

Community-Engaged Anti-Racist Education Project



RUTGERS

Graduate School of Education
COMMUNITY-SCHOOL
PARTNERSHIP NETWORK

The Community-Engaged Anti-Racist Education Project

Introduction

Backstory

The Rutgers University Graduate School of Education (GSE) is committed to fostering excellence and equity in education for all students. This commitment is embedded in the design of the GSE's Urban Social Justice Teacher Education Program, which includes deep partnerships with several local school districts as well as with anti-racist, equity-focused community-based organizations (CBOs) that, together with GSE faculty and students, make up the GSE Community School Partnership Network (GSE-CSPN). The GSE-CSPN is a mutually beneficial collaborative aimed at improving both the quality of preparation for GSE educator candidates and the educational experiences of the PK–12 students and families served by the GSE-CSPN member districts and CBOs.

The Community-Engaged Anti-Racist (CEAR) Education Project is a Rutgers-funded project developed in an effort to continue to strengthen and deepen the connections between and among GSE-CSPN members by engaging GSE, school district, and CBO members in developing a shared vision for teaching and learning that centers engagement with CBOs around anti-racist pedagogy and content.

This unique project brought together GSE faculty in Elementary Education and Language Education, K–5 teachers from five GSE-CSPN Partner Districts, and members from five CBOs as CEAR Education

Project Fellows. Our first efforts focused on community-building and professional development to collaboratively identify key principles and practices of community-engaged anti-racist education. Later, participants worked in six small teams to develop grade-specific curricular units that embrace and employ the CEAR Education Project Principles and Practices. These units were collaboratively developed, piloted by K–5 teachers, and revised for publication and sharing. The CEAR Education Project engaged the participation of school districts and community organizations around Rutgers, The State University of New Jersey, all of which are designated as urban and serve economically, racially, and/or ethnically diverse students and families.

The curricular units included in the following pages reflect the collaborative work of Rutgers GSE faculty from the programs in Elementary Education and Language Education; teachers from North Brunswick Township Schools, Franklin Township Public Schools, Highland Park School District, New Brunswick Public Schools, and Bound Brook School District (all in New Jersey); and CBO members from New Brunswick Area NAACP, Black Community Watchline, New Labor, New Brunswick Civic League and New Brunswick Tomorrow. The complete list of individual participants can be found in the acknowledgments appendix.

CEAR Education Project Background and Vision

The CEAR Education Project brought together faculty, teachers, and CBO leaders in collective curriculum development. The CEAR Education Project and curriculum were built upon our belief that when teachers and schools partner with community members, they learn with and from their students, students' families, and local communities, enabling them to honor, sustain, and expand community assets. While community-engaged anti-racist efforts begin with individual beliefs and dispositions, they require collective action to bring about changed practices and policies and build an anti-racist world.

Our collective work was grounded in the following shared core beliefs:

- A holistic education should center and build upon the community, family, and cultural knowledges that all students and families bring to the classroom and community spaces.
- Interrupting, disrupting, and dismantling racist practices and oppressive policies where we work is necessary.
- Being (or becoming) aware of race and other aspects of our identities is important to understanding privilege and oppression.
- Institutions in the United States, such as schools, tend to orient to values aligned with white supremacy. By engaging in anti-racist education, we push against these unquestioned norms to better support students and families in their learning.
- Learning about histories and counternarratives of power and oppression shapes our lives and understandings across our homes, schools, and communities.

Developing CEAR Education Project Principles and Practices

A foundational aspect of this work was the development of the CEAR Education Project Principles and Practices. Fellows met weekly for several months, studied the work of critical educational scholars, and engaged in professional development with organizations committed to anti-racist education. From these meetings, Fellows developed a set of principles and practices that were used to guide the curriculum design. The CEAR Education Project Principles and Practices can be found on page 9.

How We Use Language

As part of this approach, the CEAR Education Project team spent considerable time specifying the terms we would use in our work so that we shared a common language and understandings. Our goal is to center the assets of students and families of color, as so much of formal schooling frames students and families of color through a deficit lens. For example, schools commonly refer to students who are newer to English as *English language learners*. This term prioritizes English as the only goal and centers what students lack, ignoring their other language resources and how they could be used to deepen language and content learning. The CEAR Education Project team uses the term *emergent bilinguals* to describe students because it centers the assets and strength in developing bilingual and multilingual identities, and it acknowledges the value of all languages without privileging one language over another. We also include the concept of *translanguaging*, which describes the flexible use of student, family, and community linguistic resources in the practices of multilingual speakers and centers these practices as the norm. For more information about *emergent bilinguals* and *translanguaging*, we suggest this resource: *Translanguaging: A CUNY-NYSIEB guide for educators* | www.cuny-nysieb.org/wp-content/uploads/2016/04/Translanguaging-Guide-March-2013.pdf

In other instances, we did not rename or change terminology, but we deliberately and intentionally defined terms. For example, the word *activist* can sometimes be defined as someone who helps others, which is partly true, but this definition positions one group as “helpers” and lacks the activist’s stance of challenging the political and social status quo. CEAR Education Project Fellows wanted to be certain that our discourse made the clear distinction that an *activist* works in and with communities to understand the local and historical context, name inequities, and take collective action to implement substantive policies and practices to address them. Therefore, an *activist* was collectively defined as “a person who engages in actions to address injustice and bring about social or political change.”

We intentionally use the term *equity* versus *equality*. *Equality* is about providing the same or equal resources for students without a careful understanding of the individual, community, and/or operating structures or systems. This is often seen in a one-size-fits-all approach to addressing concerns. *Equity* is about providing customized resources that address a student's or community's specific expressed strengths and needs and take local and historical contexts into account. CEAR Education Project materials strive for equity.

In framing unit plans and lessons, we refrain from referring to instances of injustice or oppression as *issues* or *problems*. While the latter words are familiar to elementary school students, we want to ensure we do not leave students with the impression that injustice is simply a “problem” that arises out of nowhere or is associated with deficit orientations of communities of color. Instead, lessons for younger students support them in understanding what is fair or unfair, and older students begin to be introduced to systems and structures that perpetuate injustice.

CEAR Education Project units raise awareness and deepen understanding of *systemic injustice* and make connections to local and historical contexts. Several units focus on how racism and other forms of discrimination are embedded in social institutions all around us, such as education, health care, and housing. These may be found and perpetuated in an organization's policies, programs, hiring practices, and everyday operations. Such policies or practices may not be explicitly stated as discriminatory, but their impact creates injustice and disadvantages groups of people based on their identities (race, class, gender, sexual orientation, language, etc.) while providing benefits for people with certain identities (most often those of the dominant group). These discriminatory policies or practices have likely not originated in our lifetime and aren't operating only in someone else's community. Often they have deep historical roots and have real implications for our local context. It is important that we support developing a deeper understanding of injustices and a responsibility for taking action, beginning with our youngest students.

For example, in one of our lessons, we discuss how individuals for whom English may be a new language often face discrimination or inequitable treatment. A focus on this as a systemic injustice supports students in understanding who this injustice has an impact on, who benefits from this injustice, how our local and/or national history is connected to this injustice, and how policies and practices in our schools may serve to perpetuate language injustice. We see this manifested in a

variety of ways in school spaces, including not recognizing the multilingualism of students and families as resources for learning; not allowing and sustaining students' home languages in the classroom or school communities; and promoting only one variety of English (the variety most associated with whiteness, often called "academic English"), to the exclusion of the many Englishes spoken in our communities.

Language Objectives, Supports, and Vocabulary Development

We take an anti-racist approach to language, as we seek to create learning that invites, supports, and extends all students' language resources. We question the assumption that mainstream academic English is the only language that matters for learning and instead invite students to use their home languages, which include named languages, like Spanish (Espinosa, Ascenzi-Moreno & García, 2021; España & Herrera, 2020), American Sign Language, and varieties of English, such as Black Language (Baker-Bell, 2020). Our language objectives work toward two related goals. Some offer scaffolds and extensions for emergent bilinguals to make content accessible and practice new ways to use English for schooling. Others seek to explicitly invite in

students' full linguistic resources and extend them for learning, encouraging translanguaging. We believe every teacher should be a language teacher and intentionally include language objectives and supports in lessons to disrupt traditional notions of whose languages count for learning.

Examples of language supports within the curricular units include the use of multilingual resources; learning about student, family, and community language practices; inviting students to participate in activities in multiple languages; incorporating language objectives that support content objectives; and providing language scaffolds to make content accessible.



Overview of CEAR Curriculum Units

UNIT ONE: Our Language Community

Grade Level: Kindergarten

Subjects: Language Arts and Social Studies

To create a classroom and school community where all language resources are valued, Our Language Community, a unit designed for kindergarten students, aims to challenge and disrupt the following certain norms about language: 1) that one named language is more important or valuable than another (i.e., English in the United States); 2) that English needs to be the sole language of schooling; and 3) that there is only one correct way to write and speak any given language. The unit focuses on students' identities and language use, the diversity of community languages, and our love of our languages. Students conduct a survey to discover which languages their classmates speak at home and use this information to create multilingual home language posters and books. Through children's literature, students are empowered to use and be proud of all language tools at their disposal. After learning about the power and diversity of language, students create a welcoming and inclusive linguistic classroom community by conducting a Linguistic Landscape Action Project, in which they label classroom items in their many home languages. To act for change, the students and teacher collaborate on a letter to the school principal advocating for permission to label common school items and areas in the languages of the school community. This integrated unit meets New Jersey core content standards in English Language Arts and Social Studies.



UNIT TWO: Say Something: Our Fight for Fairness

Grade Level: 2

Subjects: Social Studies and Language Arts

Say Something: Our Fight for Fairness is a unit designed for second-grade students that analyzes rules and laws for fairness and identifies ways to address rules and situations that are unfair. Through this process, students develop the understanding that each one of us has the power to make a change when things are unfair. Students are guided to think about our nation's history, including fair labor laws and school segregation laws, and those who have often been on the receiving end of unfair treatment based on their characteristics (race, class, ethnicity, language ability, etc.). The unit concludes with reflection and critical analysis of students' own immediate community. Students and their families identify instances of injustice or unfairness in their community; students then take action toward change by working collaboratively with peers on an advocacy project. This integrated unit meets New Jersey core content standards in English Language Arts and Social Studies.



UNIT THREE: Becoming an Activist for Racial Justice
Grade Level: 3
Subjects: Language Arts, Math, and Social Studies

Becoming an Activist for Racial Justice is a unit designed for third-grade students that explores anti-racist activism within students' local communities and invites students to become activists themselves. Teachers interested in using this unit will need to make connections with their own local CBOs that work for racial justice. Suggestions for doing so are included in the unit. This integrated unit meets New Jersey core content standards in Language Arts, Mathematics, and Social Studies.



UNIT FOUR: The Power of Music for Social Movements
Grade Levels: 3–5
Subject: Music

In this unit, The Power of Music for Social Movements, students in grades three through five analyze activist songs and look closely at their expressive qualities (mood, tempo, and lyrics) and the instruments used to better understand the intent of the song. As a class, students examine what constitutes an injustice and identify injustices in their classroom, school, and/or community. In small groups, students modify the lyrics of an existing activist song to communicate actions they wish to take in response to an injustice. Through this experience, students begin to develop an understanding of how music is an effective tool for bringing awareness to injustices and encouraging collective action. This integrated unit meets New Jersey core content standards in Visual and Performing Arts.



UNIT FIVE: Making Change through Activism

Grade Level: 5

Subjects: Language Arts and Social Studies

Making Change through Activism is a unit designed for fifth-grade students to explore the concept of human rights and the use of activism when those rights are violated. Students examine historical activist movements and their foundations, leaders, goals, strategies, and achievements before making connections to current movements. The unit highlights social justice and centers marginalized BIPOC voices of empowerment and resistance through a close look at activist movements (including the migrant farm workers' movement, the Stonewall Riots, the Dakota Pipeline protests at Standing Rock, and Black Lives Matter) that have fought and are fighting for the rights of migrant farm workers and LGBTQ+, Black, and Indigenous populations. Students reflect upon important issues in their own communities and become agents of change as they develop an activist artifact. This integrated unit meets New Jersey core content standards in Language Arts and Social Studies.



UNIT SIX: Young People and Environmental Justice

Grade Level: 5

Subject: Science

Young People and Environmental Justice is a unit designed for fifth-grade students to explore how to fight for environmental justice to protect the earth's resources and their communities. The unit is developed around videos and texts that examine environmental injustices—such as the differential impact of pollution based on race and wealth—and highlight youth activism for environmental justice. Importantly, environmental injustices are defined as the result of systemic policies and practices, not individual behavior. Students interview leaders in local CBOs and create action plans using resources and strategies shared by CBOs to hold communities accountable to the law and to protect BIPOC communities in the state of New Jersey. This integrated unit meets New Jersey core content standards in Science.



Eight Principles for Community-Engaged Anti-Racist Curricula and Teaching

Principle 1: Embraces Intersectionality and Multiple Identities

Principle 2: Centers Student, Family, and Community Knowledge, Perspectives, and Experiences

Principle 3: Welcomes and Expands Students' Linguistic Resources

Principle 4: Implements Culturally and Historically Responsive Practices

Principle 5: Critically Analyzes and Disrupts Traditional Notions of Power and Knowledge

Principle 6: Counters Dominant Narratives

Principle 7: Cultivates and Celebrates Joy

Principle 8: Engages Students in Resistance and Action

Eight CEAR Principles

Practices and Principles

RELEVANT PRINCIPLES (see above)

PRACTICES	1	2	3	4	5	6	7	8
Collaboratively Developed Classroom Norms and Shared Beliefs/Values	X	X			X			
Critical Literacy				X	X	X		X
Daily Reflection Tools	X	X	X	X	X	X	X	X
Focus Groups for Collaboration		X		X	X			
Historical Connections to the Present		X		X	X	X		
Inquiry-Based Learning		X		X	X		X	X
Language Objectives for Each Lesson	X	X	X					
Multilingual Resources	X	X	X					
Partnerships with Community Members and Community-Based Organizations	X	X		X				
Planning Using Backwards Mapping								
Project and Problem-Based Learning		X		X	X	X		X
Radical Morning Meeting	X				X	X	X	
Small Group/Partner Work			X		X			
Student/Community Check-Ins	X	X			X			
Translanguaging Practices	X	X	X		X			
Varied Media and Texts	X			X		X	X	
Varied Forms of Expression (Dance, Art, Movement)	X	X					X	

Practices and Principles

Reflection Questions

Principle 1: Embraces Intersectionality and Multiple Identities

- Am I ensuring that my students feel safe in our classroom environment to share about their identities, especially when these identities are different from their peers?
- Were there identities that were silenced or missing in our classroom learning?
- Am I using an intersectional lens to recognize and disrupt multiple forms and scopes of oppression in our classrooms?

Principle 2: Centers Student, Family, and Community Knowledge, Perspectives, and Experiences

- Am I acknowledging, centering, and celebrating students', families', and communities' cultures, languages, values, identities, and knowledge on a daily basis?
- Are we learning about community-based organizations and sharing this knowledge with students and families?
- Are we partnering with community-based organizations and learning from and with communities?

Principle 3: Welcomes and Expands Students' Linguistic Resources

- Am I making language and content comprehensible (or accessible) to all students?
- Am I encouraging students to draw upon, use, sustain, and expand their full linguistic resources?
- Am I creating space for ways of speaking, reading, writing, and listening that go beyond mainstream (white) English, or the type of English that is often prioritized as "correct" in classrooms?
- Am I intentionally challenging the policing of language in my classroom?

Principle 4: Implements Culturally and Historically Responsive Practices

- Am I encouraging students to challenge histories they've always been taught?
- Am I determining issues/injustices that matter to students, families, and their communities and collaborating on how to address or explore them meaningfully?
- Am I encouraging students to learn history from multiple perspectives and question white-centered histories and their intentions?



Principle 5: Critically Analyzes and Disrupts Traditional Notions of Power and Knowledge

- Am I disrupting traditional ideas about who holds the knowledge and power?
- Am I challenging ideas of learning only happening in school contexts?
- Am I fostering opportunities to learn from knowledge-holders in students' families and communities?

Principle 6: Counters Dominant Narratives

- Am I using literature, texts, and materials that reinforce dominant narratives or ones that provide counternarratives that reflect diverse experiences and perspectives, including, but not limited to, those of my students, their families, and communities?
- Am I using histories and stories to analyze whose voices have been and are silenced?
- Am I supporting students in developing strategies for how to present critiques in various spaces with various groups?

Principle 7: Cultivates and Celebrates Joy

- Are moments of joy cultivated in this lesson?
- Am I creating opportunities to share joy in people's stories and experiences instead of focusing solely on pain and suffering?
- Am I creating an ongoing curiosity, appreciation, and recognition of students', families', and communities' identities and cultures?

Principle 8: Engages Students in Resistance and Action

- Am I preparing students for resisting, thinking critically about, and challenging systems of oppression?
- Am I engaging students in activism and taking action in their schools and communities?
- Am I modeling resistance, taking action, and challenging systems of oppression?



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Partners

Philly Children's Movement | phillychildrensmovement.org

The Philly Children's Movement knows that families and schools are critical spaces for building racially just communities. We envision a world in which all people are liberated, whole, and valued. We work to dismantle racism, anti-Blackness, and white supremacy. Our organizing for racial justice happens in schools, community events, child-centered activism, and racial justice campaigns.

Radical Pedagogy Institute | radicalpedagogyinstitute.com

The Radical Pedagogy Institute is a collective of educators based in the greater New Jersey area (this includes NYC) who believe in the transformational power of radical pedagogy and local political organizing. But what exactly do we mean by radical pedagogy? Essentially, we view radical pedagogy as a pedagogy that uses tenets of critical pedagogies—queer, anti-racist, DisCrit, culturally relevant, and other liberatory pedagogies—to re/humanize educational experiences for all students.

New Labor | newlabor.org

New Labor is an organization that educates, organizes, and fights for better work conditions and social justice in the workplace. With a base of around 4,000 members, New Labor organizes to empower its members and amplify their voices in the community, workplace, and political realm.

New Brunswick Tomorrow | www.nbtomorrow.org

New Brunswick Tomorrow is a social impact organization committed to moving people forward since 1975. We address the human issues that impact us all, including the conditions of the neighborhood you live in, your family's health and well-being, and your child's progress and ability to meet their fullest potential.

New Brunswick Area Branch of the NAACP | nbanaacp.wordpress.com

Founded in 1909, the NAACP is the nation's oldest and largest civil rights organization. From the ballot box to the classroom, the thousands of dedicated workers, organizers, leaders, and members who make up the NAACP continue to fight for social justice for all Americans.

The New Brunswick Area Branch is one of over two thousand NAACP local units nationwide. The branch was chartered to serve the following municipalities: Bound Brook, East Brunswick, Franklin Township (Somerset County), Highland Park, Hillsborough, Middlesex Borough, Milltown, New Brunswick, North Brunswick, Piscataway, Sayreville, Somerville, South Brunswick, and South River.

Black Community Watchline | www.blackcommunitywatchline.com

The Black Community Watchline was created to empower individuals to speak out and address instances of anti-Black violence, aggression, and bias. The Watchline provides a platform to report immediate threats of racial violence, microaggressions, and racially motivated experiences that undermine the respect, dignity, and fair treatment that Black people should receive.

The Black Community Watchline is committed to seeing that incidences of violence, harassment, and intimidation are not overlooked, dismissed, or mishandled by public servants, persons of influence, and individuals in positions of power.

New Brunswick Civic League | www.civicleaguenb.com

The Civic League of Greater New Brunswick is a not-for-profit community-based organization, operated to strengthen African American families and other minority family groups. This is accomplished by advocating, promoting, and providing community-based services that empower families and improve their quality of life.

The League supports and conducts programs in the areas of education, training, health care, employment, housing, and economic empowerment with the aim of enhancing the stability and growth of families within their communities. This aim is accomplished in conjunction with corporations, human service agencies, churches, community organizations, schools, and volunteers.

Illustration

Andrece Brady is a fine artist, art educator, and curator from Newark, New Jersey. Passionate about rebuilding Black communities through art, Brady is a dynamic artist with a style that transforms through multiple mediums. At her core, Brady is moved by revolution and rebuilding Black communities through art. A multifaceted educator, Brady is a teaching artist and hosts art classes, workshops, and programs, and organizes interactive events for all ages. | andrecebradyart.com

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UNIT ONE

Our Language Community



UNIT ONE

Our Language Community

Grade Level: Kindergarten

Subjects: Language Arts & Social Studies

Suggested Length: 9–13 days (45-minute sessions per day)



Unit Summary

This unit supports students in exploring their identities and language use; investigating languages used by their families, peers, and school community; and in understanding that all languages are valued and important.

In order to create a classroom and school community where all linguistic repertoires are welcomed and sustained, the unit aims to challenge and disrupt the following norms: one named language is more important or valuable than another (i.e., English in the United States); English needs to be the sole language of schooling; and there is one correct way to write and speak any given language.

The unit begins with a focus on the diversity of languages, our love of our languages, and a survey to discover which languages students and their classmates speak at home. Students then use this information to create a home language poster and books in which they label items in English and/or their chosen language. These multilingual books will be read to one another and will “live” in the classroom library where students can engage with them throughout the year. Through engaging stories from children’s literature, students are empowered to use and be proud of all language tools at their

disposal. In these shared readings and discussions, students reflect on how we draw on all of our linguistic resources or language tools in different settings and purposes. This translinguaging knowledge will inform the creation of a language biography.

After learning about the power and diversity of language, students create a welcoming and inclusive linguistic classroom and school community by engaging in a Linguistic Landscape Action Project in which all spoken languages are represented in their classroom and school. Students will generate interview questions to identify the linguistic repertoires of their peers, school staff, and community members. The students will conduct these interviews to inform their project of creating a multilingual landscape in their classroom by labeling classroom items in their home languages.

Finally, the unit culminates with the teacher and students focusing on the need to take action to make change. They will collaborate on a letter to the school principal advocating for permission to label common school areas and items in the languages of the school community, creating a multilingual school landscape.

Community-Engaged Anti-Racist (CEAR) Principles in Unit One

Principle 2: Centers Student, Family, and Community Knowledge, Perspectives, and Experiences

The focus on students' personal experiences with language provides opportunities to engage families and the community regarding their own linguistic experiences and perspectives.

Principle 3: Welcomes and Expands Students' Linguistic Resources

A focus on identity, language use, and linguistic communities establishes that all languages and language practices are important, valued, and should be sustained.

Principle 4: Implements Culturally and Historically Responsive Practices

Students reflect on their own, their family's, and their community's experiences with language.

Principle 6: Counters Dominant Narratives

The unit disrupts ideas that there is only one dominant, named language and cultural practice and only one correct way to speak a language.

Principle 7: Cultivates and Celebrates Joy

Students share and celebrate their languages and learn and incorporate features of new languages from their peers, families, and community members.

Principle 8: Engages Students in Resistance and Action

Students take action and counter injustice in their school community by creating a more linguistically inclusive print-rich environment.



CEAR Practices

Critical Literacy: Students discuss the use of signs and labels in the school building to determine if they offer all school-community members the ability to fully participate in the school environment and if the school's linguistic landscape sets a welcoming tone for all members of the school community.

Daily Reflection Tools: Students have the opportunity to reflect on what they've learned at various points throughout the unit.

Language Objectives for Each Lesson: Teacher has clear objectives of what students will be able to do with language.

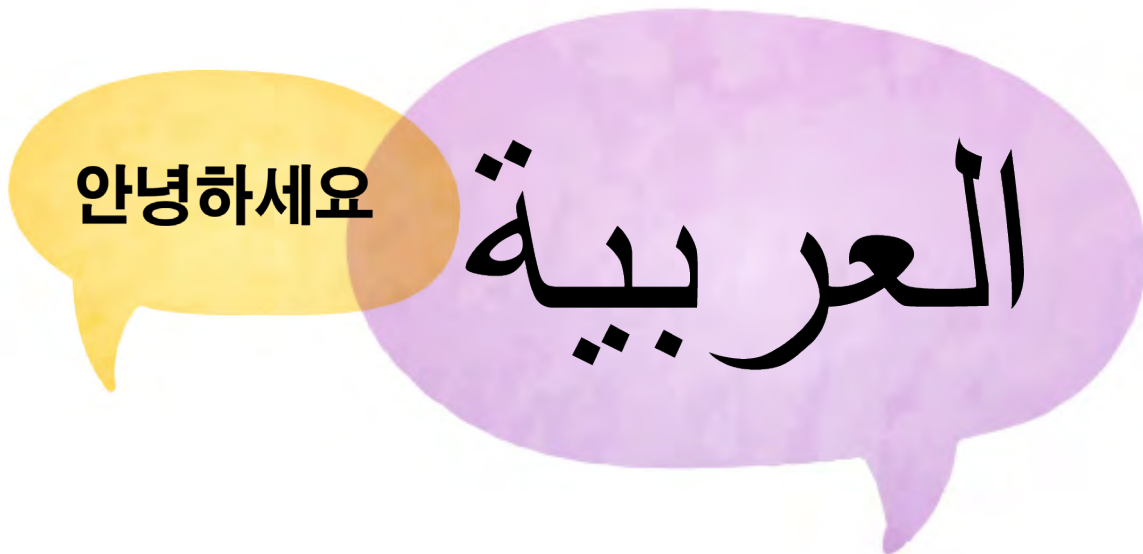
Partnerships with Community Members and Community-Based Organizations: Students interview members of the school community and the larger community about their linguistic experiences.

Small-Group/Partner Work: Students engage with their peers during each lesson, whether through partner discussion or small-group activities.

Translanguaging Practices: The teacher and students develop multilingual resources (classroom and school labels) through translanguaging in which they are encouraged to draw upon all linguistic practices at their disposal. Students share their languages with one another and use multiple languages while learning with and from their peers. They are encouraged to express themselves in the language of their choice.

Varied Forms of Expression: Students express themselves through writing and drawing in addition to recording videos. They create posters and books, and collaboratively compose a letter to the principal as part of an advocacy project.

Varied Media and Texts/Multilingual Resources: Students engage with texts (including student-created materials), music, and videos in multiple languages and with a diverse representation of characters. Bilingual picture dictionaries will be provided.



Content Objectives

Students will be able to do the following:

- Explain that all languages are important and valued. (Lesson 1)
- Communicate using multiple languages. (Lesson 1)
- Identify their home language and their language communities. (Lesson 2)
- Represent their linguistic identity by presenting the Language Poster. (Lesson 2)
- Share words, phrases, or terms of endearment that they love from their home languages. (Lesson 3)
- Compose informative texts in their chosen languages through the creation of “My Very Own…” books, where they will draw and label specific items. (Lesson 4)
- Use words and phrases acquired through conversations, reading and being read to, and responding to texts. (Lesson 5)
- Name all the languages that they use at home, at school, and in their community to understand the world around them to show that they are multilingual people. (Lesson 6)
- Create a language biography to celebrate all the languages they use via translanguaging. (Lesson 6)
- Ask and answer questions in order to gather information. (Lesson 7)
- Gather information from provided sources to answer a question. (Lesson 7)
- List and label items and places throughout the classroom. (Lesson 8)
- Persuade school leadership in a cowritten letter. (Lesson 9)
- Advocate for a multilingual environment. (Lesson 9)

Language Objectives

Students will be able to do the following:

