



WEEK 7 Day 3

Text Talk
Interview with Leader Activist: David Meshoulam
(slides and video)

Note to teachers: this lesson features a local organization in Boston. If there is another local organization that would serve a similar purpose, please replace the contents of this lesson (including the slides). If not, it is fine to use this lesson.

Big Ideas	Leaders help guide and support their communities. Caring for each other builds community. When people in communities talk, work, play, and learn together, they can create positive change.
Weekly Question	How can we create positive change in our communities?
Content Objectives	From reading an interview, I can answer questions about David Meshoulam, a local activist leader. (RI.1.1) I can explain how members of a group reach a common goal. (Civics 2) I can explain how a leader has responsibility for inspiring a group and making decisions. (Civics 3)
Language Objective	I can build on the comments of others. (SL.1.1b)
Vocabulary	organization: a group of people that work together interview: a conversation where one person asks questions and the other person answers inventory: to list everything you have identify: find and name

	<p>environment: the nature that surrounds us</p> <p>forest: a big place with lots of trees</p> <p>impact: to have a strong effect on</p> <p>decisions: choices</p> <p>vision: idea</p>
<p>Materials and Preparation</p>	<ul style="list-style-type: none"> ● David Meshoulam: Speak for the Trees slides ● projector and screen ● video: Geneva Ave Tree Planting and Community Garden, October 2018 (https://www.youtube.com/watch?v=L7DEINQhdOk) ● chart paper <p>On the chart paper, write these sentence frames to use for discussion:</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p style="text-align: center;">Sentence Frames for Discussion Part 2</p> <hr/> <p>_____. I know this because (in the book) _____.</p> <p>I heard you say _____, and I want to add _____.</p> </div> <p>Save this chart for future discussions.</p> <p>On the whiteboard, write:</p> <p style="padding-left: 40px;">What are the ways that Speak for the Trees Boston makes positive change in that community? What can we learn?</p> <p style="padding-left: 40px;">Why is taking care of the environment important for building strong communities?</p>
<p>Opening 1 minute</p>	<p><i>People create change in their communities in lots of different ways. David (Dah-veed) Meshoulam is the founder of an organization in the city of Boston. The organization, a group of people that work together, is called Speak for the Trees Boston. It started with an idea that trees are important, especially in an urban place like Boston. David was hoping to increase the number of trees and the care for trees in Boston.</i></p> <p>Set a purpose for the lesson.</p> <p><i>Today we'll read an interview with David and answer some key questions about it. We want to find out the ways that he and his organization create positive change in the Boston community.</i></p> <p><i>Then we'll watch a video of a project that Speak for Trees did in Dorchester and see what else we can find out.</i></p>

<p>Text and Discussion 9 minutes</p> <p>slide 1</p>	<p><i>What does David and Speak for the Trees Boston want for the Boston community?</i></p> <p><i>Caring for trees is part of caring for the environment. What are some ways people care for the environment?</i></p>
<p>slide 3</p>	<p><i>What does Speak for the Trees Boston do?</i></p>
<p>slide 4</p>	<p><i>Why is this work important?</i></p> <p><i>What are some connections you are having to Mama Miti?</i></p>
<p>slide 7</p>	<p><i>What does David think about being a leader?</i></p>
<p>slide 9</p>	<p><i>What else do we learn about David and Speak for the Trees Boston?</i></p>
<p>Video 4 minutes</p>	<p><i>Let's watch a video that shows one Speak for the Trees Boston project. This project took place in a neighborhood in Boston known as Dorchester.</i></p> <p>Play the video.</p> <p><i>What do you notice in the video?</i></p> <p><i>What more did you find out about Speak for the Trees Boston?</i></p>
<p>Key Discussion 10 minutes</p>	<p>Think, Pair, Share.</p> <p><i>What are the ways that Speak for the Trees Boston makes positive change in Boston communities? What can we learn?</i></p> <p>Elicit a few responses.</p> <p>Next, arrange the class in such a way that they can have a group discussion, directing their comments to their classmates. A circle on the rug works well. The class will discuss a key question as a whole group, using the prepared sentence frames for discussion.</p> <p><i>Now we are going to have a group discussion about an important question. We can use the new sentence frames posted here. First we will practice using the sentence frames with a sample question.</i></p> <p>Read the frames aloud. Model using the sentence frames with this sample question. What do the people at Speak for the Trees do?</p> <p><i>The people at Speak for the Trees Boston make sure that trees around the city are healthy and taken care of. I know this because in the interview with David Meshoulam he talks about wanting to know how healthy the trees are by doing an inventory. Who can rephrase what I said and add on?</i></p>

	<p>Choose 1-2 children to model responding using the discussion prompts.</p> <p><i>Our question for this discussion is: From previous readings and what we have talked about today, why is taking care of the environment important for building strong communities?</i></p> <p>Engage the class in a group discussion. Take notes of how children are responding using the sentence frames.</p>
<p>Closing 1 minute</p>	<p><i>Today we learned about David Meshoulam and his organization, Speak for the Trees Boston. We learned how one organization can make change for people and for the environment. This work is very inspiring!</i></p>
<p>Standards</p>	<p>RI.1.1. Ask and answer questions about key details in a text. SL.1.1b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges. Civics 2. Investigate the various roles that members of a group play and explain how those roles contribute to achieving a common goal. Civics 3. Demonstrate understanding that a leader is also a member of a group, but takes on a different role with more responsibility for inspiring others, organizing and delegating activities, and helping the group make decisions.</p>
<p>Ongoing assessment</p>	<p>Notice how children are responding in discussions. Can children explain what Speak for the Trees Boston does? What connections are children making between taking care of the environment and building community? How are children building upon others’ talk?</p>

Notes