

Lesson Plan: What Should Oakland Do About Sideshows? ([w/ student notes](#))

Opening Quick-Write Prompt

What do you think the balance should be between safety and freedom? If something is potentially dangerous, should it be banned? If everyone enjoys a certain activity, should it be allowed, even if there are risks? Where would you draw the line?

A quick write allows students to write before discussing the opening question in order to increase participation and make the discussion accessible to English Language Learners.



Objective

- Students will analyze arguments in favor and against sideshows (neighborhood-based, often-illegal car stunt events).
- Students will evaluate the evidence and write a response to the issue.

Essential Question and Lesson Context

What should Oakland do about sideshows? Should all sideshows be illegal? How should cities and communities balance the popularity of car culture with public safety?

What do you get when you mix car stunts, youth culture and Oakland? Sideshows! Sideshows are big in Oakland, where drivers will block major intersections to perform car stunts like donuts in front of large crowds. But here's the catch-- they can be real dangerous. Because of that they are illegal. In Oakland, sideshows are creating a divide in the community. Supporters say sideshows are part of Oakland culture and are calling for legal safe venues. Opponents view sideshows as a dangerous public nuisance. Chances are there's a clash between youth and car culture and cops near you too. Ask students to evaluate the evidence and share their views.

Key Vocabulary

Find vocabulary for this topic in the **Glossary** beneath the video. Pre-teach key vocabulary before students do the activity, especially if you have English Language Learners. After going

over the simple definition, consider providing a visual aid or having students draw one. See more strategies for [pre-teaching vocabulary](#).

Investigate

- Discuss the quick-write prompt to frame the issue of sideshows as a conflict between something popular/well-liked and something dangerous. Ask students for specific examples or provide one. For example, fireworks are popular but also illegal in many places because they are dangerous. Where would students draw the line around fireworks? What else falls in the category of popular but dangerous?
 - **NOTE:** *The quick-write prompt is designed to begin the conversation and prepare students to write more detailed responses on KQED Learn.*
- Let students know they'll be watching a video about the pros and cons of sideshows, which are popular but also dangerous and illegal. Define sideshows, if needed. (See Glossary) Encourage students to keep an open mind as they evaluate the evidence presented in the video.
- Before watching, have students draw this chart in their notes or [use this Google Docs version](#). Students should take notes on evidence in the video in the left and center columns. They should leave the right column blank until the end of the video.

Evidence in favor of safe, legal venues for sideshows	Evidence against safe, legal venues for sideshows	Evidence I find most convincing

- Have students watch the [Above the Noise episode](#) as a class or in small groups. Replay sections of the video, if necessary.
 - **Stop the video at 1:09 and ask:** Why do you think some people like sideshows while others want harsher penalties for participants?
 - **Stop at 2:31:** How did sideshows start? What else did they inspire?
 - **Stop at 3:11:** What are some of the dangers of sideshows? What are possible legal consequences?
 - **Stop at 4:24:** What do bootleggers from the 1920s (who inspired NASCAR) and the sideshow drivers of today have in common? What business opportunities could be available to sideshow drivers?

- o **Stop at 5:17:** Do you think sideshows need to be illegal to keep their appeal? Why or why not?
- o **Stop at the end of the video:** What do you think of the arguments in favor and against sideshows? Do you think they should remain illegal or move to legal venues? What evidence did you find most convincing? (Remind students to focus on the evidence and not their own opinion yet.)
- Ask students to fill in the right column of the chart. Share out and discuss, if time.
- **Transition to the [KQED Learn Discussion](#):** Tell students they will share their response in the Discussions section on KQED Learn.
 - o Decide how you want your students to reply to the responses of other students, both from your class and other classrooms. Please refer to our [Code of Conduct](#) as well as your own school’s behavioral expectations before asking students to post a response or comment on other students’ responses.
 - o **Are you doing this for the first time?** Ask your students to analyze what [makes an excellent Discussion response](#). Find example responses, [sentence frames](#) and a [rubric](#) for assessing responses in KQED Learn’s [Teacher Resources](#).

KQED Learn Discussion

- Students click on the “Join the Discussion” button to post their response to the question.
 - o Responses should be supported by evidence from the *Above the Noise* episode, the article, or other research on the topic (can be found in the Source List under More Resources).
 - o Encourage students to comment on other students’ responses after posting their own. Remind them to use evidence to support their claims and respectful language when replying to others.

Assessment/Reflection

- Students reflect on what they have learned through a class discussion or in writing:
 - o What is your biggest takeaway from the video?
 - o Did your opinion change as you learned more about the issue?
 - o What was it like to post your responses publically and reply to other posts? What did you learn from other students? What do you hope they learned from you? What will you do the next time you post a response on KQED Learn?

[Circle chats](#), small-group discussions and [think-pair-share](#) provide a safer space for students to practice speaking and listening, and also boost participation during whole-class discussions.

Extension/Homework

Write/speak locally: Students turn their response to this issue into a letter, short speech or presentation, then research ways to make their voice heard in their community. (Example: Speaking during the public comment section of a city council meeting, posting in an online forum, etc.) For a list of how to contact local officials in your area, check out [KQED's Local Election Toolkit](#).

Common Core Standards and NGSS

CCSS.ELA-Literacy.CCR.A.R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
CCSS.ELA-Literacy.CCR.A.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
CCSS.ELA-Literacy.W.1	Write arguments to support claims with clear reasons and relevant evidence.
NGSS.SEP.7	Engaging in argument from evidence
NGSS.SEP.8	Obtaining, evaluating and communicating information