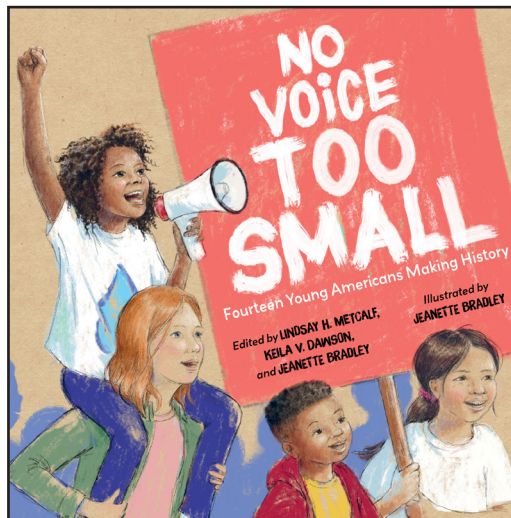


NO VOICE TOO SMALL

ACTIVITY GUIDE

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Lindsay H. Metcalf, Keila V. Dawson,
& Jeanette Bradley
Illustrated by Jeanette Bradley
978-1-62354-131-6 HC
e-book edition available

ABOUT THE BOOK

This all-star anthology covers fourteen youth activists calling for change and fighting for justice across the United States. These change-makers represent a wide range of life experiences and causes, including racial justice, clean water, LGBTQ+ rights, mental health, and more. Beautifully illustrated poems by #ownvoices authors and secondary text spotlight the efforts and achievements of such luminaries as Marley Dias, Jazz Jennings, and Mari Copeny. Tips on each page spread will inspire readers to take concrete action for change. Back matter includes more information on the poetic forms used in the book and information about each poet.

DEAR READERS,

No Voice Too Small: Fourteen Young Americans Making History is designed to inspire youth to have active dialogue with each other about their lived experiences. We highlight our country's diversity through the individual stories of the young activists featured in this book. And we acknowledge that the spotlight too often shines brightly on injustice and inequality. These conversations may be difficult because adults interacting with youth may need to come to terms with their own biases, personal privileges, or lack of information about communities different from their own.

We chose contemporary youth because Jeanette Bradley wanted kids to see that you don't have to be famous or from the past to make a difference. Lindsay H. Metcalf suggested poetry because poems are like "literary vitamins" filled with the emotion that drives activism. Because Keila V. Dawson believes authenticity and accuracy of diverse voices matter, we made sure that each young activist participated in the making of this book and that each poet has a common connection to the activist they featured.

The youth in this book have made a lasting impact on their communities and society and on issues they care deeply about. They've made a difference in their own lives and the lives of others.

They are taking the lead where grown-ups aren't moving fast enough in extraordinary pursuits of justice, equality, and the future of our shared planet.

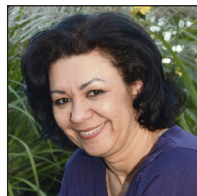
We welcome and encourage your participation in the ongoing discussions about our society and how we all may contribute to it positively. We aim to learn from each of you as you add to this conversation.

—Keila, Lindsay, and Jeanette

ABOUT THE EDITORS AND ILLUSTRATOR



Lindsay H. Metcalf grew up on a Kansas farm and is the author of *Farmers Unite! Planting a Protest for Fair Prices* and *Beatrix Potter, Scientist*. An experienced journalist, Lindsay has covered a variety of change-makers as a reporter, editor, and columnist. www.lindsayhmetcalf.com



Keila V. Dawson is an author-educator and a former community organizer, educational consultant, and advocate for children with special needs. She is a New Orleans native and the author of *The King Cake Baby* and the forthcoming *Opening the Road: Victor Hugo Green and His Green Book*. As an educator, she has worked in the US, the Philippines, Japan, and Egypt. www.keiladawson.com



Jeanette Bradley has been an urban planner, an apprentice pastry chef, and the artist-in-residence for a traveling art museum on a train. Her debut picture book *Love, Mama*, contains no cities, pastries, or trains, but was made with lots of love. She is also co-editor and illustrator of *No Voice Too Small* and illustrator of *When the Babies Came to Stay*. www.jeanettebradley.com

ABOUT THE POETS

Each activist inspired a poet to write a poem about them that relates to an aspect of the poet's identity. Read more about the poets in the back matter of *No Voice Too Small* and on their websites:

[S. Bear Bergman](#) • [Joseph Bruchac](#) • [Nikki Grimes](#)
[Hena Khan](#) • [Andrea J. Loney](#) • [Guadalupe García McCall](#)
[Lindsay H. Metcalf](#) • [Fiona Morris](#) • [G. Neri](#)
[Lesléa Newman](#) • [Traci Sorell](#) • [Charles Waters](#)
[Carole Boston Weatherford](#) • [Janet Wong](#)

ABOUT THE ACTIVISTS

The fourteen young activists featured in *No Voice Too Small* have opened hearts, challenged minds, and changed our world.

