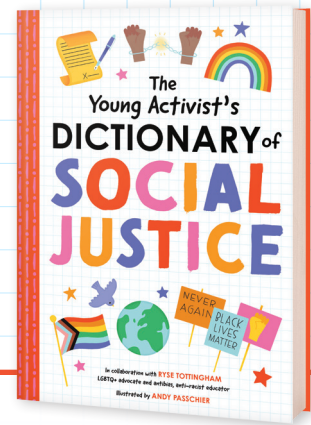


# The Young Activist's **DICTIONARY** of **SOCIAL JUSTICE**

In collaboration with **RYSE TOTTINGHAM** | Illustrated by **ANDY PASSCHIER**

## Educator Guide



Created by Keisha Rember  
Educator Guide for ages 7-12

**Words are ever-evolving and young people's vocabulary is constantly expanding, so this social justice dictionary is a timely and invaluable resource.** Simple and accessible, young people will be able to increase their vocabulary and understanding while also being introduced to several young social justice changemakers. The user-friendly layout, language, and illustrations make this an essential guide for young people ages 7 and up seeking to understand the language of change, power, and activism.

### *Meet Young Social Justice Activists*

Throughout the book, readers are introduced to young social justice advocates from across the globe who identified a problem and worked to create change. Working in groups or pairs, invite students to select an activist they want to learn more about from the dictionary. Students will then research the selected activist and the activist's cause, determine how to communicate best what they have learned to their peers and share their new learning in their chosen mode/format.

### *Visual Literacy & Arts Integration*

The illustrations throughout the dictionary act as visual representations of some of the terms in the text. Select a few of the visuals and conduct a think-aloud with students connecting the illustration, a word, and its definition. Ask students to do the same with an illustration they find in the dictionary. As an extension, students can create their own illustration for a word in the dictionary.

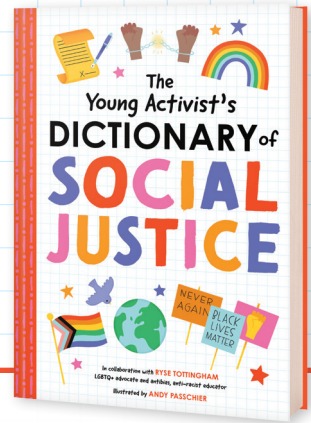
Invite students to create works of art that connect and embody a word or words from the dictionary. Host an art gallery for peers and adults to view and/or engage with the art to better understand the vocabulary of social justice and the importance of activism.

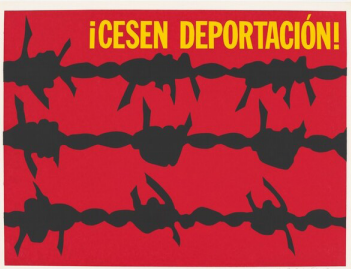
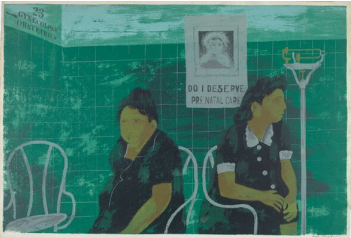
Use works of art from the National Gallery of Art to deepen students' understanding of selected vocabulary. Students can use a chart like the one below to connect the vocabulary to art, themselves, and advocacy. Resource: <https://www.nga.gov/learn/teachers/pandemic-teaching-resources/social-justice-issues.html>

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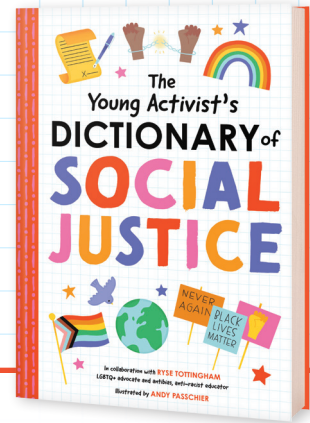


