

6th Grade Week 1 Home Lessons

Dear students and families,

What a time we are living in! We hope each and every one of you is well. Due to school closures, we will be sending home lesson materials via email. If you need a hard copy, let us know so we can have a hard copy ready for pick up at the front office. It is the expectation of both Mrs. Plas and Mrs. Daoud that you continue researching and organizing information for your activism book on your personally-selected topic. Below is this week's home lesson materials and requirements.

1. READING: Read the following articles on student activists (printed or linked):
 - a. [Lou Wegner](#)
 - b. [Marley Dias](#)
 - c. [Kelvin Doe](#)
2. WRITING: Fill out the corresponding [Activism Reading Comprehension Worksheet](#)
3. PROJECT: Work on researching, writing, and illustrating your activism book. Make sure to keep track of where you are getting your information from on your works cited sheet!
4. QUIET READ: Be completing 30 minutes of daily reading. If you do not have access to a book, please let us know and we will endeavor to get one to you. Audio books are acceptable, but it would be preferred that you read along to the audio book.
5. PERSONAL PROJECT: Use this extra time at home to be creative! Write a play!
Storyboard a manga series! Create a stop motion film! Write a scary story!

If you have any questions, please feel free to reach out to Mrs. Daoud at edaoud@northmasonschoools.org or Ms. Plas @mplas@northmasonschoools.org. During this time, we also will be using the [Remind app](#) for parent text communication and [Zoom](#) for virtual office hours. We are here to support you in any way we can. Be well and stay in touch!

Sincerely,

Ms. Plas and Mrs. Daoud

Meet the Teen Animal Activist Who Took Two Shelter Dogs to Prom

When actor Lou Wegner was 14, he found out what really happens to unwanted pets at shelters. While volunteering at Baldwin Park Animal Shelter in Los Angeles, he was saddened that so many people saw their pets as disposable — and that the only way to escape death in the overcrowded shelter system was through rescue or adoption. Instead of letting it go, the intrepid teen decided to do something.

“I wanted to let my generation know that these animals had feelings, cried, were sad, felt abandoned and alone,” Wegner says. “I wanted my generation to not see their pets as disposable.”

His desire to educate his peers about pet responsibility, shelter adoptions, and the importance of spaying and neutering led him to found [Kids Against Animal Cruelty](#) in 2010. Using social media, Wegner began to spread the message to other young people that “these animals depended upon them for their very lives.”



Teen actor and animal activist Lou Wegner hugs a rescue dog.

Now 18, Wegner serves as national youth ambassador for the [American Humane Association](#) and has received numerous philanthropic awards for his work. Kids Against Animal Cruelty has more than 50,000 members, with chapters in 16 states run by kids and teens ages 10 to 21. Global chapters are slated to open in Belgium and Greece. The group also has numerous celebrity supporters, including Denise Richards and Betty White.

According to Wegner, the organization promotes “kindness to each other, the animals, and our planet through our positive work with animal shelters, animal control, rescues, and shelter volunteers.” They spread educational messages about pet responsibility via social media, and they regularly speak at schools.

“I believe that we should all be taught to be kind at the youngest age possible,” Wegner says.

Wegner learned about kindness and the importance of animal rescue from his parents. When he was three, he attended Jack Hanna’s Summer Youth Zoo Camp — and he went back every year for eight summers. Wegner then spent two summers at the Ohio Wildlife Center, where he learned about endangered animals and the importance of conserving natural resources.

“I learned about preservation, conservation, recycling, and extinction,” he says. “I quickly learned that many of our Earth’s animals were in danger. I learned that we could not turn our backs.”

Last year, Wegner found a creative way to bring his message to the masses. He attended senior prom with his friend Emily Capehart, an actress and Kids Against Animal Cruelty’s West Virginia chapter president. The couple decided to “double date” with a pair of shelter dogs — Janice, who was on death row in Los Angeles, and Ollie, who was facing the gas chamber in West Virginia.

