



Learning Target:

- Students will understand that in order to make awesome things happen, it is important to listen to different perspectives.

Materials:

- [Video: Kid Congress - The Young are at the Gates](#)
- Drawing paper
- Pencils
- Chart paper
- The Young are At the Gates Choice Board
- Specific materials will depend on selected Choice Board task

- Does class size matter?
- Should parents limit how much time children spend using technology?
- Should we change the voting age?
- How should we respond to global warming?
- Should college tuition be free?

GROUP

students into teams of four. Randomly assign each team one perspective - “Kids” or “Adults”. Give each team five to eight minutes to consider their assigned group’s perspective on the issue and record their thoughts on chart paper. Encourage each team to provide specific details and consider the reasons their assigned group may support that perspective. Have each team share the main aspects of their group’s perspective with the class.

TECH TIP: Use [Wakelet](#) or a collaborative writing tool like [Google Docs](#) or [Microsoft Class Notebook](#) to have students record and share their responses.

ENGAGE

students in the lesson through the following hook activity:

- Give each student two pieces of drawing paper. Divide class into two groups. One group will stand at their seat and draw what they see in the classroom from where they are standing. The other group will sit or lay underneath the table/desk and draw what they see in the classroom from where they are. After a few minutes of drawing time, have groups switch locations and begin a new drawing from their new perspective. Discuss the activity - How did your perspective change the way you saw the world?

VIEW

the video [Kid Congress - The Young are at the Gates](#).

DISCUSS

the video using the following questions to guide the conversation:

- What do you view differently than adults?
- Whose perspectives do we often overlook? Why?
- How can we listen to those perspectives?

DISPLAY

a relevant question from the list below on the board, or create your own question based on your curriculum.

- Do kids need recess?
- Is homework important?
- Should students have cellphones in school?
- Is it ever okay to lie?
- What should be done to stop cyberbullying?

REPEAT

this activity with a different relevant question and ask teams to switch perspectives.

LEAD

a class discussion about the perspective activity:

- Why is it important to consider different perspectives?
- How can we open our minds to hearing different perspectives?
- How can you share your perspective?
- How can kids and grownups work together to address important issues?

CHALLENGE

students to show that the young are at the gates. Use the choice board to have students create a project that shares their voice about an important issue of their choice.



BEST PRACTICE: *When we teach students to consider multiple perspectives, we help them develop the executive functioning skill of flexible thinking. By strengthening cognitive flexibility, students become more empathetic, creative, innovative, and equipped to take into account others' viewpoints when solving complex problems. There are many ways we can give students opportunities to consider multiple perspectives in the classroom:*

- Read and write about historical events from multiple perspectives
- Integrate arts and literature that represents diverse perspectives
- Use role-play to examine different points of view
- Discuss the perspectives of many characters within stories and novels
- Write a narrative story from the perspective of a non-human object
- Describe a scientific concept from a unique point of view (for example, describe the water cycle from the perspective of a water molecule)

Historical Extensions:

The following resources can be utilized to explore important Women's Rights concepts and events that relate to this episode of Kid Congress. As always, preview all resources before using with students.

Online Exhibits and Virtual Tours

- Gallery of Virtual Tours from National Women's History Museum
- Online Exhibits from National Women's History Museum
- Votes for Women from Google Arts and Culture
- Arkansas Women's Suffrage Centennial Virtual Exhibit
- Woman Suffrage Centennial Web Exhibit
- Shall Not Be Denied Virtual Exhibit from Library of Congress
- Women's Rights National Historical Park Virtual Tour

Educator Resources

- Lesson Plans and Videos from National Women's History Museum
- Women's Suffrage Timeline from National Women's History Museum
- Teacher Guide and Primary Source Set from Library of Congress

K-5TH RESOURCES	6TH-8TH RESOURCES	9TH-12TH RESOURCES
<p>Books:</p> <ul style="list-style-type: none"> • Miss Paul and the President by Dean Robbins • Ballots for Belva by Sudipta • Elizabeth Started all the Trouble by Doreen Rappaport • I Could Do That! By Linda Arms White • Lillian's Right to Vote by Jonah Winter <p>Online Articles:</p> <ul style="list-style-type: none"> • Britannica Elementary: Women's Rights • Women's Suffrage: History for Kids 	<p>Online Article:</p> <ul style="list-style-type: none"> • Britannica Middle: Women's Suffrage <p>Video:</p> <ul style="list-style-type: none"> • Bill of Rights Institute: Elizabeth Cady Stanton and the Stronghold of the Fortress <p>Activities:</p> <ul style="list-style-type: none"> • Blendspace: Women's Suffrage • Seesaw: Suffrage Propaganda Activity 	<p>Videos:</p> <ul style="list-style-type: none"> • History.com: Seneca Falls Convention • Bill of Rights Institute: Elizabeth Cady Stanton and the Stronghold of the Fortress • Crash Course: Women's Suffrage <p>Online Articles:</p> <ul style="list-style-type: none"> • National Women's History Museum: Elizabeth Cady Stanton • The Gilder Lehrman Institute of American History: Women's Suffrage • The Gilder Lehrman Institute of American History: Journey to Vote • Schlesinger Library: History of Women in America • Current view of Women's Suffrage



Anchor Standards

CCSS.ELA-LITERACY.CCRA.SL.1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-LITERACY.CCRA.SL.3

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

CCSS.ELA-LITERACY.CCRA.R.7

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS.ELA-LITERACY.CCRA.W.6

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

CCSS.ELA-LITERACY.CCRA.W.10

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

National Curriculum Standards for Social Studies

Theme 3: People, Places, and Environments

Theme 4: Individual Development and Identity

ISTE Standards for Students

Standard 1- Empowered Learner:

Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

Standard 3- Knowledge Constructor:

Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Standard 6- Creative Communicator:

Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Standard 7- Global Collaborator:

Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.



CHOICE BOARD

WRITE A NEWSCAST, CALL TO ACTION, OR PUBLIC SERVICE ANNOUNCEMENT

Tech Option: Use iMovie or Touchcast to record your movie and incorporate green screen technology.

WRITE A SONG OR JINGLE

Tech Option: Use GarageBand, Audacity, or Chrome Music Lab

WRITE A JOURNAL RESPONSE

Tech Option: Use a blogging platform for your responses such as Edublogs, Kidblog, or even Twitter!

WRITE A POEM OR STORY

Tech Option: Use Adobe Spark Video or Microsoft Sway to turn your poem/story into a presentation.

FREE CHOICE

How do you want to make your voice heard?

WRITE A SKIT

Tech Option: Record your skit or make a Podcast with Anchor.fm or Vocaroo

CREATE A COMIC STRIP

Tech Option: Powtoon, StoryboardThat, or Stop Motion to help bring your comics to life.

CREATE AN ADVERTISEMENT OR INFOGRAPHIC

Tech Option:
Use Canva or Piktochart

CREATE A PICTURE OR POSTER

Tech Option: Use Adobe Spark Post, Sketchpad, or Paper by WeTransfer