Find links to articles, videos, photos, TEDx talks, and more about each activist on the *No Voice Too Small* [Pinterest](#) board. Have students complete the crossword puzzle at the end of this guide and use the information below as the key.

[DJ Annie Red](#) began rapping about anti-bullying at 6 years old.

[Ziad Ahmed](#) is a Muslim teen who created redefy.org, where students share stories of acceptance.

[Judy Adams](#), founder of Dimes for Down syndrome.

[Levi Draheim](#) is the youngest of twenty-one kids who sued the US government for failing to act on climate change.

[Jazz Jennings](#) is a trans girl who fought the United States Soccer Federation so she could play.

[Noah Barnes](#) walked across the US at age 11 to draw attention to Type 1 diabetes.

[Cierra Fields](#) is a Cherokee skin-cancer survivor who now speaks out about the treatment of Native women.

[Jasilyn Charger](#) is a water protector who ran from North

Dakota to Washington, DC, to protest the pipeline that threatened the Standing Rock Sioux tribe.

[Mari Copeny](#) is a Flint resident who has led protests about unsafe water.

[Zach Wahls](#) spoke up in Iowa about his two mothers and started Scouts for Equality to fight the Boy Scouts' practice of not allowing gay members.

[Nza-Ari Khepra](#) is the creator of Project Orange Tree, which turned into the Wear Orange campaign against gun violence.

[Viridiana Sanchez Santos](#) is an undocumented teen who protested at the Texas State Capitol against the law that allowed police to demand immigration papers of anyone for any reason.

[Adora Svitak](#) published her first book at age 8 and works to improve education.

[Marley Dias](#) created the 1000 Black Girl Books social media campaign.

ABOUT THIS GUIDE

This guide is designed to help children understand the role of activism in a democracy and specifically how the young people featured in *No Voice Too Small: Fourteen Young Americans Making History* are using their voices and taking action while seeking solutions to problems that affect their lives, families, communities, and our planet. The layered text provides multiple entry points for readers of varying ages. Discussion and activities were created in conjunction with the ELA Common Core Standards and other relevant content standards. The concrete ideas and steps outlined in the book show children that no voice is too small.

Visit the *No Voice Too Small* Book Club module on [Flipgrid](#) and [Pinterest](#) or watch the videos on YouTube, where you will find additional content uploaded after this guide is published. And each month [listen to different poets reading their poems](#).

NO VOICE TOO SMALL

ACTIVITY GUIDE

PRE-READING DISCUSSION

THE BOOK COVER

Show students the cover and ask:

- What do you see happening on the cover?
- How would you describe the characters on the cover?
- How old are they?
- What are they doing?
- What do you see that makes you say that?
- Why do you think they are together?

THE BOOK TITLE

Point out the book title and ask students:

- From the title, what do you think this book is about?
- What do you expect the young people to do in this book?
- Have you heard of Mari Copeny, Zach Wahls, or DJ Annie Red?
- Do you know of a young person who has successfully changed something in your family, school, or neighborhood by taking action? Explain.

BOOK WALK

Slowly flip through the book, page by page, and ask students:

- What do you see on the endpapers inside the front cover of the book?
- How do you think the quotes relate to what the book is about?
- Why do you think the first picture you see is a microphone?
- Look at the next two-page spread of pictures. Describe what you see.
- Do you think this book is fiction or nonfiction? Why?
- What writing styles can you identify? Describe.
 - Explain that this book is a collection of poetry called an anthology.
 - Point out that the poems are all about different young people written by different poets.
- Turn to the “Poetry Forms” page in the back matter at the end of the book. Introduce students to the different kinds of poems they will read and or hear.
- Show students the “About the Poets” page, where they can learn more about each poet.

VOCABULARY

Children will gain an understanding of activism and how change can happen in our country. Introduce students to the vocabulary needed to understand the concepts. Have students complete the crossword puzzle on page 13 and use the definitions below as the key.

activism: An action that challenges existing rules or laws as a way to achieve common goals, such as political goals, sometimes through speaking, civic engagement, demonstrations, or protests.

activist: A person who joins a movement and/or takes committed action to solve a problem and/or improve a community.

advocate: Someone who uses their power to help and support others.

ally: Someone who recognizes there are groups of people who are treated unfairly and who will stand up, speak out, and take action to correct wrongdoing, whether they belong to the same community or not.

community: A social group of any size living in a specific locality or sharing a government, particular characteristics, common attitudes, interests, or goals.

democracy: A form of government used in the United States and other countries where citizens can take part in the decisions that affect the way their city, county, state, and federal government is run through voting, elected service, or activism.

injustice: When the rights of a person or a group of people are ignored, disrespected, or violated.

protest: A public demonstration by one or more people to show disapproval for something.

social justice: When people are respected and treated fairly, especially by those in power, and allowed the same rights as others no matter the community they belong to.