Art	Vocabulary	Connection to Self	Advocating for Change
<p>The pieces of art below are from the National Gallery of Art and reflect social justice issues.</p>  <p>Rupert García, <a href="#">¡Cesen Deportación!</a>, 1973, color screenprint on wove paper, Corcoran Collection</p>	<p>Select a word from the dictionary you believe connects with the featured artwork.</p>	<p>What connections can you make to yourself? Consider both the artwork and the selected word's definition.</p>	<p>Connect the artwork and word to a larger societal concern. How can you advocate for change?</p>
 <p>Deborah Luster, <a href="#">Eddie M. "Fat" Coco Jr., Transylvania, Louisiana</a>, March 8, 2002, gelatin silver print on aluminum, Gift of Julia J. Norrell, in Honor of Claude Simard and the 25th Anniversary of Photography at the National Gallery of Art</p>			
 <p>Ben Shahn, <a href="#">Prenatal Clinic</a>, 1941, screenprint, Reba and Dave Williams Collection, Gift of Reba and Dave Williams</p>			

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### Writing Activities

To personalize the words in this dictionary, students can create acrostic poems for their names using as many of the words from the dictionary as possible. Or, like the samples below, students can use the names of the young activists featured in the dictionary. The poem should describe the person and be personalized.

Audrey	Mari	John
<b>A</b> – Anti-racist <b>U</b> – Unity <b>D</b> – Dignity <b>R</b> – Resistance <b>E</b> – Equality <b>Y</b> – Young	<b>M</b> is for the <b>movement</b> Mari started <b>A</b> is for the <b>appreciation</b> of her efforts <b>R</b> is for the <b>responsibility</b> she took on by emailing the president <b>I</b> is for the <b>impact</b> Mari has had in Flint	<b>J</b> – Justice <b>O</b> – Organizer <b>H</b> – Humanitarian <b>N</b> – Nonviolence

Students will use the “Writing to Think” strategy to generate ideas for quick writes. On chart paper, the teacher should write the following questions and ask students to add to the list. Considering [insert word from the dictionary]’s definition and application:

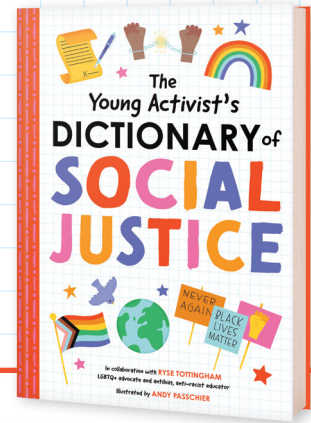
- What do I think?
- What do I wonder?
- What questions do I have?
- What fears arise or might arise?
- What confuses me?

After generating additional questions and responses to these questions, students will write for 10 minutes, extending their thoughts on one of the questions while also considering the why of the questions.

