

ACTION AND REACTION:
HISTORICAL EXAMPLES OF RESPONSIBLE DECISIONS SEL KIT
TEACHER OVERVIEW

Volume 1 | Gr. 3-6

Time: 3-5 Days

Social Emotional Learning Focus: Demonstrate decision-making skills and responsible behaviors in personal, school, and community.

Social Studies C3 Framework:

D2.Geo.1.3-5.

Construct maps and other graphic representations of both familiar and unfamiliar places.

D2.His.2.3-5.

Compare life in specific historical time periods to life today.

D2.His.14.3-5.

Explain probable causes and effects of events and developments.

**Literacy Common Core
Standards for English
Language Arts & Literacy:**

CCSS.ELA-LITERACY.RL.5.2

Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

CCSS.ELA-LITERACY.W.5.1.A

Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.

CCSS.ELA-LITERACY.W.5.3 Explain probable causes and effects of events and developments.

Next Gen Standards

3-5-ETSI-3.

Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.



Materials List

- Action and Reaction: Historical Examples of Responsible Decisions SEL Kit — SN37257
- Markers — 9713876

Activities

Complete the three activity sheets with your class that are included in the kit.

Each activity sheet has three sections - Read, Reflect, and Do. These sections are reading content questions, SEL reflection questions, and a hands-on project that brings in cross-curricular skills.



RESPONSIBLE DECISION MAKING – WHY DO YOU ACT?

Name: _____

“You cannot get through a single day without having an impact on the world around you. What you do makes a difference, and you have to decide what kind of difference you want to make.”— Jane Goodall

“A life is not important except in the impact it has on other lives.” — Jackie Robinson

“My hope still is to leave the world a bit better than when I got here.”— Jim Henson

The pattern of cause and effect can be seen throughout history. Every action has a reaction. Some are good and some are bad. Jane Goodall, Jackie Robinson, and Jim Henson are three people who tried to have a good effect on the world around them.

Read:

I am Jane Goodall by Brad Meltzer

I am Jackie Robinson by Brad Meltzer

I am Jim Henson by Brad Meltzer

Look for patterns of cause and effect in the stories of Jane Goodall, Jackie Robinson, and Jim Henson. Try to identify three causes in each of their lives that ended in them having a great impact on others.

cause	Jane Goodall	effect
1. _____		1. _____
2. _____		2. _____
3. _____		3. _____

cont. on next page



cause

Jackie Robinson

effect

1. _____

1. _____

2. _____

2. _____

3. _____

3. _____

cause

Jim Henson

effect

1. _____

1. _____

2. _____

2. _____

3. _____

3. _____



FOLLOW YOUR DREAMS

Reflect:

Why is it worth the effort to follow your dreams?

Do you think it was easy for Jane Goodall, Jackie Robinson, and Jim Henson to decide to take action? Why or why not?

What can you learn about your own actions by reflecting on the actions of others?

Do:

Puppet Making Activity

Jim Henson told the stories of others through puppets. In reading the stories of Jane Goodall, Jackie Robinson, and Jim Henson, we looked for why they decided to do what they did. Think about your life and create a puppet that can make your world a better place. Use markers, paint, glue, etc., to design your puppet. Then, write a paragraph about what the puppet means to you and why it is important to take action for others.

Examples of puppets:

- Make a dog puppet to make a younger sibling happy.
- Make a puppet as a gift for a loved one of their favorite character.
- Make a puppet that looks like someone who has done good things for you and share their story with others.

RESPONSIBLE DECISION MAKING — HOW DO YOU ACT?

Name: _____

“In a gentle way, you can shake the world.”— Gandhi

“The time is always right to do right.”— Martin Luther King Jr.

What do you do if you want something to change? Over time, people have used many different actions to ask for and sometimes demand change.

Read:

I am Gandhi by Brad Meltzer

I am Martin Luther King Jr. by Brad Meltzer

As we read about Martin Luther King, Jr. and Gandhi, we will learn that both of them fought for the rights of people. Use the graphic organizer to track what Gandhi and Martin Luther King, Jr. did when things didn't go their way. Record the challenges they faced and what they did in response.