ILLUSTRATED VOCABULARY ACTIVITY

After discussing the vocabulary list in this guide, have students draw pictures to demonstrate their understanding of each word and concept or make an illustrated vocabulary book.

[Sample 1](#)

[Sample 2](#)

ACTIVISM AND CHANGE

After listening to or reading a poem and brief biography about an activist in the book, discuss the purpose of activism and why change is important to individuals and communities.

- Describe the activist's problem.
- Why do you think the activist cared about the problem?
- Describe what action the activist took to solve the problem.
- What obstacles do you think they ran into? Why?
- What other suggestions can you think of for solving the problem?
- Have you ever stood up or spoken out about an issue you cared about? How did you do it?

THINK-PAIR-SHARE

Read the short biography and poem of an activist from the book.

Think: Take a moment and think about how this person is the same as you.

Pair: Turn to another student near you.

Share: Take turns sharing your thoughts.

Repeat this activity with other questions such as...

- How is this person different from you?
- How would you have dealt with the same problem?

HELP JUSTICE FLOW

1. Read and/or listen to the brief biography about Mari Copeny. Ask students:

- What happened in Flint, Michigan?
- Why did Mari care?

- Describe Mari's problem and how you think it made her feel.
2. Read and/or listen to the poem "Mari Copeny: Little Miss Flint" by Carole Boston Weatherford. Ask students:
- What words would you use to describe Mari?
 - What actions did Mari take to solve her problem?
 - [Read more](#) about Mari Copeny and the problems in Flint on the *No Voice Too Small* Pinterest page or in the news.
3. Ask students about things they have heard, seen, or experienced that they want to know more about or things that they are curious about, alarmed by, or cause concern.
- What is something that you've heard, seen, or experienced that you'd like to talk about?
 - How does this topic affect you, your family, or your community?
 - How did hearing/seeing/experiencing this concern make you feel? And why?
4. From what students shared, have the class pick a problem they want to help solve. Ask:
- Where can you go to learn more about this problem?
 - What person or people have the power to help? How can you contact them?
 - Have students write letters using what they've learned about the problem and why they think this person can help solve it. [Listen to Mari Copeny](#) read her letter.
5. After writing their letters, what could students do next?

NO VOICE TOO SMALL

ACTIVITY GUIDE

POST-READING DISCUSSION

STEP UP TO THE MIC

Read and/or listen to the poem “Adora Svitak: Adults Can Learn from Kids” by Janet Wong. Adora had a strong opinion about adults and kids. She believed adults can learn from kids.

Listen to Adora Svitak’s TED talk, [What Adults Can Learn From Kids](#).

In My Opinion Activity

1. Explain to students that sharing an opinion tells others what they believe, think and or feel. Opinions are supported by reasons, even though they are not proven by facts.
2. Have students turn to the endpapers inside the front and back covers of the book to find quotes from the activists. These are opinions they have about themselves or the world.
3. Brainstorm things the students believe, think, or feel about themselves or the world.
4. Have students make a personal opinion statement. Begin with one of these openings:
 - a. I believe...
 - b. I think...
 - c. I feel...
5. Have students think about reasons to support their opinions using linking words such as:
 - a. because
 - b. and
 - c. also

6. Gather students and have them step up to the mic and share their opinions.

Worksheet samples:

[My Opinion](#)

[In My Opinion](#)

MAKE A REAL-LIFE CONNECTION

Find a relative or neighbor who has taken action to make a difference in one of their communities. Get permission to interview them using these questions:

- What problem did you try to solve? Why did you care?
- What did you want? When did you want it?
- Who did this problem affect besides you? (family, school, neighborhood, city, country, world)
- Why do you think things were the way they were?
- Who had the power to make change? Who did you need to convince?
- Who else cared about this issue besides you?
- What other people and groups supported you?
- Did you get what you wanted? If so, how?
- How long did it take?
- If you didn't get what you wanted, are you still working to solve this problem? And for how long have you been working?

NOT SURE WHERE TO START?

Listen to Lindsay H. Metcalf discuss researching the poem she wrote on [Flipgrid](#) or [YouTube](#). Students can make a plan to get involved in activism by following the outline below.

Investigate: Identify a problem or something you want to change.

- Make a personal connection:
 - Why does this problem matter to you?
 - Who else does this problem affect besides you?

Learn more about the problem.

- Research:
 - Where can I learn more about this problem?
 - Why does this problem exist?
 - Who else is involved with this issue? What do they have to say?
 - Who (or what) has the power to make change on this issue?

Involve friends and allies and adults.

- You can't do it alone.
 - Who will help you?
 - Write a letter or compose a flyer inviting them to join you.
- Are there adults or organizations that can support you?

Set specific goals.

- You should focus on something specific.
 - What do you want? Write it in one sentence.
- And think of a solution.
 - What solution would you consider a successful outcome?