“I made badges with photos of Janice and Ollie, and we wore them in our corsage and boutonniere,” Wegner says.



Lou Wegner and his prom date, Kids Against Animal Cruelty's West Virginia chapter president Emily Capehart, gained attention from CNN for "double dating" with a pair of shelter dogs.

The story garnered attention from CNN, and Wegner was invited to be a guest on the news station, where he discussed federal legislation to end gassing in shelters. The results of the attention were better than Wegner could have hoped.

“Because of the CNN segment, Janice and Ollie were adopted, and the Raleigh Humane Society in West Virginia no longer uses the gas chamber,” he says.

Unfortunately, Wegner has learned that he cannot save them all. Another function of Kids Against Animal Cruelty is networking on behalf of shelter pets, and there is frequently not enough time to save them.

“The most challenging work with Kids Against Animal Cruelty is networking animals that die,” Wegner says. “Some shelters are so full that we only have days. My heart breaks for the animals that we cannot save. We still champion these incredible animals even when the odds are against us. It’s tough.”

Despite this heartbreak, Kids Against Animal Cruelty has still managed to find loving homes for countless animals scheduled to die. This is what keeps Wegner going when times get

tough. He says the most rewarding part of his work is “finding forever, happy homes for animals who were abandoned by their families and scheduled to die.”

In 2014, Wegner hopes to continue to spread his message of kindness by adding more state chapters and increasing his group’s global presence. When it comes to animal rescue, he has learned that where there’s a will, there’s a way — and that even when a problem seems overwhelming, every single person’s efforts help.

“I have learned that one person can make a difference,” Wegner says. “That nothing is set in stone. Follow your passions and your dreams; anything and everything is possible.”

Lutz, A. (2015, May 13). Meet the Teen Animal Activist Who Took Two Shelter Dogs to Prom. Retrieved February 17, 2019, from <https://www.dogster.com/lifestyle/dog-rescue-adoption-kids-against-animal-cruelty-actor-lou-wegner-shelter-dogs-prom>

From Activist To Author: How 12-Year-Old Marley Dias Is Changing The Face Of Children's Literature



When Marley Dias was 11 years old, she was a voracious reader. But she was sick of the books she was being given in school because, as she'll tell you, they were all about white boys and their dogs. And so, she set about changing that.

In November 2015, Dias launched a campaign called #1000BlackGirlBooks. Her goal was simple: collect and donate 1,000 books that feature black girls as the main character. Today, Dias has accumulated more than 9,000 books and has landed a book deal of her own.

At the annual Forbes' Women Summit in New York City Tuesday, Dias reflected on how she was able to turn her frustration by the books she was seeing in school -- stuff more along the lines of *Shiloh* than *I Love My Hair* -- into a genuine movement.

"Frustration is fuel that can lead to the development of an innovative and useful idea," she said, noting that only after she conducted some research did she realize just how few books had black girls or girls of color as their lead character, and how she might not be the only person frustrated by the lack of representation in children's books.

"I had a lot of choices about how I was going to address this problem. Option 1: focus on me, get myself more books; have my dad take me to Barnes and Noble and just be done, live my perfect life in suburban New Jersey. Option 2: find some authors, beg them to write more black

girl books so I'd have some of my own, special editions, treat myself a bit," she said. "Or, option 3: start a campaign that collect books with black girls as the main characters, donate them to communities, develop a resource guide to find those books, talk to educators and legislators about how to increase the pipeline of diverse books, and lastly, write my own book, so that I can see black girl books collected and I can see my story reflected in the books I have to read."

Dias, of course, went with option 3, and her effort is much needed in the world of children's literature. According to an analysis from the Cooperative Children's Book Center at the University of Wisconsin-Madison, just 8.4% of 3,400 trade books published in the U.S. in 2016 had an African American main character. The numbers got even smaller when they looked for protagonists of Latino, American Indian or Asian/Pacific descent: just 55 books, or 1.6%, featured a Native American character in a starring role; 169, or roughly 5%, had a Latino protagonist; and 239, or 7%, were about a character of Asian/Pacific descent.

