

# Muse®

## Kids Rule

There is a quote that says, "Children are one third of our population, and all of our future." This issue of MUSE contains engaging stories about the strengths, contributions and accomplishments of children and young adults.

## CONVERSATION QUESTION

How are children shaping the world in which we live?

## TEACHING OBJECTIVES

- Students will learn about a march to end segregation that was predominantly led by children.
- Students will learn about unschooling, a nontraditional child-led education.
- Students will learn about the unique structure of the Mayo Clinic's Pediatric Advisory Board.
- Students will examine cause and effect relationships.
- Students will compare and contrast two different methods of education.
- Students will collect evidence from a nonfiction text.
- Students will study current events and make real-life connections to the social injustices presented in the article.
- Students will use percentages to represent statistical data.
- Students will take steps to create a child/teen advisory board in their school or community.



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

## SELECTIONS

- **Why the Children of Birmingham Marched**  
Expository Nonfiction, ~900L
- **Unschoolers in Charge**  
Expository Nonfiction, ~700L
- **A New Direction**  
Expository Nonfiction, ~1100L

# Muse® Teacher Guide: November/December 2020

## Why the Children of Birmingham Marched

pp. 18-21, Expository Nonfiction

This article details an important event in 1963 executed by children in the fight for racial equality. Students will learn that even minors can become powerful when organized and united in cause.



## RESOURCES

**March Madness**

## OBJECTIVES

- Students will learn about a march to end segregation that was predominantly led by the children of Birmingham.
- Students will examine cause and effect relationships.
- Students will study current events and make real-life connections to the social injustices presented in the article.

## KEY VOCABULARY

- **integrated** (p. 19) to end segregation; to form a functioning, unified whole
- **segregated** (p. 19) racially separated; isolated
- **unjust** (p. 19) unfair or not morally right

## ENGAGE

**Conversation Question:** How are children shaping the world?

Pose the question: "What, if anything, would you be willing to go to jail for?" Listen to responses, and then read aloud the text box on the right side of page 21 titled, *Nine Years Old and in Jail*. Have students share reactions to this piece of history when hundreds of black children were jailed for marching against racial injustices.

## INTRODUCE VOCABULARY

Post the key vocabulary terms on the board. Have the students use resources to define them and then display the given definitions. Post the title, "Why the Children of Birmingham Marched" and ask the class to predict the content of the article using the three vocabulary words to state their prediction.

## READ & DISCUSS

Post and discuss the questions prior to reading. Read the article aloud, pausing when answers to the questions are revealed and encourage students to elaborate.

1. How was life different for black and white citizens in the 1960's?
2. What did Martin Luther King, Jr. mean when he said, "Fill the jails!"?
3. What methods did people use when peacefully protesting?
4. How did the plan to have children protest come about?
5. Why were parents "proud" of their children in jail?
6. What changes followed the March of Children?

## SKILL FOCUS: Cause and Effect

**INSTRUCT:** Lead the students in a discussion that guides them to recognize the many cause-and-effect relationships (a relationship in which one event makes another event happen) that are presented in this article. Introduce the graphic organizer, *March Madness*, and advise students that they will be recording such relationships. Allow students to share ideas and to assist each other in locating suitable passages in the text.

**ASSESS:** Review *March Madness* worksheet. If there is not a legitimate cause-and-effect relationship between events recorded, direct students to revisit the text and adjust answers.

## EXTEND

**Social Studies** Discuss current racial tensions and protest with the students. Guide them to make connections to the article. List the subheadings from the text (Unjust Laws, Racist Bombings, Sermons and Songs, Nonviolent Action, Children Rise Up). Instruct students to choose one title and rewrite the section using information from current uprisings. Research may be needed. Will we see true racial equality in our lifetime? Explain.

## March Madness

*Refer to the article, "Why the Children of Birmingham Marched," to record the cause and effect relationships studied in the article.*

Page #	Cause	Effect
p. 19	A Baptist minister, Fred Shuttlesworth, worked to end segregation.	A white man, Bob Chamliss, bombed the minister's home because he opposed his views.

# Muse® Teacher Guide: November/December 2020

## Unschoolers in Charge

pp. 27-30, Expository Nonfiction

In the past year, children have become acquainted with many new styles of learning. Put your thinking cap on and get ready to learn about a child-led method of education...UNschooling!



## RESOURCES

**Too Cool for School**

## OBJECTIVES

- Students will learn about unschooling, a nontraditional child-led education.
- Students will compare and contrast two different types of schooling.
- Students will use percentages to represent statistical data.

## KEY VOCABULARY

- **curriculum** (p. 27) the lessons and academic content taught in a specific course
- **homeschooling** (p. 28) the education of children at home usually conducted by a parent
- **unschooling** (p. 28) education that advocates that children learn best when they follow their own curiosity, without schools, teachers or parents dictating what they do

## ENGAGE

**Conversation Question:** How are children shaping the world?

The global pandemic has changed the nature of 'traditional' education. Many students have experienced remote learning, hybrid schooling, and even adapted to a homeschooling education. Have an honest discussion with students about the benefits and disadvantages of each model of education. Introduce the term 'unschooling'.