Speak up and take action.

- Choose one message and action to communicate with your audience:
 - Who is your audience?
 - Who are you trying to convince?
- Go to where your audience is (that could be a place like an office or government building, or finding the right audience on social media)
 - Where is your audience?
- Speak from your heart. Tell your story about why you care about this issue.
- Write a letter to a person who has the power to make the change you seek.
- Read the action tips on each spread in the book for other ideas and examples.

NO VOICE TOO SMALL

ACTIVITY GUIDE

GETTING STARTED

THE ART OF ACTIVISM

Art is all around us. We create visual images to express our feelings and things we value. Protest art represents our ideas and things we believe to be true based on our own experiences and reality.

One voice can inspire activism, but it takes more than one person to make change happen. Protest art inspires, unites, and convinces others to join and support causes. Images are an important part of the ongoing fight for justice, equality, and human rights.

- Look at the famous examples of protest posters below. Have students discuss the messages each image conveys.



References:

1. Schneider, Lorraine for Another Mother for Peace, Inc. 1968
2. Shepherd Fairy, 2017
3. Dia Internacional de la Mujer (International Women's Day), 1980; Designed by Women's Graphics Collective



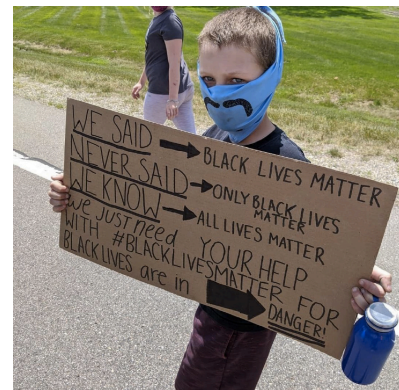
978-1-62354-150-7 HC

For further study, read [Rise Up! The Art of Protest](#), a book that features images of protest posters from the past 100 years and explains the historical events that inspired the artwork.

PROTEST SIGNS

Students may have seen protestors on the street or on TV. Some may have participated in a protest or made a sign.

- Look at the sign below. What cause is this protestor supporting?
- What is the message this protestor's sign conveys?
- Discuss causes your students would support and have them design a flyer or sign.



Permission and credit: Melissa Smith, Black Lives Matter Protest, Michigan

MEET THE ACTIVISTS

Listen to illustrator Jeanette Bradley's art class about how she drew the activist portraits on Flipgrid ([gr 3+](#) or [gr K-2](#)) or YouTube ([gr 3+](#) or [gr K-2](#)).

Look at a portrait the illustrator drew of one of the activists.

- What details did she include on the page?
- What do these details tell you about this activist?
- How did the illustration capture the feelings of this activist?
- How did the art help you learn more about this activist?
- Follow the illustrator's instructions from her art class video and make your own #MeetTheArtist portrait. (see page 15 for the worksheet)

VISUALIZING POETRY

Read and/or listen to these poems:

- “DJ Annie Red: The Anti-Bullying Ambassador” by Charles Waters
- “Levi Draheim: The Rising Tide” by G. Neri
- “Marley Dias: Once” by Nikki Grimes
- “Nza-Ari Khepra: The Orange Tree” by Andrea J. Loney
- “Judy Adams: My Name is Judy” by Fiona Morris

Have students identify metaphors and draw the imagery in the poem. Compare the students’ pictures to the illustrations in the book.

ACTION AND SOUND IN POETRY

Read and/or listen to the poem “Viridiana Sanchez Santos: Quinceañera at the Capitol (un baile de movimiento)” by Guadalupe García McCall.

- Identify the onomatopoeia words in the poem. Then follow the actions in the poem.

Read “Ziad Ahmed: Defy” by Hena Khan.

- Identify the rhyming words and the rhyme scheme.

FIND THE FEELING IN POETRY

Read and/or listen to these poems:

- “Noah Barnes: Marching for a Cure” by Lindsay H. Metcalf
- “Zach Wahls: With All Due Respect” by Lesléa Newman
- “Jasilyn Charger: Water Protector” by Joseph Bruchac
- “Jazz Jennings: Free” by S. Bear Bergman

Use an emotion wheel ([Sample 1](#) or [Sample 2](#)) to find the picture or words that describe the feelings and emotions of the young activist who inspired the poet.

WRITE A CINQUAIN

Read the definition of a cinquain in the back of the book. Discuss.

Read and/or listen to the poem, “Cierra Fields: Who’s She?” by Traci Sorell.

Pick another activist from *No Voice Too Small* to write about. Read their biography in the book and learn more about them on the *No Voice Too Small* Book Club module on [Flipgrid](#) or [Pinterest](#). Write your own cinquain about them using the structure the poet did. (see page 16 for the worksheet)

Cinquain structure: The word or words in each line should follow the pattern below.