Gandhi

Challenge	Action

cont. on next page



Martin Luther King, Jr.

Challenge	Action

cont. on next page



Reflect:

How does it feel when someone tells you that you cannot do something?

Do you think it was easy for Martin Luther King, Jr. or Gandhi to decide to take action? Why or why not?

Why do you think both leaders called for peaceful action, even when they were met with violence?

Do:

Letter Writing

Both Gandhi and Martin Luther King, Jr. read a lot, studied hard, and wrote letters throughout their lives. Letters, whether to an individual, group, or openly written to news media, can be a strong way to share your ideas.

To read or listen to a part of Martin Luther King, Jr.'s Letter from a Birmingham Jail, visit: <https://kinginstitute.stanford.edu/king-papers/documents/letter-birmingham-jail>
To read letters from Gandhi, visit: <https://www.mkgandhi.org/Selected%20Letters/letter.htm>

What are challenges you face in your life? Can you think of a way that will make that challenge easier? Who has the power to make a change for you? Write a persuasive letter asking for change.

Ideas:

- You don't have enough time for exercising and playing.

Write a letter to your principal to make recess longer.

- Your walk to school requires you to walk across a busy street where cars drive too quickly.

Write a letter to your mayor or city manager asking them to install more signs or speed bumps.

RESPONSIBLE DECISION MAKING — WHERE DO YOU ACT?

Name: _____

“The only tired I was, was tired of giving in.”— Rosa Parks

“Never interrupt someone doing what you said couldn’t be done.” — Amelia Earhart

There is an old saying that there is a time and a place for everything. Both Rosa Parks and Amelia Earhart had many times that they could have done something, but they chose a time and a place to make their move. The place that they made their stand made all of the difference.

Read:

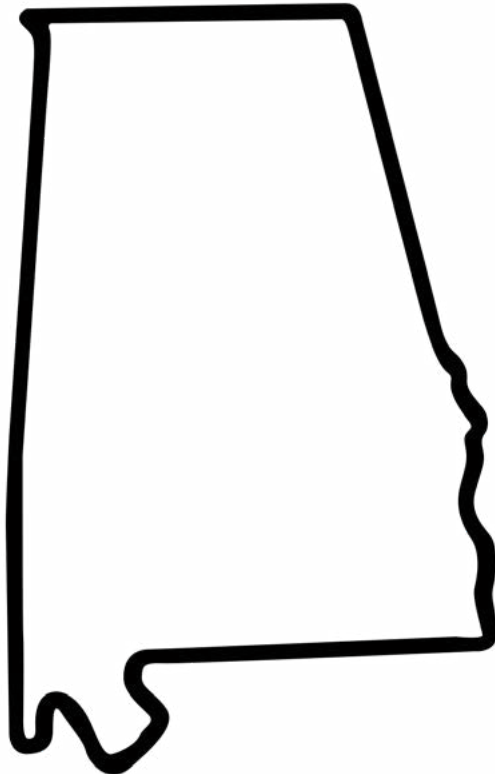
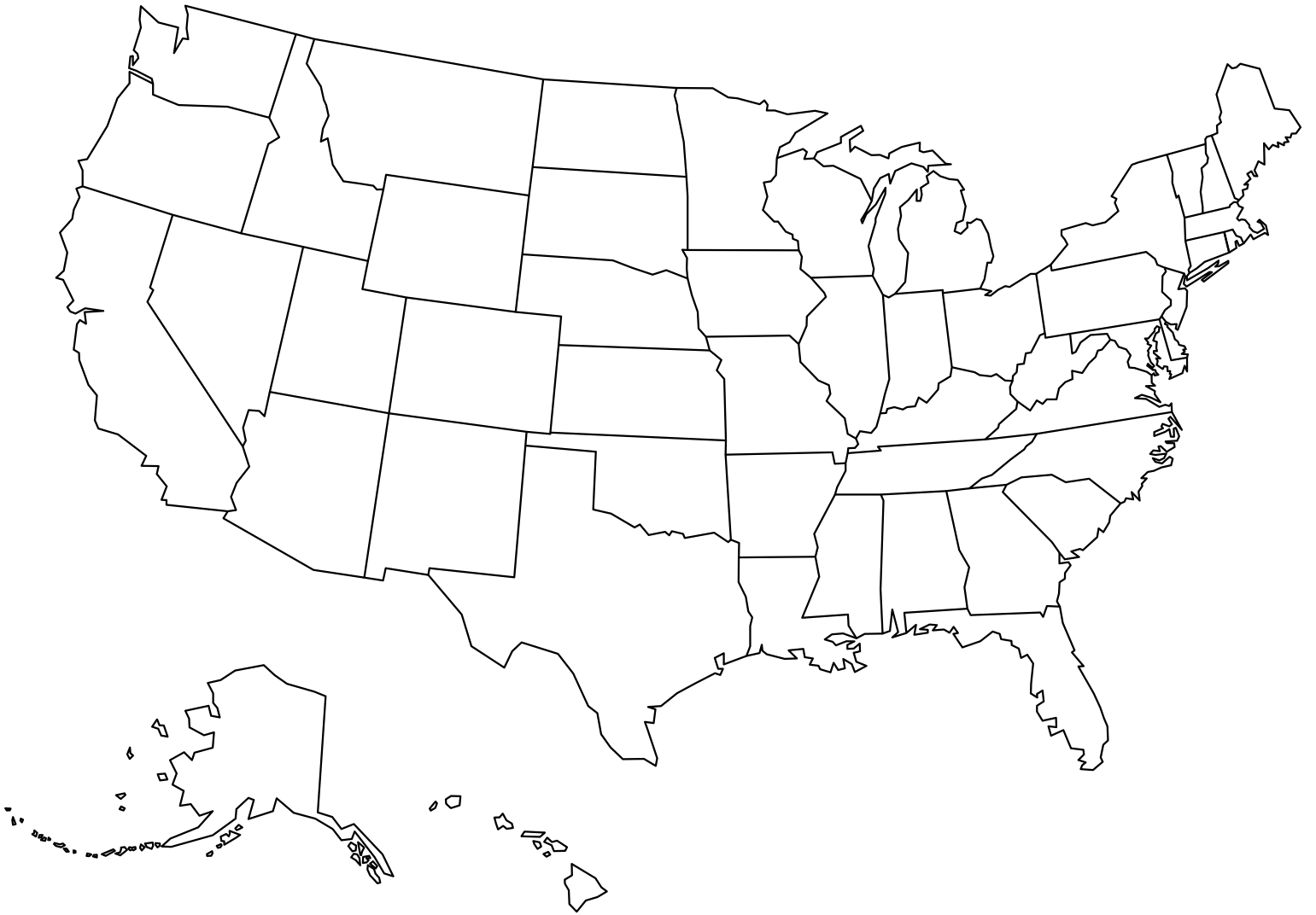
I am Rosa Parks by Brad Meltzer

I am Amelia Earhart by Brad Meltzer

As we read about Rosa Parks and Amelia Earhart, both helped change the way that people traveled. Use the maps to label important places in Rosa Parks’ and Amelia Earhart’s stories.



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Create a list of times that Rosa was on the bus during the book.

Write two sentences about why it was important for Rosa to ride the bus.

Create a list of times that Amelia was on a plane.

Write two sentences about why it was important for Amelia to fly.

cont. on next page



Reflect:

How does it feel when someone tells you that you cannot do something?

Do you think it was easy for Rosa Parks and Amelia Earhart to take a stand? Why or why not?

Why do you think both leaders fought to change their world?

Do:

School Bus Script

In small groups, write a short script based off the book about Rosa Parks' bus rides. Write 10 lines of dialogue for two different voice actors. Tell the story of what happened one of the times Rosa was on the bus. Did she always face conflict? What happened when she did? Be sure to read your script to capture the emotions of the people you are acting out with the wooden block people. Think about who was showing their emotions and who might be hiding their emotions.

Build and Race a Plane

Using the Delta Dart Classroom Pack, everyone should build a plane. The instructions are included in the pack. Then, host a race. See whose plane can "cross the Atlantic" or "fly around the world" on your playground and then reflect on why one plane was more successful than others were. What was the impact of the design, materials, wind, and angle of release?