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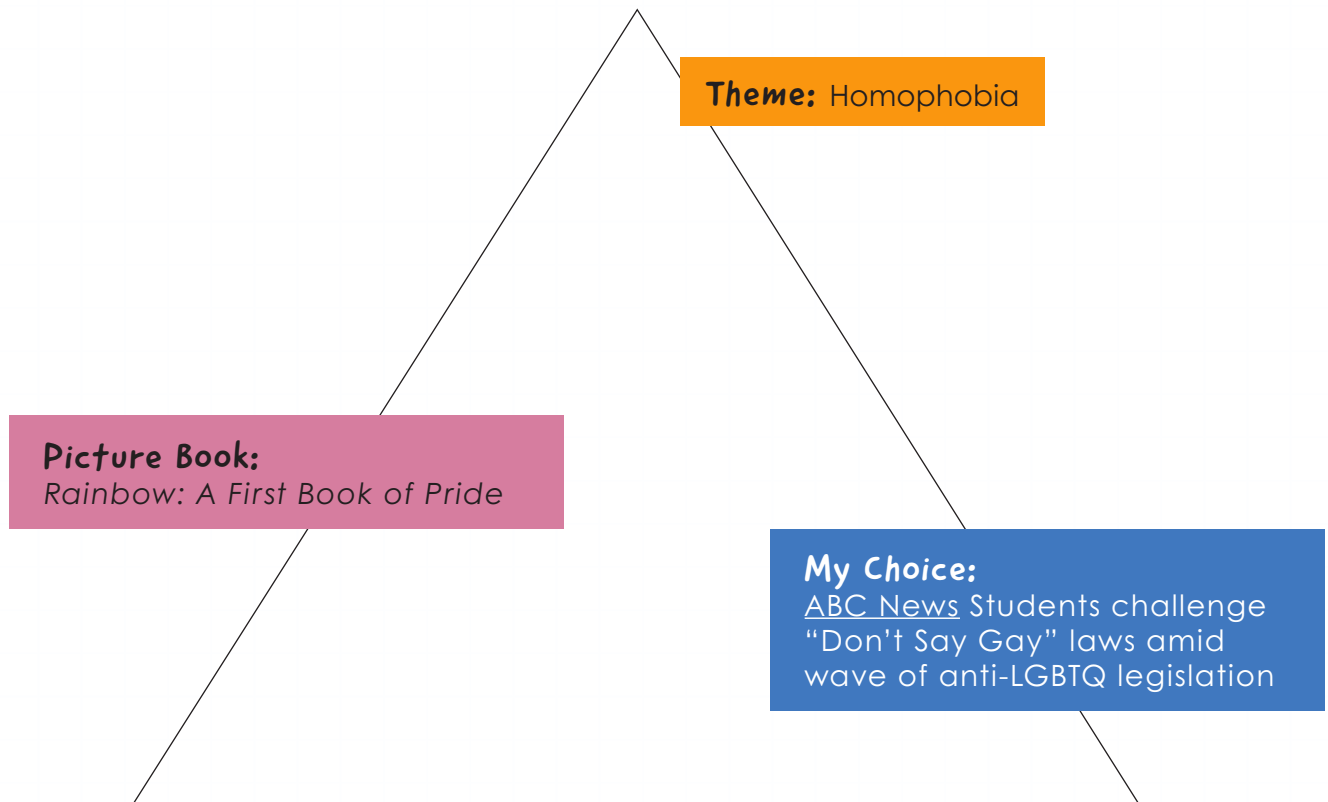


### Social Studies Activities

The author tells students in the opening pages of the dictionary that they are activists. To further instill this notion, students can conduct research around concerns and issues local to their area and issues that matter to them identify local advocates, and create a list of possible actions that can be taken to address the concerns.

### Reading Activities

Gather picture books highlighting various social justice issues and activists. Have students complete a theme triangle, like the example below, that connects a chosen picture book to thematic words from the dictionary and another text of their choice.

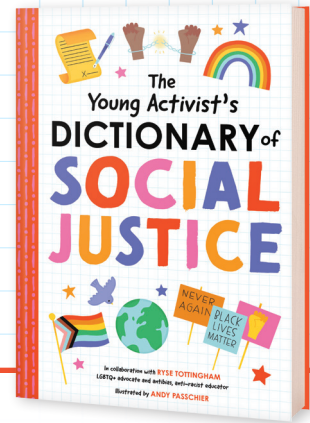


Students will use the theme triangle to write about their newfound understanding based on all the points on the triangle.

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As a class, use a word from the dictionary to complete the following sentence stems and then have a class discussion about how to educate others on the topics and concepts.

Although many people believe \_\_\_\_\_, I now understand \_\_\_\_\_ about \_\_\_\_\_.

Although we already know \_\_\_\_\_ about \_\_\_\_\_, we need to understand \_\_\_\_\_.

### Resources:

For a selection of social justice books and picture books, look here: <https://socialjusticebooks.org/booklists/>

For examples of protest art, look here: <https://www.nytimes.com/2020/10/15/t-magazine/most-influential-protest-art.html>