- Line 1: Two syllables
- Line 2: Four syllables
- Line 3: Six syllables
- Line 4: Eight syllables
- Line 5: Two syllables

WRITE A MODIFIED CINQUAIN

A modified cinquain poem follows a pattern but doesn’t count syllables. This version is recommended for less experienced poets.

Discuss the structure and different parts of speech, adjectives, nouns, verbs, adverbs used to write the modified cinquain below. (see page 17 for the worksheet)

Modified cinquain structure:

- Line 1: One word, first name of activist (noun)
- Line 2: Two words that describe this activist (adjectives)
- Line 3: Three words about this activist (-ing action verbs)
- Line 4: Four-word phrase about the activist (adjective, noun, verb, adverb)
- Line 5: One word, a feeling that describes this activist

PARTNER POETRY BIO POEM

The poems in *No Voice Too Small* are about real people. The poets had to learn about the activists and their lives before writing about them. In this activity, students will work individually and then in pairs. At the end of this activity, each student will have written a poem about another classmate, having learned about that classmate's individual traits, experiences, and desires.

Part I

Discuss adjectives that describe character traits. See [this list at TeacherVision](#). Ask students to think about things that are important to them, what change means, and how change happens.

Have students complete the Bio Poem Personal Brainstorm worksheet and record their answers. (see page 18 for the worksheet)

- Three or more words that describe me...
- Three or more things I enjoy doing...
- Three or more things I care about...
- Something I want to change in the world right now...
- I want this to change because...
- To plan for that change I can...

Part II

Assign each student a partner. Discuss how to conduct an interview. Explain that students will take turns asking and answering the questions below.

- What is your first name? How is it spelled?
- What are three words that describe you?
- What are three things you enjoy doing?
- What are three things you care about?
- What is something you want changed in the world right now?
- Why do you care about what you want to change?
- What is something you can do to plan for the change you want?
- What is your last name? How is it spelled?

Students will use their Bio Poem Personal Brainstorm worksheet to answer the questions. (see page 18 for the worksheet). Students will record answers to questions on the Partner Poetry Bio Poem worksheet. (see page 19 for the worksheet).

Part III

Have students write a bio poem about each other using this structure:

Line 1: Partner's first name

Line 2: Three words that describe this person

Line 3: Who enjoys... (three things this person enjoys doing)

Line 4: Who cares about...(three things this person cares about)

Line 5: Who wants...(something this person wants to change in the world right now)

Line 6: Because: (why this person cares about the change they want)

Line 7: Who can... (something this person can do to plan for the change they want)

Line 8: Partner's last name

Revise as needed and copy poems onto another piece of paper to display. Create an anthology of the class poems for each student to keep. Have students record themselves reading their poems in the No Voice Too Small Book Club module on [Flipgrid](#).

Discuss how students can use what they've learned for future planning.

WRITE A BLACKOUT POEM

Blackout poetry starts with a page full of words and allows students to choose only the ones they need to tell the story they want to tell. It forces students to pay attention to word choice. Watch [this demonstration on YouTube](#).

Discuss how poems are written to express an idea or emotion using examples of the various themes, imagery, word choice, and mood of poems from *No Voice Too Small*. In this activity, students will create a poem using an existing text and selecting words from that text to create their own poem.

Materials:

- Existing text
- Markers
- Pencil with eraser

Optional:

- A page protector or clear paper
- Dry erase markers

1. Give students an existing text from a story, an informational text, a newspaper, a magazine, etc.
2. Ask students to scan the page and circle interesting words and phrases they find with a pencil.
3. Have students carefully read through the circled words like reading any text, from top to bottom, left to right, until they see a poem appear. What is their poem about? Is the mood of the poem light-hearted, thought-provoking, soothing? What do they want others to feel after reading their poem?
4. Students can read their poems to themselves, erase circles drawn around words or search and add words to complete their poems.

5. When students like the poem they've created, they can black out all the other text except for the words they chose. Or they can draw a picture that fits the theme or topic of the poem or draw a design around the words.

TAKE THE NO VOICE TOO SMALL PLEDGE

Read the conclusion poem, "Make Some Noise," to the class. Listen to Keila V. Dawson discuss the conclusion poem and the pledge on [Flipgrid](#) or [YouTube](#).

Display the last eight lines of the poem (shown below) on a white board or chart paper. Discuss what it means to take a pledge. The class will repeat each line read by a teacher or classmate. Upload a video of students taking the pledge at the *No Voice Too Small* [Flipgrid book club](#).

