

Teaching News Is Elementary March 24, 2017

Each week, this lesson will share some classroom activity ideas that use the newspaper or other NIE resources. You are encouraged to modify this lesson to fit the needs of your students. For example, some classrooms may be able to use this as a worksheet and others might need to ask and answer the questions in a class discussion.

Please be sure to preview all NIE content before using it in your classroom to ensure it is appropriate for all of your students.

Materials you will need for this lesson: The Seattle Times print replica, computer or smart board, pencils or pens, paper

Article: Officials teach members of targeted communities how to deal with discrimination and when to call the authorities

Section: NW Monday, B1

Print Replica Date: Monday, March 20, 2017

Standards:

CCSS.ELA-Literacy.RI.4.1

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Objectives:

Students will read an article, and search for personal connections they see in their own lives.

Pre- Reading Discussion: An *inference*, is making a conclusion or opinion that is formed because of known facts or evidence Examine the following pictures and make an *inference* about what the story will be about:





- What do you see?
- Who is seen in the pictures?
- What emotions do you see?
- What do you see in the background that would help you with what the article will be about?
- What questions do you have about the photos?
- Does it bring up any personal memories?

Vocabulary Building:

Read this sentence, what do you think the highlighted words mean using *context clues*? A *context clue* is a word or words that are hints and refers to the sources of information outside of words that readers may use to predict the identities and meanings of unknown words.

“As she pulled out of the parking lot, she said two teenagers yelled a ***misogynistic*** slur, made an obscene gesture and started tailgating her.”

***Misogynistic* Guess:**

***Misogynistic* Definition:**

Reading Comprehension:

1. On Sunday, about 200 people spent two hours indoors at the North Bellevue Community Center, learning about what strategies?
2. Uppala said that, after the November election, with reports of hate crimes and incidents increasing, the Indian Association began to think about what sort of services they could offer to help their community deal with what?
3. Representatives of the Bellevue Police Department and the Bellevue school district addressed specific scenarios – answering questions about how best to react. What tips did they share with the audience?

Classroom Discussions or Journal Writing Prompts:

- What do you know about hate crimes?
- Are they happening at your school or in your community? In what ways?
- Are students taking a stand against this type of behavior? Why or why not?
- Do you feel more fear or anxiety now? Why or why not?

“We understood that this was going to be our new norm,” she said. “Kids are coming home from schools saying they were called brownie. We were getting a lot of reports of things that weren’t quite hate crimes.”

What constitutes a hate crime?

“When an immigrant is told to go back to your country and is beaten, it’s not just that person that feels the pain and feels the anxiety, it’s the entire immigrant population,” Miyake said. “The insidious thing about hate crimes is the fear that it causes.”

- Has a scenario like this ever happened to you? How did it make you feel?
- How can we protect those that are vulnerable?