"This gap hurts all of us," Dias said Tuesday. "I'm working to create a space where it feels easy to include and imagine black girls and make black girls like me the main characters of our lives."

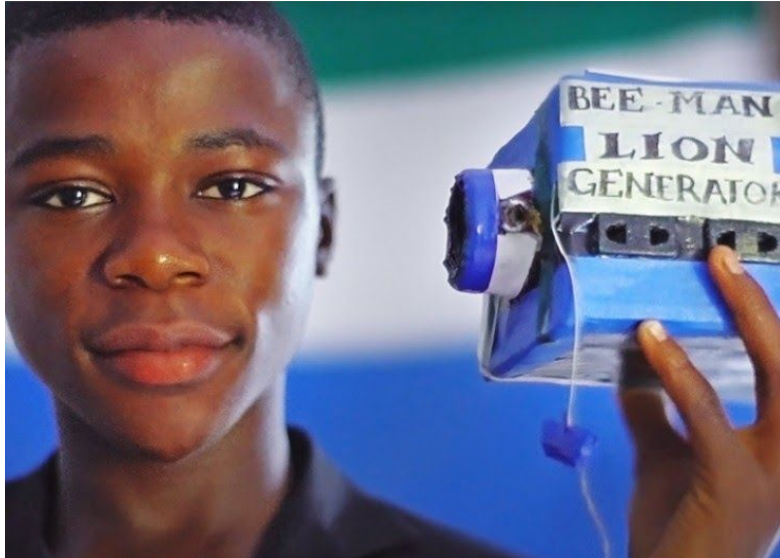
Educators, advocates, and even Hollywood auteurs agree with Dias' assessment.

"In the history of storytelling, you always want that main character to be you," Wonder Woman director Patty Jenkins said in a conversation earlier in the day on Tuesday.

Or, as the CCBC put it in its analysis: "The more books there are, especially books created by authors and illustrators of color, the more opportunities librarians, teachers, and parents and other adults have of finding outstanding books for young readers and listeners that reflect dimensions of their lives, and give a broader understanding of who we are as a nation."

Dias' book, "Marley Dias Gets It Done -- And So Can You," will come out in January 2018. In the meantime, Dias will keep working to fill the gaps in children's books and taking inspiration from the stories she loves. Though, if the audience's enthusiastic response to her remarks Tuesday morning were any indication, the best inspiration comes from Dias herself.

"Innovation comes from, one, acknowledging yourself; two, studying and understanding the problem and three, finding a solution," she said. "It's a typical adventure in a hero story, which I now live today."



NEXT GENERATION JULY 12, 2019

Kelvin Doe: The Boy Who Created His Future

Next in our series on young innovators is Sierra Leonean inventor, **Kelvin Doe**. His story is inspiring because it shows that resources are no barrier and local communities mean just as much as global ones. All you need to get started is **curiosity, ambition and creativity**.

Born in Sierra Leone's capital, Freetown, in October 1996, Kelvin Doe started collecting scrap metal, discarded devices and rubbish aged ten, seeking to remedy his neighbourhood's intermittent electricity supply and rolling blackouts.

By the age of 13 and completely self-taught, Kelvin had made a **battery capable of powering the surrounding homes** and his own continuing work. He also built a radio transmitter, sound amplifier, three-channel mixer and microphone receiver from which he broadcast his own community radio station. Known as DJ Focus for his renowned dedication and drive, Kelvin has credited this unwavering diligence as the source of his inventions.

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Kelvin Doe, inventor

He was catapulted to the world's attention in a 2012 video for educational YouTube channel THINKR, which took his story viral. But it was being noticed by then MIT graduate David Sengeh

that gave Kelvin the platform to cement his place as one of the best-known African entrepreneurs of recent times.