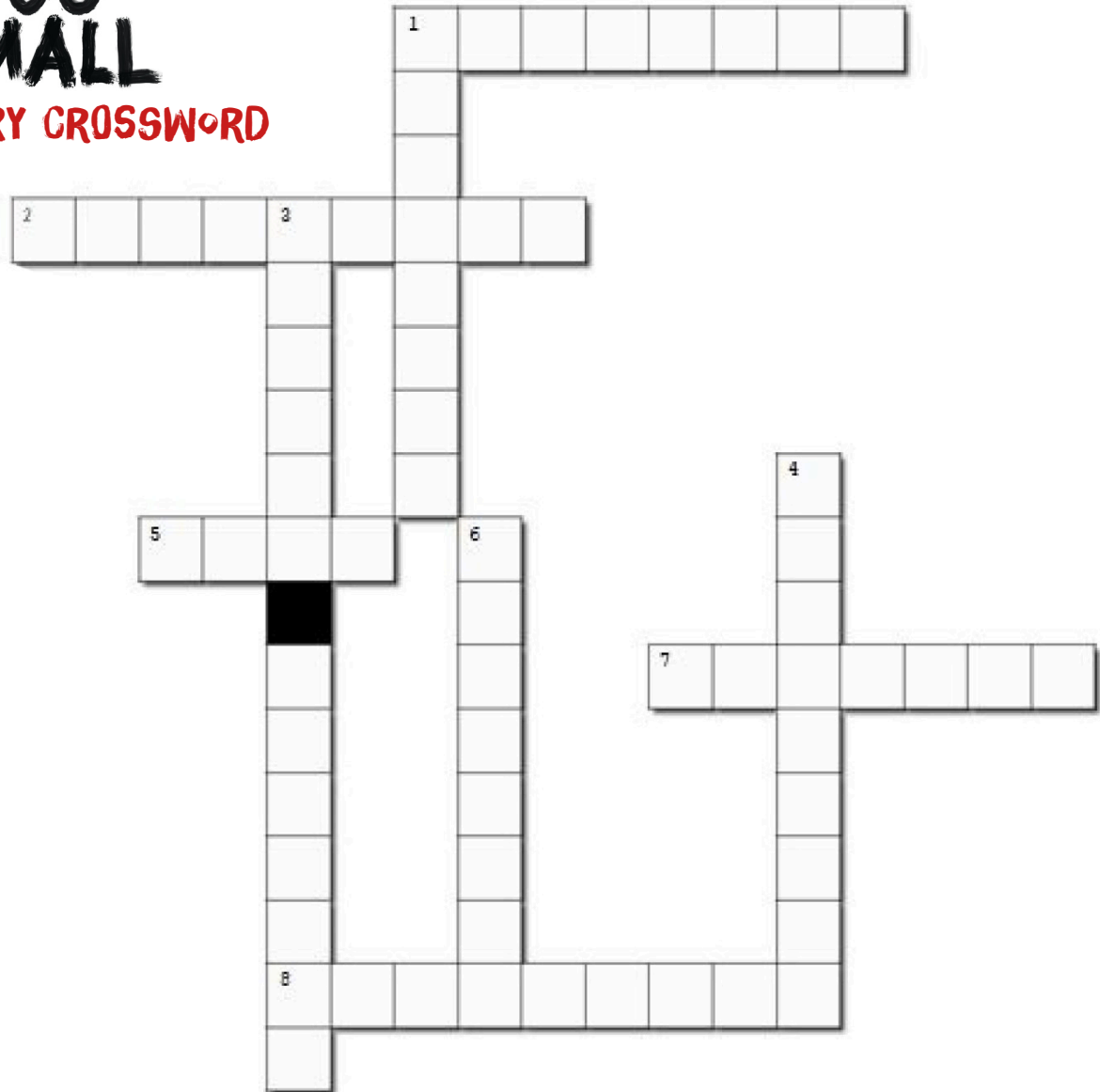
Each of us can be
the someone
who does something.

We can speak our heartache,
sing our joy, and
share our dreams.

We may be small
but
we
can
ROAR!

NO VOICE TOO SMALL

VOCABULARY CROSSWORD



activism • social justice • community • activist • protest • injustice • ally • advocate • democracy

Across

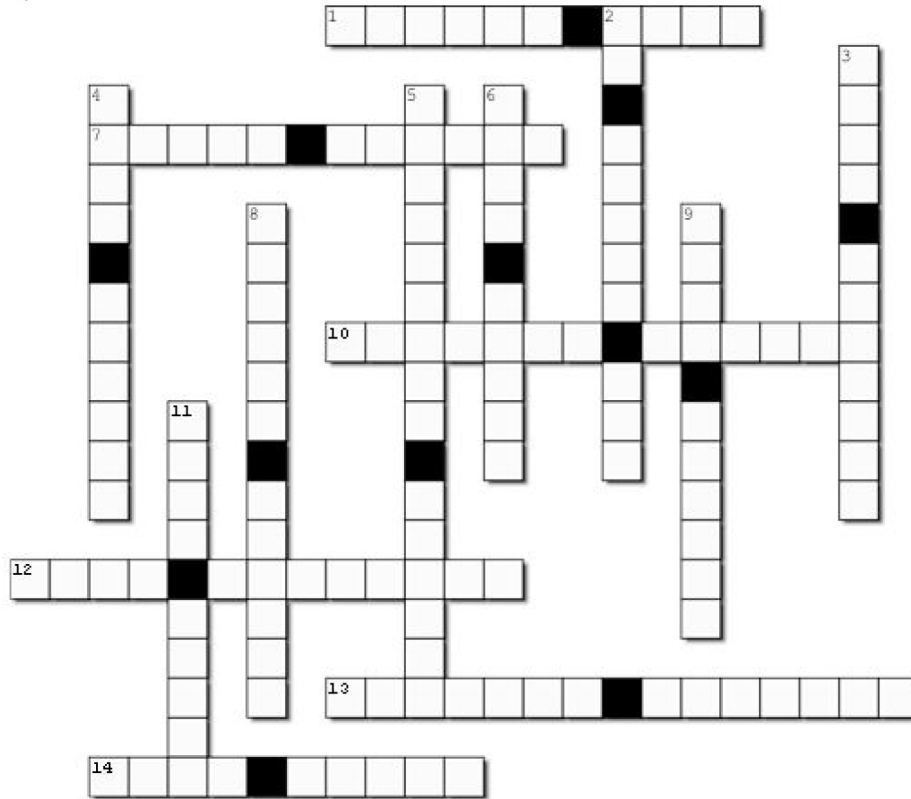
- Someone who uses their power to help and support others.
- When the rights of a person or a group of people are ignored, disrespected, or violated.
- Someone who recognizes there are groups of people who are treated unfairly and who will stand up, speak out, and take action to correct wrongdoing, whether they belong to the same community or not.
- A public demonstration by one or more people to show disapproval for something.
- A social group of any size living in a specific locality or sharing a government, particular characteristics, common attitudes, interests, or goals.

Down

- A person who joins a movement and/or takes committed action to solve a problem and/or improve a community.
- When people are respected and treated fairly, especially by those in power, and allowed the same rights as others, no matter the community they belong to.
- A form of government used in the United States and other countries where citizens can take part in the decisions that affect the way their city, county, state, and federal government is run through voting, elected service, or activism.
- An action that challenges existing rules or laws as a way to achieve common goals, such as political goals, sometimes through speaking, civic engagement, demonstrations, or protests.

NO VOICE TOO SMALL

ABOUT THE ACTIVISTS CROSSWORD



Marley Dias • Jasilyn Charger • DJ Annie Red • Cierra Fields • Levi Draheim • Nza-Ari Khepra • Jazz Jennings • Zach Wahls
Ziad Ahmed • Mari Copeny • Viridiana Santos • Adora Svitak • Judy Adams • Noah Barnes

Across

1. Created the 1000 Black Girl Books social media campaign
7. Published her first book at age 8 and works to improve education
10. The creator of Project Orange Tree, which turned into the Wear Orange campaign against gun violence
12. A trans girl who fought the United States Soccer Federation so she could play
13. A water protector who ran from North Dakota to Washington, DC, to protest the pipeline that threatened the Standing Rock Sioux tribe
14. Founder of Dimes for Down syndrome

Down


2. Began rapping about anti-bullying at 6 years old
3. The youngest of twenty-one kids who sued the US government for failing to act on climate change.


4. A Flint, MI, resident who has led protests about unsafe water
5. An undocumented teen who protested at the Texas State Capitol against the law that allowed police to demand immigration papers of anyone for any reason
6. Spoke up in Iowa about his two mothers and started Scouts for Equality to fight the Boy Scouts' practice of not allowing gay members
8. A Cherokee skin-cancer survivor who now speaks out about the treatment of Native women
9. Walked across the US at age 11 to draw attention to Type diabetes
11. A Muslim teen that created redefy.org, where students share stories of acceptance


The poems in *No Voice Too Small* are biographies—stories written about real people. The illustrations in the book are portraits—visual representations of real people’s faces and stories. A self-portrait is a drawing you make that tells your own story with pictures. Lots of illustrators and cartoonists share their self-portraits on social media using #MeetTheArtist. Draw a picture of yourself with your pet, your favorite sports equipment, or something else you like to do. Add a few things you love, a few you don’t, and your wish for the world into the bubbles on the right to let your voice be heard through pictures.

MEET THE ARTIST!

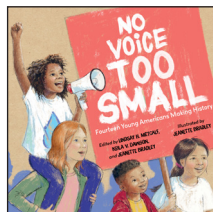
my name

I like: 

I don't like: 

If I could change one thing in the world,
it would be: 

(picture of me)



No Voice Too Small: Fourteen Young Americans Making History
Edited by Lindsay H. Metcalf, Keila V. Dawson & Jeanette Bradley
Illustrated by Jeanette Bradley
978-1-62354-131-6 HC • e-book edition available

CINQUAIN

Using the structure below, write a cinquain about an activist in the book
No Voice Too Small: Fourteen Young Americans Making History.

