

OFFICE OF CULTURALLY AND LINGUISTICALLY  
RESPONSIVE INITIATIVES

2<sup>nd</sup> Grade: Black Lives Matter Activity

*The Power of a Single Voice*

July 2020



Name \_\_\_\_\_

Date \_\_\_\_\_ School \_\_\_\_\_

**STANDARDS**

**NYS ELA:**

- SL.2.1: Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.
- SL.2.2: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- W.2.6: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- L.2.3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**NYS Social Studies:**

- 2.2 People share similarities and differences with others in their own community and with other communities.
- 2.4 Communities have rules and laws that affect how they function. Citizens contribute to a community's government through leadership and service.

**Black Lives Matter Guiding Principles (10 min)**

*Discuss these principles and have students talk about how they connect to them*

- Collective Value means that all Black lives, regardless of actual or perceived sexual identity, gender identity, gender expression, economic status, ability, disability, religious beliefs or disbeliefs, immigration status, or location, matter.
- Empathy is one's ability to connect with others by building relationships built on mutual trust and understanding.
- Diversity is the celebration and acknowledgement of differences and commonalities across cultures.
- Loving Engagement is the commitment to practice justice, liberation, and peace.
- Restorative Justice is the commitment to build a beloved and loving community that is sustainable and growing.

## VOCABULARY (20 min)

Read and discuss the following vocabulary words and complete at least two Frayer Models

- **Echo:** A sound heard again after it is produced
- **Cranky:** Bad temper or grouchy
- **Noisy:** making a loud sound
- **Quiet:** Making no noise or sound

### FRAYER MODEL

<b>Definition of the word:</b>	<b>The word used in a sentence:</b>
<b>Vocabulary Word:</b>	
<b>Drawing / Symbol / Sketch:</b>	<b>Synonyms (words that mean the same):</b>  <b>Antonyms (words that mean the opposite):</b>

## TEXT (10 min)

Play the Read Aloud on YouTube for the students

### The Rooster Who Would Not Be Quiet

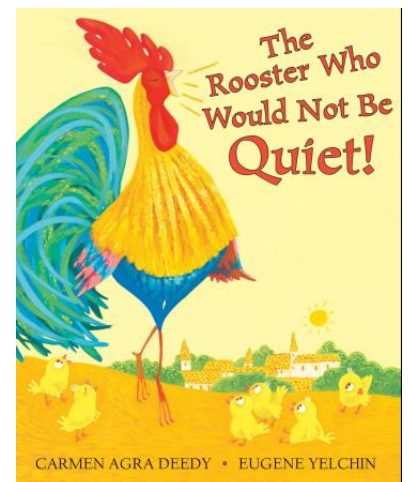
By: Carmen Agra Deedy

Read aloud available at:

<https://www.youtube.com/watch?v=7PQNJH9EB9U>

#### Summary:

In the village of La Paz things are noisy. Too noisy. The citizens are happy but the situation is clearly untenable. So, out goes the old mayor and in comes the new. Don Pepe promises peace and quiet and at first his rules are reasonable. Yet next thing you know no singing is allowed anywhere and even the teakettles are afraid to whistle. Years pass and one day a rooster and his family come into the village and roost in a mango tree. A tree that, quite unfortunately, is located below Don Pepe's window. Incensed, the mayor takes away the rooster's tree. Then his family. Then his food. Then all light. But no matter what the man does, that noisy rooster keeps on singing. And when one person is unafraid to sing, it can sometimes inspire more people to do more singing, loud and proud and strong.



## PROCEDURAL STEPS (35 min)

*Complete the following activities with students*

After listening to the book, *The Rooster Who Would Not Be Quiet*, complete the following:

1. Discuss the following questions:
  - What does it mean to use your voice for a cause?
  - Why is it important to stand up for what we believe in?
2. Have children create “pledge cards” or posters to represent a cause that they would stand up for. Have some students share out their pledges.
  - Example: I pledge to speak up when I see injustice.
3. Discuss the NFL player Colin Kaepernick who refused to be silent about discrimination against Black people. He began kneeling by himself during the National Anthem, many other professional sports players followed. **Please allow students to watch the short video (link below).**
  - Information about Colin Kaepernick can be found here:  
<https://www.youtube.com/watch?v=-V3OtQwLpdw>
4. Discuss the following questions:
  - Why did Colin Kaepernick kneel?
  - What are some similarities and differences between Colin Kaepernick and the Rooster in the story?
  - Would you kneel if you were Kaepernick? Why or Why not?

## **SUMMARIZING ACTIVITY (5 min)**

*Complete the following final activity with students*

Complete the Rooster Who Would Not Be Quiet Word Search:

## The Rooster Who Would Not Be Quiet!: Word Search

This printable and interactive word search puzzle aligns with vocabulary words found in *The Rooster Who Would Not Be Quiet!* by Carmen Agra Deedy. Find and circle words across, down, and diagonally.

M R N L Q M V A L S M N  
A A O O I U R D H Y D Y  
N C Y L I V I L L A G E  
G M R O O S T E R G U I  
O S B A R U Y R T I K T  
O D S I N G D T E L Y M  
E A A F L K A O C E I U  
M R V V O D Y E H L I Y  
K L A B U J F R O T U S  
O R N O K E I I R L R N  
F A S C Y G W L B S J H  
Y W B R F S M J J C V T

### Word Bank

ROOSTER

QUIET

LOUD

MAYOR

VILLAGE

NOISY

MANGO

TREE

CRANKY

SING

ECHO