Kelvin and his team won the top prize at **Innovate Salone**, the summer camp that Sengeh runs in their shared native country. This took Kelvin, by then just 16 years old, to Massachusetts, where he became the youngest person ever to participate in the ‘Visiting Practitioner’s Program’, a scheme to help innovators take their inventions beyond ideas. He also appeared on a ‘Meet the Young Makers’ panel at World Maker Faire 2012 in New York on the same trip.

It’s an opportunity for him to create the future
that he wants to live in

David Sengeh, TED Senior Fellow

“It’s an opportunity for him to create the future that he wants to live in”, said Sengeh, now Chief Innovation Officer for the Directorate of Science, Technology and Innovation in Sierra Leone and a TED Senior Fellow. And it’s an opportunity Kelvin certainly embraced, going on to give a TEDxTeen talk, a Harvard lecture and sign to a \$100,000 project with a Canadian WiFi company to develop and test solar solutions in 2013.

He’s kept up this momentum since then – in 2016 becoming an honorary board member of Emergency USA (a global non-profit that provides free medical care for those affected by war and poverty) and founding his startup, **KDoe-Tech** and the **Kelvin Doe Foundation** in the same year.

Now 22, Kelvin lives and studies in Canada, **focusing on his education**. With an impressive array of engineering projects, businesses and causes already behind him, it’s the underlying spirit he’s championed since his days taking apart old electronics that endures. In his words, “creativity is universal and can be found in places where one does not expect to find it. Perseverance and passion are essential to nurturing that creative ability”.

STUDENT ACTIVISM FINAL PROJECT

Unit: Research-based Information Writing

Due: _____ (emailed or hard copy is acceptable)



In this unit, we will be learning how student activists are working to make the world a better place. Like them, you will find your cause that matters to you, research, take notes, and create a book about your issue. You will write a book (5-6 pages with a works cited) answers to the following questions:

1. **My Activism Issue:** What is an issue I see in my community/world that I would like to help improve?
2. **Evidence:** Why is this a problem? (Remember, this needs to be a problem that affects more than you! Think both locally and globally.)
3. **Inspiration:** What activist/organization inspires you? What are they doing to help solve the problem? OR How/Why did you choose this topic?
4. **My Plan to Help:** Will you be creating a social media account to raise awareness? Will you help volunteer at an organization? What changes will you make in your life to support this issue?
5. **Conclusion/Call to Action:** Why should others care about your issue? What can they do to help?

Your Book Must Include:

- An eye-catching cover including title, name, period, date.
- A table of contents
- Five chapters that are 2-3 paragraphs. You may include visual aids such as charts, maps, pictures, etc.
- A works cited.

Students will be graded on the following rubric:

PAWS: Neat and Punctual Turn-In	4	3.5	3	2.5	2	1.5	1	0.5	0
LA-5: Student Writes to Explain	4	3.5	3	2.5	2	1.5	1	0.5	0
LA-6: Student Writes Effective Argument	4	3.5	3	2.5	2	1.5	1	0.5	0
LA-7: Grammar and Conventions	4	3.5	3	2.5	2	1.5	1	0.5	0

My Student Activism Book Outline



1. My activism issue is _____.
 - a. Create a hook to interest your reader in your topic. (This could be a story you read about or personal experience.)
 - b. How did you learn about this topic?
 - c. Why do you care about this issue?
2. My evidence
 - a. How does your activism issue affect more than just you?
 - b. What can/will happen if this issue is not addressed?
 - c. Evidence: Statistics, facts, quotes, studies
3. Inspiration
 - a. What activist/organization is working to help address this problem?
 - b. What are they doing?
 - c. How did you learn about them?
 - d. How do they inspire you?
4. My Plan to Help
 - a. How will you create awareness about your problem?
 - b. What tips/strategies/resources can you provide others to learn more about your activism issue?
 - c. What realistic, ambitious goal(s) have you made for yourself to support this issue?
5. Conclusion/Call to Action:
 - a. Why should others care about your issue?
 - b. What can we do to help?