others?
    - What did you gain?

H. Project!

Option 1:

The reading shows that "fish-ins" were similar to "sit-ins" during the African-American Civil Rights Movement. Do an internet search about the famous sit-in in Greensboro, North Carolina, USA. Find information in English or in another language.

Find answers to the questions below. Share your notes with your partner or small group:

- Who participated in the sit-in?
- What were they protesting?
- What happened after the Greensboro lunch counter sit-in?
- What questions do you have about the sit-in movement?

Option 2:

This reading talks about the Nisqually River. What bodies of water are in or near your community? How do people protect the waters and the fish? What are some ways you can help protect bodies of water in your area? Research about the waters and fish and then share your ideas with your classmate(s).

Option 3:

Research more about acts of civil disobedience in history. Find one more example of a protest and civil disobedience. This could be from any country you choose. Find information in English

or in another language. You can read a website, an article, or an infographic, or listen to a video, an interview, or a podcast.

1. Choose one text–that is, one website, article, infographic, video, interview, or podcast.
2. Summarize that text–that is, say the main idea and key details.
3. How is that text similar to the reading about Billy Frank, Jr.? Do the creators make similar points? Do they have similar opinions or feelings about civil disobedience?
4. How is that text different from the reading about Billy Frank, Jr.? Do the creators make different points? Do they have different opinions or feelings about civil disobedience?

I. More Information

- Native Languages of the Americas (Article): Nisqually Story The article that tells about the beginning of the Nisqually.
- salmondefense (Animated Video): sčədadxʷ (salmon) (4:57). The video shows animated pictures of fish and the river. There are images of fish under the water and of Billy Frank, Jr. on a small boat talking about the journey and cycle of the fish. There are animated pictures of Nisqually people fishing. There are animated pictures of people holding climate activist and Indigenous rights posters. There are animated videos of people taking care of the fish and the trees growing.

The Nap Ministry



Image Citation

Remember that this class will work as a collective. This means that we will show care for everyone, help one another learn, help one another understand, work together, talk together, share our ideas, and work to trust one another.

As a whole class, review your shared values. Use these during your discussions.

A. Warm up

Think about the questions below. Talk about your ideas with your classmate(s).

1. How do you feel, think, and act after a good night's sleep? How do you feel, think, and act after a bad night's sleep?
2. Do you get enough sleep at night? Do you get enough rest during the day? Why or why not? How can you get enough sleep and rest?
3. Do you think you get more sleep or less sleep than your classmates or your coworkers? Why?
4. Does anyone remind you to rest? How do their reminders make you feel? Why?

B. Vocabulary Preview

In this section, you will preview the vocabulary from the reading. You can check your answers to Exercises 2-3 afterward by visiting: Answer Keys by Chapter.

Exercise 1:

These are the words that you will learn in this chapter. How many words do you already know?

Alert

Boundary

Capitalism

Exhausted

Meditate

Mood

Organization

Pressure

Refresh

Resist

Spread

Suffer

Exercise 2:

Choose the best word or phrase to match each definition. Use a dictionary to help!

1. a system for money and power with individual business owners and the goal to make more money (noun)

    a. Suffer
    b. Capitalism
    c. Spread

2. a feeling of heaviness and stress, like something is pushing or squeezing you (noun)

    a. Suffer
    b. Spread
    c. Pressure

3. to experience pain in your body or mind (verb)

    a. Suffer
    b. Capitalism
    c. Pressure

4. to become bigger or more common, in more places, with more people (verb)

    a. Suffer
    b. Spread
    c. Pressure

5. to focus or unfocus your mind, calmly, for a time (different people have different reasons ways) (verb)

    a. Exhausted
    b. Meditate
    c. Refresh

6. very tired; without energy (adjective)

    a. Exhausted
    b. Meditate
    c. Refresh

7. to choose not to do something because you don't want to do it (verb)

    a. Meditate
    b. Refresh
    c. Resist

8. to become full of energy again (verb)

    a. Exhausted
    b. Refresh
    c. Resist

9. a group with a purpose and the purpose is not to make money (noun)

    a. Organization
    b. Boundary
    c. Alert

10. able to pay attention well and notice quickly (adjective)

    a. Boundary
    b. Alert
    c. Mood

11. the way you feel (noun)

    a. Organization
    b. Alert
    c. Mood

12. the limit or the place to stop (noun)

    a. Organization
    b. Boundary
    c. Mood

Exercise 3:

Choose the best word or phrase to complete each sentence. Please note: screen readers will read the blank spots as "underscore."

1. Airplane pilots need to be _ while they fly. For this reason, many airlines hire two pilots to take turns flying.

    a. exhausted
    b. alert
    c. refreshed

2. Babies _ when their teeth start to grow.

    a. suffer
    b. alert
    c. refreshed

3. Isaiah worked for fifteen hours every day for six weeks. Then he felt _.

    a. suffer
    b. exhausted
    c. alert

4. The guests _ themselves with a cold drink and a walk outside.

    a. suffer
    b. exhausted
    c. refreshed

5. My son is in a bad _ today. He complained about his breakfast, cried, and went to his room.

    a. mood
    b. pressure
    c. meditate

6. Mariflor feels a lot of _ in school because her parents want her to become a nurse.

    a. organizations
    b. pressure
    c. meditate

7. Companies try to make a lot of money, but _ don't try to make money. They have other goals.

    a. organizations
    b. pressure
    c. meditate

8. I like to _ by closing my eyes and listening to my breath.

    a. mood
    b. organizations
    c. meditate

9. He took the butter and _ it over a slice of bread.

    a. boundaries
    b. resisted
    c. spread

10. My roommate keeps eating my yogurt from the fridge. I need to set _ with him.

    a. capitalist
    b. boundaries
    c. spread

11. In the _ board game Monopoly, the player with all the money wins and the player with no money loses.

    a. capitalist
    b. boundaries
    c. resisted

12. Katerina _ a second piece of chocolate cake because she was full.

    a. boundaries
    b. resisted
    c. spread

C. Prepare to read

Get comfortable in your seat. Pay attention to your body and your place (i.e., your environment and the position of your body). Take three slow breaths. Now you are ready to read.

D. Read all about it!

The Nap Ministry

Capitalism encourages people to work, make money, and get power over other people. The United States and Great Britain are examples of capitalist countries, and they are powerful countries. From the 1600's to the 1800's they even kidnapped and forced Africans to work in order to become rich and powerful countries. Now, technology and the internet make it possible for people around the world to work 24/7. People all over the world, and especially people in capitalist countries, feel pressure to work hard. Often, people work so hard that their bodies, minds, and relationships suffer.

The Nap Ministry points out these effects of capitalism on human beings. This organization encourages people to rest, to respect our bodies, and to take naps. They even have group nap events! The home city of The Nap Ministry is Atlanta, Georgia, USA, but their nap events and their workshops are spreading to more and more cities.

Tricia Hersey started The Nap Ministry because she was exhausted. She was working two jobs, going to graduate school, and raising her son. The murders of Black Americans by police, including Rekia Boyd, Michael Brown, and many more, were in the news. She was exhausted in every way. Then she realized how many people felt like her. She decided to resist this exhaustion and capitalism with rest and sleep (Lee).

During sleep, our bodies heal, and our minds refresh. With enough sleep, we are more alert and we make better decisions. We treat ourselves and one another better. Without enough sleep, we are in bad moods, we can't focus, and we make more mistakes. We even risk death from accidents like car accidents or illnesses like diabetes and heart disease (Watson and Cherney).

The Nap Ministry reminds us that we need to rest, and we can do it in many ways. We can sleep, nap, or daydream. We can take a long bath, meditate, or listen to calm music. Healthy boundaries at work and school can help us to rest, too. For example, we can stay home when we are sick.

The organization also points out that some people can rest more than other people. People with family money don't need to work the same as people without family money. In capitalist countries like the United States and Great Britain, the group with the most family money is white people. The groups with the least family money are Black and brown people.

The Nap Ministry works to inspire exhausted people to rest and resist capitalism. As Tricia Hersey says, "Exhaustion will not save us. Rest will." (The Nap Ministry).

E. Grounding

- Notice your feelings about the reading.
- Which parts gave you those feelings?
- Why?
- Now let go.
- You can take three deep breaths, stretch, or count down from ten.

You can choose to talk about your reactions or not. Maybe you want to think or write quietly, or maybe you want to talk. Our reactions teach us about our beliefs and experiences.

F. Discussion

Read the questions below, then look at the reading again. Talk about the questions with your classmate(s). Where did you find the answers? Show (quote) the answers from the reading if possible.

1. What does "24/7" mean? Are there more terms like "24/7" in different languages?
2. How does capitalism affect human beings?
3. In the reading, which two countries are capitalist? Do you know any more capitalist countries?
4. Where are the group nap events and workshops?
5. Why was Tricia Hersey exhausted?
6. How does sleep help us?
7. What are some different kinds of rest?

G. Topics for Writing

1. What is the overall main idea of the reading? What is the main idea of each paragraph?
2. The reading gives one example of a healthy work boundary. What are some more examples of work boundaries? Which ones seem possible for you at this time, and which ones don't seem possible for you at this time?
3. What are some good ways to get a good night's sleep?
4. Different people around the world have different understandings of dreams. What is the purpose of dreams? Are dreams important for individuals? For society? Explain your answers. From whom have you learned about dreams?
5. How does your society (for example, in laws, schools, and workplaces) encourage rest? How does your society encourage exhaustion?
6. Do you ever feel guilty for getting good sleep? Did you ever feel upset because another person got good sleep? When? Give examples. Why? Give reasons.
7. Write about your personal goal to get enough sleep or to set healthy boundaries in your work/study life. Think about the following questions to help you set your goal:
    - What is your goal? Be specific.
    - Why did you choose this goal? Name at least two reasons.
    - What will help you reach this goal? Name at least two helpful things.
    - What will be difficult about reaching this goal? Name at least two challenging things.

H. Project!

Option 1:

Read several social media messages from The Nap Ministry. You can use dictionaries and translators to help you.

Then talk about some of the posts or tweets with a partner or small group. What did The Nap Ministry say? What did the messages mean? What is your opinion of the messages?

Option 2:

Take a nap for 30-40 minutes. Don't look at any screens. Don't do any work, and don't meditate on work.

If you can't sleep, it's OK to just lay down, sit in a comfortable seat, take a bath, or rest another way. You can listen to a calm meditation or to calm music (for example, the Nap Ministry Spotify playlist).

After your nap/rest, notice the feelings of your body and your emotions. Pay attention to your thoughts and actions that day. You can write about the feelings of your body and your emotions, thoughts, and actions, to help you remember. You can add more details, too; for example, any dreams or new ideas.

Then talk to a partner or a group about your experiences. How did the nap/rest affect you?

Option 3:

What is the difference between capitalism and socialism? Find out more about these two money (economic) and power (political) systems. Find information in English or in another language. You can read a website, an article, or an infographic, or listen to a video, an interview, or a podcast.

1. Choose one text–that is, one website, article, infographic, video, interview, or podcast.
2. Summarize that text–that is, say the main idea and key details.
3. How does the text inform your understanding of rest, capitalism, and the Nap Ministry?

I. More Information

- BreakingNewsEnglish (Article): Sleep and Light – Breaking News English. The website shows this article in four levels of English difficulty (Level 0, 1, 2, and 3), and it provides a PDF version.

Larry Itliong


Image Citation

Remember that this class will work as a collective. This means that we will show care for everyone, help one another learn, help one another understand, work together, talk together, share our ideas, and work to trust one another.

As a whole class, review your shared values. Use these during your discussions.

A. Warm up

Think about the questions below. Talk about your ideas with your classmate(s).

1. Have you ever picked fruits and vegetables? If yes, how did it feel? What was it like?
2. Where is the Philippines? What do you know about Filipino culture?
3. Where is Mexico? What do you know about Mexican culture?
4. Where is California, USA? What do you know about California?
5. Do you know who César Chavez was? Do you know who Larry Itliong was?

B. Vocabulary Preview

In this section, you will preview the vocabulary from the reading. You can check your answers to Exercises 2-3 afterward by visiting: Answer Keys by Chapter.

Exercise 1:

These are the words that you will learn in this chapter. How many words do you already know?

Agricultural Worker

Boycott

Divide

Establish

Hardship

Healthcare Benefits

Pesticide

Strike

Working Conditions

Union

Exercise 2:

Choose the best word or phrase to match each definition. Use a dictionary to help!

1. to stop working as a protest (verb)

    a. Strike
    b. Hardship
    c. Establish

2. to not buy something as a protest (verb)

    a. Establish
    b. Boycott
    c. Union

3. an organization of workers that protects worker rights (noun)

    a. Pesticide
    b. Establish
    c. Union

4. a chemical that kills insects and small animals to protect farms (noun)

    a. Agricultural Worker
    b. Divide
    c. Pesticide

5. something that makes life very difficult (noun)

    a. Hardship
    b. Divide
    c. Boycott

6. to start an organization or a company (verb)

    a. Agricultural Worker
    b. Boycott
    c. Establish

7. medical insurance that your employer pays for (noun phrase)

    a. Agricultural Worker
    b. Working Conditions
    c. Healthcare Benefits

8. the safety, demands, and environment that you work in (noun phrase)

    a. Healthcare Benefits
    b. Working Conditions
    c. Agricultural Workers

9. farm workers; they pick fruits and vegetables for pay (noun)

    a. Hardships
    b. Pesticides
    c. Agricultural Workers

Exercise 3:

Choose the best word or phrase to complete each sentence. Please note: screen readers will read the blank spots as "underscore."

1. The construction workers will _. They are protesting unfair pay.

    a. hardship
    b. strike
    c. divide

2. Rosa Parks was an activist during the Montgomery Bus _.

    a. Boycotts
    b. Agricultural Workers
    c. Health Care Benefits

3. You should always wash your fruit before you eat it. Fruits may have _ on them.

    a. unions
    b. hardships
    c. pesticides

4. Students with _ may not be able to pay for school. Our college offers some scholarships for them.

    a. pesticides
    b. hardships
    c. healthcare benefits

5. My sister works at a terrible grocery store. The _ are not good and there are no_.

    a. working conditions, healthcare benefits
    b. pesticides, boycotts
    c. working conditions, hardships

6. The United Farm Workers _ was _ in 1962.

    a. pesticide, divided
    b. union, boycotted
    c. union, established

7. Working as _ is a difficult job. You work outside for many hours in hot weather.

    a. a union
    b. an agricultural worker
    c. a boycott

C. Prepare to read

Get comfortable in your seat. Pay attention to your body and your place (i.e., your environment and the position of your body). Take three slow breaths. Now you are ready to read.

D. Read all about it!

Larry Itliong

Picking fruits and vegetables is a difficult job. **Agricultural workers** have to bend, reach, and lift all day long. The weather outside can be extreme—very hot or very cold. Workers can get sick or injured easily. In Delano, California, USA, in the 1960s, there were many agricultural workers from the Philippines and Mexico. They needed better pay and better **working conditions**.

Larry Itliong was a Filipino American leader. He only finished the sixth grade in Pangasinan in the Philippines. But he spoke thirteen languages such as Pangasinense, English, Japanese, Cantonese, and Spanish (History.com Editors). He moved to the United States because he wanted to become a lawyer, but instead he worked on farms. He had a tough personality, and he smoked cigars. Itliong inspired agricultural workers in Delano to join **unions**. Together, they asked for more pay. Unfortunately, the farm owners said no again and again.

In September 1965, Itliong led a union called the Agricultural Workers Organizing Committee (AWOC). Most of the members were from the Philippines. They decided to **strike**. They stopped picking grapes, and they asked again for workers' rights. But the farm owners hired Mexican workers instead.

Itliong realized that the grape strike needed the National Farm Workers Association (NFWA). Most of the workers in that union were from Mexico. Itliong went to the NFWA and asked them to join the grape strike. The leader of the NFWA, César Chavez, asked his union members to vote. They decided to join the grape strike! Then the AWOC and the NFWA united and became the United Farm Workers of America (UFW). In this way, the farm owners could not **divide** the Filipino workers and the Mexican workers again.

For many years, the agricultural workers striked. "To go on strike, you suffer a lot of **hardship**. Maybe you get hungry. Maybe you gonna lose your car. Maybe you gonna lose your house,"

explained Larry Itliong in an interview ("Filipino"). Most of the agricultural workers lived on the farm owners' land. The farm owners even turned off the water and sent people to beat up the strikers. In 1967, the UFW union asked people everywhere, all over the world, to stop buying grapes from Delano. News of the grape strike spread to television and radio stations, magazines, and newspapers worldwide. After a long time and a lot of hardship, the strike and the **boycott** finally worked. In 1970, the farm owners agreed to give the workers more pay, **healthcare benefits**, and protection from **pesticides** (Janos).

Larry Itliong led a long and difficult grape strike that united immigrant farm workers, got the attention of the world, and **established** farm workers' rights in the United States.

E. Grounding

- Notice your feelings about the reading.
- Which parts gave you those feelings?
- Why?
- Now let go.
- You can take three deep breaths, stretch, or count down from ten.

You can choose to talk about your reactions or not. Maybe you want to think or write quietly, or maybe you want to talk. Our reactions teach us about our beliefs and experiences.

F. Discussion

Read the questions below, then look at the reading again. Talk about the questions with your classmate(s). Where did you find the answers? Show (quote) the answers from the reading if possible.

1. What did the farm workers ask for in the beginning? What did they get in the end?
2. Why did Itliong go to the NFWA?
3. What hardships did the farm workers experience during the strike?
4. What strategies did the farm workers use to protest?
5. How many years did the strike last?

G. Topics for Writing

1. The reading states an overall main idea. (An overall main idea is also called a "thesis statement.") In the reading, what statement gives the overall main idea? Where is it? Write another overall main idea in different words. You can use different words and sentence structures to say the same thing in a different way.

2. In the reading, the workers fought for and got healthcare benefits. What are more examples of benefits? Which companies or career fields are famous for having great benefits? Which are famous for having terrible benefits?
3. Do you know your rights as a student at your school? And/Or, do you know your rights as an employee at your job? Which rights do you know about, and which rights do you want to know more about?
4. Itliong helped to organize different groups of workers. He showed that if they worked together, they could reach their goals. Write about a time when you worked together with someone or with a different group to reach your goals. How did you work together? What did you gain? What did you learn?
5. Itliong fought for the rights of farm workers. Choose one change that your community needs (for example, with housing or education, etc.). Why do you think it is important? How can you and your community create this change? What steps would you need to take?

H. Project!

Option 1:

Think about the products that you buy. What do you know about the companies and farms that make those products?

1. Brainstorm a list of brands and companies. Find out more about the companies and products. How do they treat their workers? For example, do their workers get healthcare benefits? What materials do they use for the products that you buy? For example, do they use plastics or harmful pesticides?
2. Talk about what you learned, with a partner or in a small group. Can you choose something to boycott?

Option 2:

Research more about César Chavez. Find information in English or in another language. You can read a website, an article, or an infographic, or listen to a video, an interview, or a podcast.

1. Choose one text–that is, one website, article, infographic, video, interview, or podcast.
2. Summarize that text–that is, say the main idea and key details.
3. How is that text similar to the reading about Larry Itliong? Do the creators make similar points? Do they have similar opinions or feelings about the Delano Grape Strike?
4. How is that text different from the reading about Larry Itliong? Do the creators make different points? Do they have different opinions or feelings about the Delano Grape Strike?

Option 3:

Choose a country or area to research labor laws. Do an internet search to find information about the questions below. Find information in English or in another language. Share your notes with a partner or in a small group.

1. How many hours are in a work day?
2. How many times can workers take a break? How long are breaks?
3. Do workers get time and money to take care of their babies? Is this different for men, women, and non-binary people?
4. Do employers protect workers? How?
5. Is there a minimum wage? Do workers get more money for working more hours?
6. Do injured workers get time and money?

I. More Information

- AJ Rafael (Song): "Our Friend, Larry Itliong" Official Music Video by AJ Rafael (6:32) This video shows the singer with a guitar, standing at the Filipino Community Cultural Center of Delano and walking through grape fields. Also, actors act out the story. At the beginning, a child in school opens a book about Larry Itliong, and at the end the child closes the book.
- Smithsonian Folklife (Oral History): Filipinos in the UFW Movement: Agustín Lira & Patricia Wells Solórzano on Larry Itliong (5:50) This video shows images of Filipino and Mexican farm workers working and taking breaks in fields, musicians and actors on stage, the Filipino Community Cultural Center of Delano, union workers at meetings, and Larry Itliong. It shows the quote "It is my deepest belief that only by giving our lives do we find life Cesar Estrada Chavez" and union workers posing in a large group. It shows a newspaper photo of Larry Itliong smiling as he walks past police officers and César Chavez on stage with microphones.

Answer Keys by Chapter

Our Identities

Exercise 2:

1a, 2c, 3b, 4c, 5c, 6b, 7c, 8a

Exercise 3:

1b, 2a, 3c, 4b, 5b, 6a, 7c, 8c

Black Lives Matter

Exercise 2:

1c, 2a, 3b, 4c, 5b, 6a, 7b, 8b

Exercise 3:

1c, 2c, 3a, 4c, 5b, 6b, 7b

Malala Yousafzai

Exercise 2:

1a, 2c, 3b, 4c, 5c, 6c, 7a, 8c, 9b

Exercise 3:

1c, 2b, 3b, 4a, 5c, 6c, 7b, 8b, 9a

Building Bridges, Not Walls

Exercise 2:

1c, 2b, 3c, 4b, 5b, 6a, 7c

Exercise 3:

1b, 2c, 3a, 4b, 5c, 6b, 7a

Melati and Isabel Wijsen

Exercise 2:

1b, 2c, 3a, 4c, 5b, 6a, 7a, 8b, 9c

Exercise 3:

1c, 2c, 3a, 4a, 5c, 6b, 7b, 8a

Billy Frank, Jr.

Exercise 2:

1c, 2b, 3c, 4c, 5b, 6c, 7b, 8c, 9a, 10a

Exercise 3:

1b, 2a, 3b, 4a, 5c, 6a, 7a, 8b

The Nap Ministry

Exercise 2:

1b, 2c 3a, 4b, 5b, 6a, 7c, 8b, 9a, 10b, 11c, 12b

Exercise 3:

1b, 2a, 3b, 4c, 5a, 6b, 7a, 8c, 9c, 10b, 11a, 12b

Larry Itliong

Exercise 2:

1a, 2b, 3c, 4c, 5a, 6c, 7c, 8b, 9c

Exercise 3:

1b, 2a, 3c, 4b, 5a, 6c, 7b

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