

FACES®

KIDS CHANGING THE WORLD

Discover how kids of all ages have created positive change in the world by using their creativity and applying their passions!

CONVERSATION QUESTION

How can young people make a difference in the world?

TEACHING OBJECTIVES

- Students will learn about ways of creating social change.
- Students will illustrate contemporary means of changing society.
- Students will generate questions about individuals who have shaped significant historical change.
- Students will explain how culture influences the way people modify their environments.
- Students will write an ode.
- Students will create a collage.
- Students will write a narrative.



In addition to supplemental materials focused on core Social Studies skills, this flexible teaching tool offers vocabulary-building activities, questions for discussion, and cross-curricular activities.

SELECTIONS

- **Saving Gorillas One Pie at a Time**
Expository Nonfiction, ~850L
- **Cookies for a Cause**
Expository Nonfiction, ~950L
- **Boyan Slat: The Great Pacific Garbage Patch Kid**
Expository Nonfiction, ~1050L

Saving Gorillas One Pie at a Time

pp. 14–16, Expository Nonfiction

Learn how Addy went from learning about endangered gorillas in the first grade to creating an organization that has raised thousands of dollars to save them.



RESOURCES

- Analyze Change

OBJECTIVES

- Students will read and analyze a nonfiction article.
- Students will learn about ways of creating social change.
- Students will illustrate contemporary means of changing society.
- Students will write an ode.

KEY VOCABULARY

- philanthropist (p. 14)** a person who seeks to promote the welfare of other living beings, especially by donating money
- environmentalist (p. 14)** a person who supports the protection of the environment
- primatologist (p. 15)** a person who studies primates, the most developed and intelligent group of mammals

ENGAGE

Conversation Question: How can young people make a difference in the world?

Ask students to think about ways in which young people like themselves have created change in the world around them. Remind students that the change can range from something they did to affect their classroom (small reach) to something they did to affect their entire community (large reach). End by asking them what change in the world they'd most enjoy helping to bring about.

INTRODUCE VOCABULARY

Write the following sentences on the board. Then ask students to decide which words from the vocabulary list should be used to complete them.

- As a/an _____, Addy has contributed generously to save mountain gorillas.
- As a/an _____, Addy works to protect the habitats of mountain gorillas.

READ & DISCUSS

Have students read the article with a partner. Then use these prompts for discussion:

- Why are mountain gorillas in need of protection?
- What methods did Addy use to raise money to protect mountain gorillas?
- What does Addy plan on doing in the future to continue her efforts to protect mountain gorillas?

SKILL FOCUS: Analyze Change

INSTRUCT: Pass out copies of the *Analyze Change* organizer. Guide students as they identify and record different actions Addy took to raise money to change how gorillas are affected by human action.

ASSESS: Have students work in pairs to write a fifteen-second speech describing how and why Addy started raising money to help gorillas in the wild. Invite pairs to present their speech to the rest of the class.

EXTEND

English Language Arts Explain that an ode is a poem that honors someone or something. Ask students to reflect on the actions Addy took and why they are important. Then ask them to write an ode to honor and praise her efforts.

Analyze Change

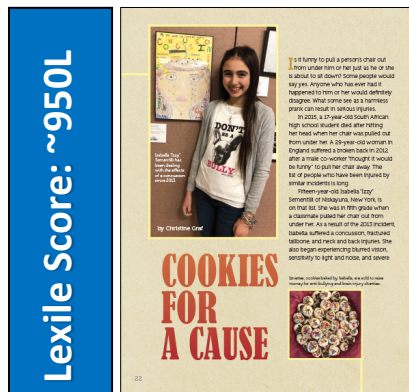
In the chart below, record actions that Addy has taken to help gorillas. For each action you record, explain in your own words how it positively impacted gorillas.

Addy's Actions	How Actions Positively Impacted Gorillas

Cookies for a Cause

pp. 22–25, Expository Nonfiction

Learn how Isabella fought through a brain injury resulting from bullying to become a successful supporter of anti-bullying and brain-injury charities.



OBJECTIVES

- Students will read and analyze a nonfiction article.
- Students will learn about ways of creating social change.
- Students will generate questions about individuals who have shaped significant historical change.
- Students will create a collage.

KEY VOCABULARY

- **honoree** (p. 24) a person who receives recognition for something
- **advocate** (p. 24) a person who publicly supports or recommends a cause or policy

ENGAGE

Conversation Question: How can young people make a difference in their world?

Ask students to think about how bullying may affect others. Discuss what the short-term and long-term consequences of bullying might be. Finally, ask what kids might be able to do to help prevent bullying.

INTRODUCE VOCABULARY

Define each word with students. Then have students work in small groups to use all three words in a single sentence. Finally, tell students to look for these words as they read the story.

READ & DISCUSS

Have students read the article with a partner. Then use these prompts for discussion:

- How did Isabella get injured?
- What activity did Isabella start doing to help others?
- How is Isabella using her story to help create change?

SKILL FOCUS: Generate Questions

INSTRUCT: Tell students that individuals who affect many people are often credited with creating significant historical change. Explain to them that historical change can include a shift in attitudes or behaviors. Reread the article with students and assist them in identifying how Isabella's efforts have helped create a shift in attitudes or behaviors toward bullying and brain-related injuries.

ASSESS: Have students work in pairs to create a list of three questions about Isabella and her efforts to promote charities that focus on bullying and brain-related injuries. Remind them that it is okay if the questions are answered in the article, but it is also okay to ask questions that the article doesn't answer as long as questions are focused on how she is shaping change.

EXTEND

Art Ask students to use print and digital resources to research ways in which bullying affects young people. Then have each student create a collage of sketches representing how young people can work together to prevent or stop bullying.

Boyan Slat: The Great Pacific Garbage Patch Kid

pp. 26–28, Expository Nonfiction

Learn how Boyan abandoned his plans to get an education as an engineer to pursue a dream to create an invention to help protect the oceans from pollution.



OBJECTIVES

- Students will read and analyze a nonfiction article.
- Students will learn about ways of creating social change.
- Students will explain how culture influences the way people modify their environments.
- Students will write a narrative.

KEY VOCABULARY

- **water cycle (p. 26)** the cycle by which water circulates between the oceans, atmosphere, and land
- **pollutants (p. 27)** substances that pollute the water or atmosphere
- **currents (p. 27)** bodies of water moving in a definite direction, especially through a surrounding body of water where there is less movement

ENGAGE

Conversation Question: How can young people make a difference in their world?

Ask students to think about all of the trash produced at the school in a single day. Then ask them to think about how much is produced by their neighborhood, their city or town, the nation, and finally, the world every day. Ask them to guess what types of trash end up polluting our waters. Finally, have them hypothesize ways that young people have tried to help protect our waters from pollution.

INTRODUCE VOCABULARY

Together, review the vocabulary words and read them aloud. Then ask students to make predictions about the topic of the text using the vocabulary words. If necessary, help students guess the topic by revealing the title of the article.

READ & DISCUSS

Have students read the article with a partner. Then use these prompts for discussion:

- What inspired Boyan to solve the problem of pollution in the oceans?
- What did Boyan do to spark awareness of his solution?
- How does Boyan's invention help to clean up pollution in the oceans?

SKILL FOCUS: Explain Influence

INSTRUCT: Tell students that culture—the system of attitudes, values, and beliefs held by a group of people—influences how people behave. Sometimes, cultural values influence how people seek to modify, or change, their environments. Explain that the article discusses how Boyan's values relating to being healthy and protecting habitats led him to develop an invention that helps to clean up polluted oceans.

ASSESS: Have students work in pairs to write a one-paragraph summary of why and how Boyan sought to clean up polluted oceans. Then have students share their summaries with another group.

EXTEND

English Language Arts Ask students to use details from the article to imagine a moment in Boyan's life related to solving the problem of polluted oceans. Instruct them to write a one-page narrative describing that moment.