

KID PRESIDENT:

are we there yet?

EPISODE 2: BRIDGES

A Message For People Who Want To Change The World

Learning Target:

- Students will understand that they are capable of responding to issues within their community and have the power to make change for their future.

Materials:

- YouTube video: [A Message For People Who Want to Change the World | KP Travel Show Ep2](#)
- Sticky notes
- [Selma and A March for Freedom Photo Collection](#)
- See-Think-Wonder Worksheet
- Pencils
- Art supplies
- Paper

Suggested Grouping:

- Large group
- Individual

ALTERNATIVE OPTIONS: You can also conduct a digital gallery walk using tools like [Wakelet](#) or [Padlet](#). Or, if you prefer to have students complete this task individually, use the See-Think-Wonder worksheet found on page 3 of this pdf.

ENGAGE

students in a discussion about how Civil Rights activists took action because they saw and experienced problems in their community (right to vote, inequality, racial discrimination, etc.). Similarly, the [Hope Dealers](#) from the video saw a problem in their community (drug abuse) and took action to change their future.

EXTEND: The [Hope Dealers](#) emphasize that “local problems require local solutions”. What dreams do you and your students have for your local community? Look for organizations in your own community. How can your class get involved and support this organization throughout the year?

VIEW

the YouTube video: [A Message For People Who Want to Change the World | Kid President Travel Show Ep2](#)

ENCOURAGE

students to make observations and thoughtful interpretations during a silent gallery walk. Print the historical images from this photo collection and post them around the room.

TECH TIP: These photos were curated using the [Smithsonian Learning Lab](#). The Lab is a free, interactive platform for discovering millions of authentic digital resources and creating content with online tools.

PROVIDE

students with three different colored sticky notes for their walk. Prompt students to complete the [See-Think-Wonder](#) thinking protocol, with each color sticky note representing See, Think, or Wonder. Have students post their ideas next to each image, using the questions below to guide their responses:

What do you **see**?

What do you **think** about that?

What does it make you **wonder**?

DISCUSS

how students can become activists today:

Ms. Joanne Blend encourages young people to do something as well.

“I became a Freedom Fighter that day. I wanted to sit at that counter.”

- What would inspire you to make a difference in your community?
- Freedom Fighters and Civil Rights activists physically crossed the Edmund Pettus Bridge to change their future. In doing so, they took steps to create bridges between people of different races, cultures, backgrounds, and experiences.
 - ★ What bridges do we still have to cross?

“I think all young people, including you, should imagine what type of world you want, just to people, just your circle of love, to live in. And me and you should try to work toward that. You’re the ones. You’re the ones we’ve been waiting for. It’s every generation’s responsibility to make the world a better place than the way they found it.”

- Think of 2-3 things that would be present in the type of world you want to live in.
 - ★ What would be in this world?
 - ★ What would be missing from this world?
 - ★ How does your “circle of love” feel in this world?

ALTERNATIVE OPTIONS: Students can add their ideas to an in-class graffiti wall using a bulletin board. You may also digitally collect ideas in [Answer Garden](#), [Tagxedo](#), or [Wordle](#).

EXPLAIN

to students that they will use what was discussed about the past, present, and future to imagine the type of world they want to create.

EXTEND: Educators who would like to introduce students to in-depth futures thinking can utilize the [Futures Thinking Playbook](#), created by [Teach the Future](#). Through this process, students can plan the detailed action steps or “roadmap” that would bring about the future they envision.

Students will illustrate a bridge we still have to cross by describing the future they want to see and designing a bridge to represent their vision.

Students will write a speech that describes their future - what would you say?

PUBLISHING OPTIONS:

- Use green screen programs such as [iMovie](#), [DoInk](#), or [TouchCast](#) to make it appear that students are reading their speeches on their bridge.
- Have students record speeches in a class [Flipgrid](#).
- Have students publish and share their speech using [Edublogs](#).

Historical Extensions:

The following resources can be utilized to explore important Civil Rights concepts and events that relate to this episode of the [Kid President Travel Show](#). As always, preview all resources before using with students.

- [Information about the importance of Selma, Alabama in the fight for Civil Rights](#) (Including a “Then and Now” sliding photo)
- [Information about the Edmund Pettus Bridge](#)
- [360° Video of Edmund Pettus Bridge](#)
- [Use Google Street View to virtually walk across the Edmund Pettus Bridge](#)
- [Timeline of Selma to Montgomery March](#)
- [Rep. John Lewis Reflecting on his Experience Crossing the Edmund Pettus Bridge](#) (Video intended for older students)

Anchor Standards

CCSS.ELA-LITERACY.CCRA.W.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

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.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.2

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

Visual Arts Anchor Standard 1:

Generate and conceptualize artistic ideas and work

Visual Arts Anchor Standard 2:

Organize and develop artistic ideas and work.

Visual Arts Anchor Standard 10:

Synthesize and relate knowledge and personal experiences to make art.

Social Studies Standards:

- Due to differences between state standards, please refer to your grade level standards to find connections.
- Some examples include:
 - ★ Connection to historical figures such as Martin Luther King Jr. or Ruby Bridges
 - ★ Connection to the problems that exist among ethnic and religious groups throughout the world (Israeli/Palestinian Conflict, Hutu and Tutsi ethnic groups, etc.)
 - ★ Connection to study of US History during the Civil War and Post Civil War Era.

ISTE Standards for Students

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 4-Innovative Designer:

Students use a variety of technologies within a design process to identify and solve problems by creating new, useful, or imaginative solutions.

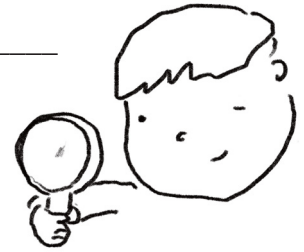
Standard 6- Creative Communicator:

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

I SEE... _____



I THINK... _____



I WONDER... _____