## INTRODUCE VOCABULARY

Post the key terms and discuss the definitions. Instruct students that they will be creating a word search puzzle using those three words, in addition to another 17 education-related words. Suggest that they highlight topical words as they read for use in the word search. Share the puzzles with another class for use as a pre-reading exercise for this article.

## READ & DISCUSS

Read the article aloud with the class. Have students reread the article in small groups to answer the questions below. Share responses.

1. Explain the method of 'unschooling'.
2. What materials do children use in unschooling?
3. How is unschooling different from homeschooling?
4. What is 'Joy Time'? What would YOU do during 'Joy Time'?
5. List and discuss some of the interesting learning activities that the young students mentioned in the article.

## SKILL FOCUS: Compare and Contrast

**INSTRUCT:** Students will compare and contrast elements of their present educational system with the unschooling method. Instruct pairs of students to revisit the text and to underline information that will be helpful for this purpose. Introduce the graphic organizer, *Too Cool for School*, and have the partners record the data on their charts.

**ASSESS:** Reconvene and review *Too Cool for School* worksheet with the class. Be sure that they were able to accurately provide information that compared the two forms of education. Based on the information they collected, ask if any students think that an unschooling education would be beneficial for them. Why or why not?

## EXTEND

**Mathematics** The article states on page 28 that ten percent (10%) of homeschooling families practice unschooling. If there were three million (3,000,000,000) families homeschooling in America, how many of those would be unschooling? Depending on the level of your students, challenge them to calculate different percentages of three million.

## Too Cool for School

*Use information from “Unschoolers in Charge,” to compare your current method of education with an unschooling education as presented in the article. Consider materials, learning environment and processes for learning.*

Subject Studied	Your method of education	The unschooling method of education
Language Arts		
Mathematics		
Science		
Social Studies		
Other: _____		



# Muse® Teacher Guide: November/December 2020

## A New Direction

### pp. 40-43, Expository Nonfiction

Students will discover how important their thoughts and opinions are in this article that discusses the meaningful contributions that children are making to programs at the world-renown Mayo Clinic.



## RESOURCES

### Kids Count

## OBJECTIVES

- Students will learn about the unique structure of the Mayo Clinic's Pediatric Advisory Board.
- Students will collect evidence from a nonfiction text.
- Students will take steps to create a child/teen advisory board in their school or community.

## KEY VOCABULARY

- **advisory board** (p. 40) a group of volunteers who give suggestions and guidance
- **data analysis** (p. 42) researching, organizing and collecting data so that useful conclusions can be drawn

## ENGAGE

**Conversation Question:** How are children shaping our world?

Draw a word web on a large piece of mural paper. Place this issue's conversation question in the center: *How are children shaping the world?* Have students meet in small groups to discuss the question, and then allow them to add their responses to the web. Avoid repeat answers. Have them amend the web after reading the article, then display the mural in the hallway with a sign encouraging passerbys to add their thoughts to the web.

## INTRODUCE VOCABULARY

Post and discuss the vocabulary terms and definitions. Give students three minutes to write about whether they would rather be on an **advisory board** or be a researcher conducting **data analysis**. Share responses and be sure that students have supported their choice with logical reasoning.

## READ & DISCUSS

Reinforce comprehension of the concepts in the article by using the following prompts to direct discussion.

1. What is Dr. Paul Croarkin studying?
2. What is the function of an advisory board?
3. Why is the Mayo Clinic's Pediatric Advisory Board so unique?
4. How has the pediatric advisory board been helpful to the Mayo Clinic's research projects?
5. How has being on a pediatric advisory board been beneficial to the student board members?

## SKILL FOCUS: Collecting Evidence

**INSTRUCT:** This article presents the reader with detailed information regarding the important role that young adolescents play on the Pediatric Advisory Board. Present the graphic organizer, *Kids Count*, and tell students that they will be collecting evidence that supports the claim that children are changing how research is done at the Mayo Clinic. They will need to consult the article to gather information.

**ASSESS:** Facilitate dialogue and then collect organizers to evaluate individual understanding of the skill of collecting evidence to support a claim.

## EXTEND

**Civics** Review the article with students and focus on the impact of teens and kids at such an impressive institution, the Mayo Clinic. Brainstorm a list of organizations in the school or community that is comprised of only adults. Challenge students to contact these boards and suggest the addition of a subcommittee that is child/teen based. The goal is to have the adults regularly seeking consultation from the group on various issues. (Ex: Would the PTO board agree to schedule meetings with a student board for input?) This is an excellent opportunity for students to learn first-hand that they can effect change.

## Kids Count

*Refer to the article, "A New Direction," to provide evidence that supports the claim below.*

**CLAIM:** Kids and teens of the Mayo Clinic's Pediatric Advisory Board are changing how research is done.

Evidence:

Evidence:

Evidence:

Evidence: