

# BOOKS BY BLACK AUTHORS

Text: Ally Baby Can Be An Eco-Activist by Nyasha Williams

## Core Content Objectives

- With prompting and support, describe ways in which characters are eco-activists.
- With prompting and support, describe different types of resource depletion.
- With prompting and support, describe different types of pollution on Earth.
- With prompting and support, describe global warming.

## Language Arts Objectives

- Carry on a dialogue or conversation with an adult or same-aged peer, initiating comments or responding to partner's comments
- Recognize and call classmates and teacher by name
- Ask or answer questions beginning with who, what, where, when, or why
- Adapt the volume of one's voice to different settings and different purposes
- Understand and use intonation and emphasis to ask a question, express surprise, agreement, displeasure, and/or urgency
- Wait turns to speak in a group
- Attend and listen while others speak during a group activity

## Listening & Learning

- With prompting and support, actively engage in group reading activities with purpose and understanding
- Communicate with individuals from different cultural backgrounds
- Carry on a dialogue or conversation with an adult or same-aged peer, initiating comments or responding to partner's comments
- Describe an illustration and how it relates to the text
- With prompting and support, ask and answer who, what, where, when, why, and how questions about 'Ally Baby Can Be An Eco-Activist'.
- With prompting and support, retell important facts and information from 'Ally Baby Can Be An Eco-Activist'.
- With prompting and support, use the word 'eco-activist' acquired through: conversation, reading and being read to, and responding to 'Ally Baby Can Be An Eco-Activist'.
- Point to the front and back cover, and the spine of the book.

## Core Vocabulary

### Eco-Activist

Activism is the action people take to make the changes they want to see in the world. Activists are writers, artists, scientists, teachers, community leaders... anyone who wants to make the world a better place and takes steps to make that happen. Some are even kids like you! Eco-activists take action towards protecting the animals and nature.

Planting trees is one of Keisha's jobs as an eco-activist.

### Preserve

an area of land or water set aside for the protection of fish and animals. Kenya is known for its wildlife preserves.

### Advocate

one who speaks or acts in favor of something.

I am an advocate for buying fruits and vegetables grown on local farms.

### Resources

any feature, material or characteristic of our planet that can be used to produce energy and meet human needs.

Water is a resource that all living things need to survive.

### Depletion

the gradual using up or destruction of resources.

When humans first began to use natural resources for comfort and growth, little to no thought was given to their eventual depletion.

### Pollution

poisons, wastes, or other materials that pollute.

The sky over the city is filled with pollution.

Pollution in the lake is killing the fish.

### Global Warming

an increase in the world's temperatures, which many scientists believe is caused in part by the greenhouse effect.

While limiting the use of cars and trucks will not completely eliminate pollution, it reduces the overall quantity of emitted gasses and helps slow global warming.

### Fossil fuels

fuels that come from old life forms that decomposed over a long period of time.

The three most important fossil fuels are coal, petroleum, and natural gas.

### Carbon Emissions

burning fossil fuels releases carbon dioxide and other greenhouse gasses into the atmosphere. We call the release of these gasses emissions.

Many scientists and environmentalists feel that there must be a significant decrease in greenhouse gas emissions in order to decrease global warming.

### Carbon Footprint

the total amount of carbon dioxide and other greenhouse gasses produced by a single person, organization, product, or process. The term carbon footprint is used to describe the impact that we have on the environment.

The company has a goal of " no carbon footprint by 2015.

### National Park

a large area of scenic beauty, or historic or scientific interest, maintained and preserved by a national government for public use and enjoyment.

The United States alone has over 50 designated national parks.

### Wildlife Sanctuary

an area where the wildlife is protected in their natural habitat. No human is allowed there without an escort.

Most of those who visited the area were serious birders, and the place was a protected wildlife sanctuary.

### Water Protectors

are activists, organizers, and cultural workers focused on the defense of the world's water and water systems. The water protector name, analysis and style of activism arose from Indigenous communities in North America

In Ojibwe culture women are the protectors of the water or water protectors.

### Litter/Rubbish

a mess of waste materials or other objects scattered about.

We cleaned up the litter and rubbish along the side of the road.

### Reusable

to use again or use more than once.

We can reuse those plastic bags, so don't throw them away.

### Green

of a product, having been made with little use of coal or oil and without causing much pollution to the environment. Also, a product that is called "green" can usually be recycled. Their company was one of the earliest producers of green paper products.

### Local

having to do with a particular place such as a neighborhood or town.

They called the local police for help.

### Regenerative

a method of living that improves and rehabilitates resources, rather than destroying or depleting them.

Regenerative agriculture is an alternative means of producing food that, its advocates claim, may have lower or even net positive environmental and/or social impacts.

### **Sustainable Policy**

a set of rules or a plan that is used as a guide aimed at humans interacting with the environment in a way that ensures there will be enough resources left for future generations.

The tax should be used to support sustainable farming policies.

### **Eco-friendly**

designed to cause as little damage to the natural environment as possible.

We use eco-friendly trays made of recycled paper for our school lunches.

### **Farmers Market**

a public market at which farmers and individuals sell fresh produce directly to customers. Other things like flowers, handicrafts, baked goods, and other

prepared foods are often sold at farmers' markets too.

We sell cups of coffee from our stand at the farmers market. All our fruit comes from the farmers' market.

### **Compost**

a mixture of decaying leaves, vegetables, or manure that is used to improve garden soil.

All garden waste should be composted and returned to the garden.

### **Cruelty-Free**

a label for products or activities that do not harm or kill animals anywhere in the world.

Vegan beauty products both contain no animal ingredients and also haven't been tested on animals and are therefore cruelty-free.

## **Advance Preparation**

## Read Text

Suggested Pre-Read with Students: Here We Are

### Questions to ask students to start focusing on the Earth:

What season is your favorite and why?

Do you like the beach or the mountains or the city the most?

What is your favorite animal? (Younger students can act out their favorite animal)

What is one thing we can do to have less trash?

What is your favorite kind of flower?

### Activate Prior Knowledge

Planet / Earth

→ Bring out both a map and globe.

Ask students what they think the green is and what the blue is on the map and globe.

Ask students if they know where the school is located on the map and globe.

Show students zoom-ins on a map of Earth to Country to State to City to School.

Resources

→ Explain to students that most resources are things that all living things need to survive. (Prepare visuals for students of what each living thing needs to live)

Have students describe things we need to live. (food, water, air, and shelter)

Have students describe things plants need to live. (space to grow, the right temperature, light, water, air, nutrients, and time.)

Have students describe things animals need to live. (food, water, shelter, space, and air)

Help students describe examples what these resources look like for each living thing (draw examples as a visual aid for students)

→ Describe that another need of humans that requires resources is our need to get from one place to another. Have students describe ways that we get from

one place to another. Brainstorm with students resources used to travel and move from one place to another.

## Pollution

- Have students describe what pollution looks like and where they have seen it.
- Show students images of the four different types of pollution

Brainstorm with students describe ways in which they have experienced the various forms of pollution

## Global Warming

- Explain to students that global warming is the change in the earth's temperature. Have students think about how temperature changes (too hot or too cold) would affect different living things and us as people.

Show images to students showcasing results of the Earth being too hot or too cold.

## Picture Walk

Starting with the front and back cover, slowly take a "walk" through each of the illustrations allowing students to describe what they notice and wonder.

Demonstrate/Model how to examine illustrations carefully so that you can understand what is being depicted. Share your observations and questions. This sets a good example for your readers regarding reading strategies based on visual cues.

Highlight any important text features or book structures that will aid comprehension. Use some of the vocabulary from the book that might be new or challenging.

Ask questions. Slowly turn the pages of the book and ask the students some general questions about who the story may be about, where it might take place and what is happening.

Answer children's questions. Your response might be, "I wonder if that will happen..." or "Let's revisit that idea when we read...".

# Reading Ally Baby Can Be An Eco-Activist

## Parts of a Book

Guide students through the parts of a book before reading:

Point out the front cover, back cover and spine of the book -

Title – tells what the book will be about

Picture/Illustrations – displays what the story is about or what is happening in the story

🗨 Ask students what an author does.

🗨 Ask students what an illustrator does.

Explain to the students that this book is about how we can take care of our planet and all living things. This book explains the harm that is happening on Earth and what it means to be an eco-activist. An eco-activist makes choices that protect wildlife (animals), water, plants, nature and ultimately us as people.

Let's read to find out how we can become eco-activists.

Start reading -

As you read, point out the different ways the children are helping our environment and the Earth as eco-activists.

Have students voice if they have done any of the actions the eco-activists in the book have on each page. Brainstorm with students how each action helps take care of the Earth.

## After Reading

★ Discussion Thoughts & Questions to Ask  
(Use the illustrations to help younger students answer questions)

Discuss with students:

- What are things we can recycle?
- What are things we can compost?
- What are things we can reuse?
  
- How can we save water?
- What are eco-friendly modes of transportation?
- What are ways you can be an eco-activist?
- What are ways your school community can be eco-activists?
- What are ways companies and businesses can be eco-activists?

## Extension Activities

### 1. Reduce / Reuse / Compost / Recycle / Renewable / Regenerative

Based on age level this can be done as a whole group as a class, divided into groups, or partnered students.

- Have students sort items into things that can be recycled, reused, composted and what goes into the trash.
- Brainstorm with students things that we/the school/businesses can reduce using / ways to use less things that would end up in landfills or into the trash
- Brainstorm with students things that we/the school/businesses can do things that that are renewable and regenerative

### 2. Discover Eco-Activists

Based on age level this can be done as a whole group as a class, divided into groups, partnered students or individually by students.

- Have students learn about eco-activists and how they are caring for our world (Older students can research activists and present on their findings to the class)

Examples of eco-activists:

- Greta Thunberg
- Leah Thomas
- Ashley Renne Nsonwu
- Dr. Ayana Elizabeth Johnson
- Xiuhtezcatl Martinez
- Lesein Mutunkei
- Ella and Amy Meek
- Elizabeth Wanjiru Wathuti



- Kristy Drutman

### 3. Eco-Conscious Field Trip

Based on age level this can be done as a whole group as a class, divided into groups, partnered students or individually by students.

Field Trip Location Suggestions

- School Property (Garden/ Nature on school grounds)
- School Neighborhood
- Farm
- Nature Sanctuary
- Park
- State Park
- National Park
- Lake / Natural body of water

Activities to enrich the field experience:

- Nature bingo/nature scavenger hunt
- Eco-science experiments
- Composting
- Gardening
- Camping /Overnight at the Zoo or Aquarium

Have students compare zoo / aquarium / nature sanctuary / water environments and habitats for animals.

### 4. Clean-up

Based on age level this can be done as a whole group as a class, divided into groups, partnered students or individually by students.

Have students plan a clean-up. This can be on school grounds, the neighborhood or a park. This can be just the class, the grade, the school, school community and families or the local community.

### 5. Animal Research Project

Based on age level this can be done as a whole group as a class, divided into groups, partnered students or individually by students.

- Research an endangered species and the importance of preserving them.

Older students can do a presentation presenting their findings to the class

Suggested reading for student on specific animals and our environment:

- If Sharks Disappeared by Lily Williams
- If Polar Bears Disappeared by Lily Williams
- If Elephants Disappeared by Lily Williams
- If Tigers Disappeared by Lily Williams
- If Bees Disappeared by Lily Williams