Title: Name of Activist

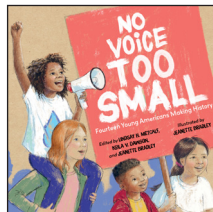
2 syllables

4 syllables

6 syllables

8 syllables

2 syllables



No Voice Too Small: Fourteen Young Americans Making History

Edited by Lindsay H. Metcalf, Keila V. Dawson & Jeanette Bradley

Illustrated by Jeanette Bradley

978-1-62354-131-6 HC • e-book edition available

MODIFIED CINQUAIN

Using the structure below, write a modified cinquain about an activist in the book
No Voice Too Small: Fourteen Young Americans Making History.

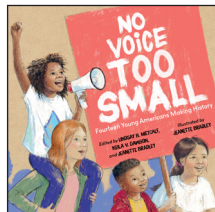
1 word, first name of activist (noun)

2 words that describe this activist (adjectives)

3 words about this activist (-ing action verbs)

4 word phrase about this activist (adjective, noun, verb, adverb)

1 word, a feeling that describes this activist



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BIO POEM PERSONAL BRAINSTORM

Brainstorm and record your answers in each space provided.

Three or more words that describe me . . .

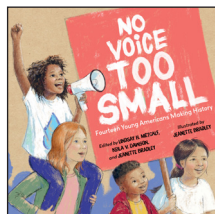
Three or more things I enjoy doing . . .

Three or more things I care about . . .

Something I want to change in the world
right now . . .

I want this to change because . . .

To plan for that change I can . . .



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PARTNER POETRY BIO POEM WORKSHEET

All About _____

Written by: _____

Line 1: _____

Partner's first name

Line 2: _____ / _____ / _____

Descriptive adjective 1

Descriptive adjective 2

Descriptive adjective 3

Line 3: Who enjoys _____ / _____ / _____

Three things this person enjoys doing

Line 4: Who cares about _____ / _____ / _____

Three things this person cares about

Line 5: Who wants _____

Something this person would like to change in the world right now

Line 6: Because _____

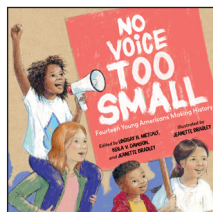
Why this person cares about the change they want

Line 7: Who can _____

Something this person can do to plan for the change they want

Line 8: _____

Partner's last name



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Honorary Member of the

NO VOICE TOO SMALL

Book Club

This Certificate Is Awarded to:

in Recognition of Taking the

NO VOICE TOO SMALL PLEDGE

Lindsay H. Metcalf

Lindsay H. Metcalf

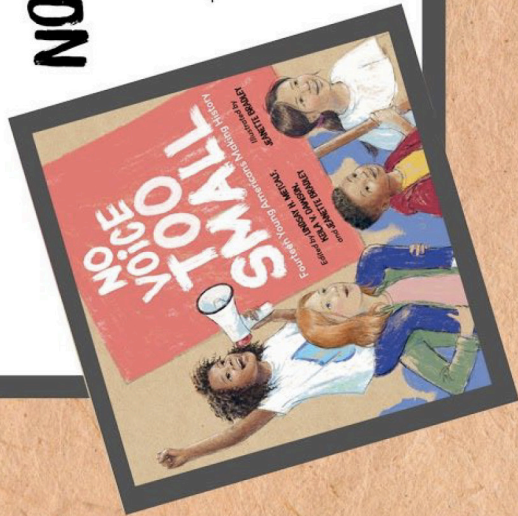
Kella V. Dawson

Kella V. Dawson

Jeanette Bradley

Jeanette Bradley

Co-editors, *No Voice Too Small: Fourteen Young Americans Making History*
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Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade
RL.K.1	RL.1.1	RL.2.1	RL.3.1	RL.4.1
RL.K.5	RL.1.2	RL.2.2	RL.3.2	RL.4.2
RL.K.10	RL.1.3	RL.2.3	RL.3.3	RL.4.6
RI.K.1	RL.1.4	RL.2.4	RL.3.4	RI.4.1
RI.K.4	RL.1.5	RL.2.7	RL.3.7	RI.4.2
RI.K.5	RL.1.9	RI.2.1	RI.3.1	RI.4.3
SLK.1.A	RI.1.1	RI.2.3	RI.3.4	RI.4.4
SLK.5	RI.1.2	RI.2.4	RI.3.5	SL4.1.A
L.K.1.F	RI.1.4	RI.2.6	RI.3.7	SL4.1.B
W.K.2	RI.1.6	SL2.1.A	SL3.1.B	SL4.2D
	RI.1.7	SL2.2	L.3.1.A	L.4.1.D
	SL1.1.A	L.2.1.E	W.3.3.B	L.4.5.A
	SL1.2	W.2.1	W.3.3.C	
	L.1.1.J		W.3.4	
	W.1.1			