- Repeat greetings in various languages. (Lesson 1)
- Share their experience with languages. (Lesson 1)
- Describe the language(s) used in their home. (Lesson 2)
- Listen to and/or present their projects to others. (Lesson 2)
- Verbally express something that they love that they’ve heard from their families in their home languages. (Lesson 3)
- Identify and discuss that there is more than one way to refer to a person, place, or object. (Lesson 4)
- Identify examples of multiple varieties of language and linguistic resources and strategies used in a read-aloud. (Lesson 5)
- Describe items using multiple linguistic strategies, sentence frames, and teacher modeling. (Lesson 5)
- Inform their classmates and others about their language uses at home, in school, and in the larger community. (Lesson 6)
- Create a language biography or passport showcasing their interactions and uses with language(s) at home, in school, and in their community. (Lesson 6)
- Ask and answer interview questions using a language of their choice. (Lesson 7)
- Identify classroom items as they conduct a linguistic landscape. (Lesson 8)
- Identify named languages from Lesson 1. (Lesson 8)
- Write a persuasive letter to the school principal in collaboration with their teacher to advocate for a multilingual environment. (Lesson 9)



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Enduring Understandings

- Language connects us to our family, community, and history. (Lessons 1, 2, 3, 6, and 7)
- All languages are welcome and important. (Lessons 1–9)
- My languages are powerful. (Lessons 1–9)
- I can take action to make my school a more welcoming place. (Lessons 8 and 9)

Essential Questions

- How do we communicate? (Lessons 1, 5, and 6)
- What is language? (Lesson 1)
- What languages do I and we speak in our community? (Lessons 1, 2, 5, and 8)
- When and where do we use our languages? (Lessons 2 and 4)
- How is language part of our identities and communities? (Lesson 3)
- How can we create spaces that welcome all of our languages? (Lessons 3, 8, and 9)
- How is language part of my cultural and community history? (Lessons 2, 6, and 7)
- How can I respect and learn from other people’s languages and identities? (Lessons 3, 7, 8, and 9)
- How do I use all of my languages and ways of speaking to share my ideas? (Lessons 4, 5, 6, and 9)

Centering Student, Family, and Community Knowledge and Experiences

This unit is relevant to students’ lives because it focuses on the use of language, which all students experience in a variety of ways on a daily basis. A central tenet underpinning the unit is that all languages are important and valued, connecting directly to students’ and families’ lived experiences. Students use a variety of languages and means of communicating, both in and out of school, and this unit allows them to explore their own language use, in addition to the language use of their school and home communities, eliciting and centering a variety of community members’ experiences and perspectives. Students will survey the school community to discover important information about language. Further,

students will have the opportunity to share their findings with their peers and the larger school community. Activities allow for self-reflection and exploration of identity and also afford students the opportunity to engage with their families and other community members about their language use. Materials and resources reflect the cultural and linguistic communities of the students and allow students to make connections between their own linguistic communities and those of their peers. The unit also allows students to take action in order to create a more linguistically inclusive school community by ensuring that a variety of languages are represented throughout the school setting.

Vocabulary/Conceptual Development

Vocabulary is introduced and practiced in multiple formats and languages, including through students' home languages and hand signs. Teachers will use visual aids, gestures, and everyday objects as needed. Vocabulary is charted on word walls for reference and used across the lessons. Students engage with key terms as they

read literature around language in communities, discuss language uses, and speak and listen to peers and teachers discuss the essential questions, skills, and terms of the unit. Additionally, as a culminating activity, students cowrite a persuasive letter to their school administration.

Unit Vocabulary

- Communicate
- Community
- Examples of greetings
- Family
- Injustice
- Interview
- Labels/Word card
- Language
- Letter
- Lost and found
- Love
- Multilingual
- Permission
- Principal
- Take action
- Translanguaging

Phrases

- A new word that I learned is _____.
- Hello, Hola, Bonjour, Namaste, Nîn hâu. (Add more terms based on classroom linguistic diversity.)
- How do I say _____ in English/Mandarin/Spanish/etc.?
- I knew *libro* meant “book” because _____.
- We speak _____ at _____.
- What is _____ in English/Mandarin/Spanish/etc.?
- What languages do you speak? At home? At work? At school? At the store?

Key Words in American Sign Language

- Book
- Goodbye
- Hello
- Love

(Image source, Wikimedia Commons)



Lessons Overview

Lesson 1: Languages Are Important!

Students learn that people from all over the world talk to each other using various languages. These languages have value and are important despite beliefs, policies, and practices that may value one language over another.

Lesson 2: Our Home Language/ Language Communities

The teacher shares a home language poster to demonstrate their inclusion in a language community. In collaboration with their families, students represent their language/culture through the completion of a home language poster and present their posters to the class.

Lesson 3: I Love My Languages

The teacher and the students read *Honey Baby Sugar Child*, by Alice Faye Duncan, to celebrate and express their love of home languages, including Black language, and to understand that there is more than one way to speak a language. Students create a video expressing things they love in multiple languages.

Lesson 4: Our Words, Our Languages

Students work on individually created books where each page requires the student to draw a specific picture (family, house, school, cat, etc.) and label it using their chosen language. The students read their books to one another. The books “live” in the classroom library where students can engage with them throughout the year.

Lesson 5: My Language Strategies

Students reflect on and discuss how to use all of their linguistic resources in order to communicate. The teacher and students read and discuss the

character’s linguistic strategies in *My Dog Is Lost!*, by Ezra Jack Keats and Pat Cherr. Students utilize a variety of strategies to describe an object similar to the character in the book.

Lesson 6: My Complete Linguistic Repertoire

Students learn that the act of engaging all of their languages for learning and communicating with others is called “translanguaging.” After reading the book *Say Hello!*, by Rachel Isadora, students reflect on where they use all of their languages and complete a language biography.

Lesson 7: Surveying the School Community

The teacher and students brainstorm questions for school staff, community members, and families and then conduct interviews with them. The interviews, in person or virtually, will inform the class about their linguistic community.

Lesson 8: Linguistic Landscape Action Project

The teacher and students read *Mango, Abuela, and Me*, by Meg Medina. Using the data gathered in Lesson 1, students create a multilingual landscape of their classroom, labeling classroom items in languages representing their community in order to create an inclusive classroom environment that celebrates, affirms, and sustains their linguistic identities.

Lesson 9: Advocating for a Multilingual Landscape

After reading the book *Say Something!*, by Peter H. Reynolds, and learning about taking action, the class collaboratively writes and delivers a letter to the school principal requesting permission to label common school areas in the languages of the school community.

Assessment

Formative assessment includes observations of student participation in discussions and small group work; comprehension checks in whole class discussions; student artifacts (drawings, beginning writing); and video of students' spoken languages.

Summative assessment includes two parts of the Linguistic Landscape Action Project. First, students decide what to label and which languages to use for the labels, with teacher and family assistance as needed, in order to create an inclusive school environment where school community languages are represented. Second, students write or draw, depending on readiness, to support the Advocacy Letter Writing Project.

Alignment to Standards

World-Class Instructional Design and Assessment (WIDA) English Language Development

Standard 1: English language learners communicate for Social and Instructional purposes within the school setting.

Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.

Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.

New Jersey Student Learning Standards for English Language Arts

RL.K.2: With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).

W.K.2: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

W.K.7: Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

W.K.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

SL.K.2: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

SL.K.3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

SL.K.4: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.K.5: Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.K.6: Speak audibly and express thoughts, feelings, and ideas clearly.

L.K.5.C: Identify real-life connections between words and their use (e.g., note places at school that are colorful).

L.K.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

New Jersey Student Learning Standards for Career Readiness, Life Literacies, and Key Skills

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.

New Jersey Student Learning Standards for Social Studies

6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.

6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

Core Instructional Resources and Materials

Texts

- Arena, J. (2016). *Marta! Big & small*. Roaring Brook Press.
- Duncan, A.F. (2015). *Honey baby sugar child*. Simon & Schuster Books for Young Readers.
- Isadora, R. (2010). *Say hello!* G.P. Putnam's Sons Books for Young Readers.
- Keats, E.J., & Cherr, P. (1960). *My dog is lost!* Thomas Crowell.
- Medina, M. (2017). *Mango, Abuela, and me*. Candlewick.
- Reynolds, P. H. (2019). *Say something!* Orchard Books.

Videos

- Books & Brunch with Mrs. Bri. (2020, November 10). *Marta! Big and small* [Video]. YouTube. | www.youtube.com/watch?v=S_bkNJRbXk4
- Jack Hartmann Kids' Music Channel. (2020, May 28). *Rags the dog | Brain breaks | Jack Hartmann | Dog song* [Video]. YouTube | www.youtube.com/watch?v=bKxdMnjH8RI
- Lec Meriwinkle. (2017, August 28). *Multi-language head, shoulders, knees and toes* [Video]. YouTube | www.youtube.com/watch?v=YGrknzngFl8
- Lisa Beth Kovetz. (2018, April 20). *Marta! Big and Small FOR EXPORT color corrected sound sweetened* [Video]. YouTube. | www.youtube.com/watch?v=6x601Vgqxoc
- Sankofa Read Aloud. (2018, July 24) *Honey baby sugar child* [Video]. YouTube. | www.youtube.com/watch?v=tcJ6lnPkEwY
- TEDx Talks. (2019, June 5). *The benefits of being bilingual | Bella Lawson & Jose Sabedra | TEDxKids@ElCajon* [Video]. YouTube. | www.youtube.com/watch?v=eAqVR4JQITc

Songs

- Utah Education Network. (2005, August 7). *Hello's heard around the world*. Utah Education Network. | www.uen.org/lessonplan/view/13915

Additional Children's Literature

- Dominguez, A. (2018). *How are you?/¿Cómo estás?* Henry Holt and Co.
- ETeaches365. (2020, April 30). *Honey I love...by Eloise Greenfield* [Video]. YouTube. | www.youtube.com/watch?v=kZGKOSv-Jqo&t=91s
- Greenfield, E. (2016). *Honey, I love*. Harper Collins.
- Lê, M. (2018). *Drawn together*. Little, Brown Books for Young Readers.
- Nemeth, K., & Manzano, D.J. (2014). *New words, new friends*. Language Castle Press.
- Raschka, C. (2007). *Yo! Yes?* Scholastic Inc.

Additional Materials

- Echo microphones
- Image of school principal from website
- Images from the school with monolingual labeling (bathrooms, principal's office, library, etc.)
- Images of "labeled classrooms" around the world
- Index cards (If possible before the lesson, have families help to create the multilingual lists and/or labels.)
- Language biography template
- Language chart
- Language poster template
- Letter for parents to help with translation
- Letter frame
- Pictures of items listed on the language poster
- Sentence strips pre-printed with sentence frames from language biography and pictures to accompany them (house, school, etc.)
- Teacher family photo
- Video-recording equipment (iPad, iPhone, digital camera, etc.)

Resources for Building Background

- American Sign Language University. (n.d.). *American Sign Language: "book."* American Sign Language University. | www.lifeprint.com/asl101/pages-signs/b/book.htm
- ASLMeredith. (2020, February 9). *How to sign about LOVE in American Sign Language: ASL vlog lesson* [Video]. YouTube. | www.youtube.com/watch?v=wB_QG3MM_zs
- Baker-Bell, A. (2021, January 30). *Black language education*. Black Language Syllabus. | www.blacklanguagesyllabus.com/black-language-education.html
- Celic, C., & Seltzer, K. (2013). *Translanguaging: A CUNY-NYSIEB guide for educators*. CUNY-NYSIEB. | www.cuny-nysieb.org/wp-content/uploads/2016/04/Translanguaging-Guide-March-2013.pdf
- Dual Language Training Institute. (2019). *Pictures*. | www.dltigomez.com/pictures.html
- EmmaSigns. (2012, March 28). *Greetings, introducing yourself and small talk in American Sign Language* [Video]. YouTube. | www.youtube.com/watch?v=jWCk3WqtVi4
- España, C., & Herrera, L.Y. (2020). *En comunidad: Lessons for centering the voices and experiences of bilingual Latinx students*. Heinemann.
- Gallaudet University. (n.d.) *ASL connect*. | www.gallaudet.edu/asl-connect
- Gonzalez, V. (2019, March 27). *QSSSA: More than turn & talk*. Seidlitz Education: Giving the Gift of Academic Language. | seidlitzblog.org/2019/03/27/qsssa-more-than-turn-talk
- JunyTony-Songs and Stories. (2019, August 30). *Hello around the world | Say hello in 15 different languages | Explore world song | JunyTony* [Video]. YouTube. | www.youtube.com/watch?v=472AnCrHYVs
- Muiru, K. (2021, January 30). *Black language in children's and YA lit*. Black Language Syllabus. | www.blacklanguagesyllabus.com/black-language-in-childrens--ya-lit.html
- National Council of Teachers of English. (2021, September 11). *Entering the language wars*. National Council of Teachers of English. | ncte.org/blog/2021/09/entering-language-wars/
- National Institutes of Health. (2021, October 29). *American Sign Language*. National Institute on Deafness and Other Communication Disorders. | www.nidcd.nih.gov/health/american-sign-language
- NPR. (2017, April 15). *A few things to know about American Sign Language* [Video]. YouTube. | www.youtube.com/watch?v=wa0nxppMJ-Q
- Pinkfong Baby Shark - Kids' Songs and Stories. (2021, January 2). *Say hello and goodbye | Around the world with Baby Shark | Pinkfong songs for children* [Video]. YouTube. | www.youtube.com/watch?v=ORGUR0mmR2o
- Quintana, C. (2017). *How to guide: Labeling in early childhood and the primary grades*. The Elementary Helper. | www.theelementaryhelper.com/preschool-kindergarten/how-to-guide-labeling-in-the-early-childhood-classroom

Extensions (Optional)

As an extension or follow-up activity, students can make presentations to other classes, grade levels, and/or schools, encouraging them to create a multilingual landscape. Data from the interviews can be shared with peers outside their class. Classes can also work together to organize and effectuate change in the larger school community.

The unit could be expanded by conducting interviews or surveys with other classrooms, older students, or community members.

This unit plan is adaptable for upper grades. They can be encouraged to do an extensive ethnographic inquiry into the linguistic communities of the classroom, school, and neighborhoods. Older learners can be invited to collect and analyze linguistic data from the local community, including where English and all other languages are used (e.g., on storefronts, signs, in grocery stores, public libraries, etc.). They can compare neighborhoods. They can share their findings with other schools and partners in other cities, states, or countries.

Notes

Adjustments may need to be made to the lessons in the event that the class is monolingual. For example, in Lessons 1 and 2, the teacher can directly teach how to say “hello” and “goodbye” in a variety of languages if only one language is spoken, thereby expanding the students’ linguistic repertoires for subsequent lessons (i.e., they are becoming multilingual as the unit progresses).

Some students may not feel comfortable sharing their languages in school, based on societal norms or pressures to only use English when in school or other settings outside of the home. Additional conversations with students can take place around this topic, either in a whole-group setting or on an individual basis, with the goal being that as the unit progresses, those students may begin to feel more comfortable sharing about their language use.

Teachers will need to solicit support and engagement from families to assist with particular projects throughout the unit.

To support students’ identification of language practices, places, and activities, it may be helpful to have community and family exemplars such as the following:

- Language practices gleaned from beginning of the year classroom surveys or home language surveys.
- Real-life objects and visuals of language signs and locations familiar to students and their families.
- Use of Google Earth or Maps.
- A large map of the school building or local community that can be annotated with languages or students’ names.
- Visuals from a community walk (recorded or pictures from teacher-directed walk; optional homework with families; class field trip or walk).
- Visuals/audio clips of languages represented in the class; access to Google translate to identify languages that students may not be able to name.

Letter to Parents and Guardians

Dear Parents and Guardians,

We are about to start a new unit in Social Studies! This unit, Our Language Community, focuses on learning about and celebrating the many different ways we communicate with each other. Whether your child only knows one language or several languages, all languages are important and should be celebrated!

We need your help. In the unit, we hope to include all the languages that are spoken by our students and their families. If you have any school-friendly recordings of simple greetings or basic words in your home language, please email them to me at [INSERT YOUR EMAIL ADDRESS]. This will be used in Lesson 1 to introduce different languages through greetings.

In Lesson 2, students will work on an at-home project if possible. This project will ask students to write some basic words in your home language along with a few graphics. This will be handed in by [INSERT DUE DATE]. When we hang them up, our classroom will become a glossary of all the languages that our classroom represents! If you need any assistance with this project, please reach out to me.

Also in this unit, students will discuss words that their family uses to express love. Later on students will create books with basic words in their home language. The overall goal is to focus on celebrating multilingual identities.

What you can do: Please start talking to your child about your language background. You can refer to the following guiding questions to help your conversations:

1. What do you speak at home and why?
2. Are there any other languages that your family knows or ever knew?
3. How has language affected your family and how you interact?

We are excited to learn about all of our languages! Please feel free to send in anything you think might be helpful in sharing your home language with our class. Thank you in advance for your help!

Sincerely,

[INSERT YOUR NAME]

UNIT ONE, LESSON ONE

Languages Are Important!

Grade Level: Kindergarten

Subjects: Language Arts & Social Studies

Suggested Length: 1 day (45-minute session)

Lesson Overview

Students learn that people from all over the world talk to each other using various languages. These languages have value and are important despite beliefs, policies, and practices that may value one language over another.

Content Objectives

Students will be able to do the following:

- Understand that all languages are important and valued.
- Communicate using multiple languages.

Language Objectives

Students will be able to do the following:

- Repeat greetings in various languages.
- Share their experience with languages.



Essential Questions

- How do we communicate?
- What is language?
- What languages do I speak and do we speak in our community?

Instructional Resources and Materials

- “Multi-Language Head, Shoulders, Knees, and Toes” video
| www.youtube.com/watch?v=YGrknzngFl8
- “This Is the Way We Say Hello” printable lyrics
| www.uen.org/lessonplan/download/19806?lessonId=13915&segmentTypeId=2
- Language chart (to be created with students)

Vocabulary/Conceptual Development

Examples of greetings: Hello, Hola, Nîn hâu, Bonjour, Namaste.

(Add more greetings based on the diversity of your classroom.)

Language: Words and signs that express thoughts and feelings.

Centering Student, Family, and Community Knowledge and Experiences

This lesson is centered on the children’s linguistic experiences, and the teacher will acknowledge and welcome into the classroom all of the languages spoken by the students and their families. Families will be encouraged to share information about their linguistic experiences prior to this lesson.

Potential Challenges

Students may not understand the concept of language and/or may not be aware of their own or other languages. Teachers and students may believe that English is a preferred or superior language and/or that there is only one correct way to speak English and other languages. As a result, some students and/or their families may not be comfortable sharing their languages. It is important for the teacher to disrupt this narrative and to share that all languages are important and that there are different ways of speaking, even within the same language, that are valuable and important.

Teachers may view emerging bilinguals from a deficit perspective and may believe that not speaking English is negatively related to their intelligence, competence, and capabilities.

Teachers and students may not be aware that communication can also be nonverbal and may take the form of gestures, facial expressions, and tone of voice.

Lesson Procedures

Introduction

Play the multilingual video “Multi-Language Head, Shoulders, Knees, and Toes.” Ask the students to pay attention to anything that is interesting.



What did you notice while you were watching? How did you feel while you were watching?

Give students an opportunity to share what they noticed and how they felt.

*Great job noticing a lot of different things! Something that I heard you say is that you noticed that you heard the same music but with different words. Today we are going to learn about our languages. Raise your hand if you have heard the word “language” before. Raise your hand if this is a brand new word for you. Everyone say the word after me: “**Language.**”*

*When you noticed the words changed, it was because the singer sang in a different language. “Language” means “words and signs that express thoughts and feelings.” People speak different languages. All of them are super important. What have you noticed about the languages used in school? Because you might see signs in English and hear people speaking in English in our school, you might think that English is the only language welcome in our school, but ALL languages are welcome in school! How would you feel in a school where all of the signs and words were in a language that you didn’t understand? You might feel sad or frustrated or like your languages weren’t important. We don’t want anyone to feel that way. **ALL languages should be welcome EVERYWHERE!***

Activity: Languages Chart

Think in your brain for a moment. What language do you speak at home? It's OK if you don't know what it's called. You can use other words instead. Think about it. Now turn to a partner and tell them what language you think you speak at home.

Wow, great job! I heard _____ say they speak _____ at home. Does anyone else speak that language? Let's make a chart.

Create a chart with a column for languages, and write students' names next to the language(s) they speak.

I also heard that _____ speaks _____ at home. Would anyone else like to share what language they speak? Wow, we speak so many languages!



Song: Learn Ways to Say "Hello"

I'd like to teach you a new song that will teach us how to say "hello" in all of our languages.

Sing the song "This Is the Way We Say Hello" using the students' languages and ways of saying "hello." Have students sing along and then repeat the new greeting with you at the end of each verse.

I have one more way that I'd like to teach you how to say "hello," but first, I have a question for you. Can anyone show us a way to say "hello" without talking?

Possible student responses may include the following: "waving, hand raised, smiling," etc.

Some people might not use their voices or their ears to communicate because they are deaf or hard of hearing, so they may use their hands to create signs using a language called "sign language." Remember, "language" means "words and signs that express thoughts and feelings." This is how you say "hello" in American Sign Language (ASL).

Demonstrate by placing a hand on your forehead close to your ear, and move it outwards and away from body.

Let's try it together.

Say "hello," repeating the sign several times along with the students.

Now let's try it in our song!

Sing one final verse of "This Is the Way We Say Hello" using ASL at the end.



Closure

*Great job today learning about languages. Remember that "language" means "words and signs that express thoughts and feelings." Are all languages important? YES! Repeat after me, **ALL LANGUAGES ARE...IMPORTANT.** Are all languages welcome in school? Repeat after me, **ALL LANGUAGES ARE WELCOME IN SCHOOL!** Tomorrow we are going to talk more about the languages that we speak at home and learn about a special project that you will do with your families.*

Assessment

Students will demonstrate their understanding of what language is and what language(s) they speak through their partner and whole-group discussions.

Students will demonstrate multiple ways of saying “hello” in various languages through song and signs.

Alignment to Standards

World-Class Instructional Design and Assessment (WIDA) English Language Development

Standard 1: English language learners communicate for Social and Instructional purposes within the school setting.

New Jersey Student Learning Standards for English Language Arts

SL.K.6: Speak audibly and express thoughts, feelings, and ideas clearly.

L.K.5.C: Identify real-life connections between words and their use (e.g., note places at school that are colorful).

L.K.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

New Jersey Student Learning Standards for Career Readiness, Life Literacies, and Key Skills

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.

Resources for Building Background

EmmaSigns. (2012, March 28). *Greetings, introducing yourself and small talk in American Sign Language*. [Video]. YouTube. | www.youtube.com/watch?v=jWCK3WqtVi4

Gallaudet University. (n.d.) *ASL connect*. | www.gallaudet.edu/asl-connect

JunyTony-Songs and Stories. (2019, August 30). *Hello around the world | Say hello in 15 different languages | Explore world song | JunyTony* [Video]. YouTube. | www.youtube.com/watch?v=472AnCrHYVs

National Institutes of Health. (2021, October 29). *American Sign Language*. National Institute on Deafness and Other Communication Disorders. | www.nidcd.nih.gov/health/american-sign-language

NPR. (2017, April 15). *A few things to know about American Sign Language* [Video]. YouTube. | www.youtube.com/watch?v=wa0nxppMJ-Q

Pinkfong Baby Shark - Kids' Songs and Stories. (2021, January 2). *Say hello and goodbye | Around the world with Baby Shark | Pinkfong songs for children* [Video]. YouTube. | www.youtube.com/watch?v=ORGUR0mmR2o

Extensions (Optional)

The teacher can find “Head, Shoulders, Knees, and Toes” in additional languages to meet the needs of their particular group of students.

References

Utah Education Network. (2005, August 7). *Hello's heard around the world*. Utah Education Network. | www.uen.org/lessonplan/view/13915

Lec Meriwinkle. (2017, August 28). *Multi-language head, shoulders, knees, and toes* [Video]. YouTube. | www.youtube.com/watch?v=YGrknzngFl8

This Is the Way We Say Hello

(Tune: “Here We Go Round the Mulberry Bush”)

This is the way we say hello
Say hello, say hello
This is the way we say hello
Hello in the **English** language (*Hello*)

This is the way we say hello
Say hello, say hello
This is the way we say hello
Hello in the **Spanish** language (*Hola!*)

This is the way we say hello
Say hello, say hello
This is the way we say hello
Hello in the **Swahili** language (*Jambo*)

This is the way we say hello
Say hello, say hello
This is the way we say hello
Hello in the **French** language (*Bonjour*)

This is the way we say hello
Say hello, say hello
This is the way we say hello
Hello in the **Portuguese** language (*Oi*)

This is the way we say hello
Say hello, say hello
This is the way we say hello
Hello in the **Japanese** language (*Konnichiwa*)

UNIT ONE, LESSON TWO

Our Home Language/ Language Communities

Grade Level: Kindergarten

Subjects: Language Arts & Social Studies

Suggested Length: 2 days (45-minute sessions per day)

Lesson Overview

The teacher shares a home language poster to demonstrate how everyone is part of a language community. In collaboration with their families, students represent their language/culture through the completion of a home language poster and present their posters to the class.

Content Objectives

Students will be able to do the following:

- Identify their home language(s) and language communities.
- Represent their linguistic identity by presenting their language poster.

Language Objectives

Students will be able to do the following:

- Describe the language(s) used in their home.
- Listen to and/or present their projects to others.

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Essential Questions

- What languages do I speak and do we speak in our community?
- When and where do we use our languages?
- How is language part of my cultural and community history?

Instructional Resources and Materials

- “This Is the Way We Say Hello” lyrics. (Note: For this lesson, this song will be modified by the teacher to be sung, “This Is the Way We Say Goodbye.”)
- Language poster template (see end of lesson)
- Class poster
- Crayons
- Pencils
- Pictures of items listed on the language poster

Vocabulary/Conceptual Development

Communicate: Telling someone something.

Community: A group of people with something in common.

Family: A group of people who are related to or take care of one another.

Language: Words and signs that express thoughts and feelings.

Centering Student, Family, and Community Knowledge and Experiences

This lesson centers students’ experiences by having each student complete a language poster featuring greetings and some of their favorite things in their home languages. The poster will be completed by the students in collaboration with their families, so that families may share their knowledge and experiences as well.



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Potential Challenges

Students may not be familiar with the concept of language and/or may not be aware of their own or other languages.

Students may believe that all families speak English or that all families speak their home language.

Students who only speak English may not have exposure to other languages, so this may be a new experience for them.

Teachers and/or students may have a limited understanding of what makes up a family and may believe that families must include a mother, father, and children. This narrative must be disrupted so that the students' understanding of family is inclusive of all family situations (i.e., using language such as “your grown-up” as opposed to “your mother” or “your father”).

It may be challenging for some students to complete the poster at home due to extenuating circumstances (i.e., limited time, literacy challenges, etc.). While students should be given every opportunity to complete the poster with their families (i.e., providing ample time, supports, and resources), the teacher must be flexible and understand that if necessary, the poster can be completed at school.

Lesson Procedures

Introduction

Review the classroom language poster from Lesson 1 and revisit what language is, the different languages that everyone speaks, and the ways we say “hello.” Students should turn and talk with a partner to share a way to say “hello.”

*Today we are going to learn more about what languages we speak at home with our families because remember **ALL LANGUAGES ARE...IMPORTANT!** But first, who decides what language you speak at home? Think for a minute in your head about who decides what language you speak. It’s OK if you don’t know or aren’t sure. Turn to your partner and tell them what you think. What do you think?*

Possible student responses may include the following: “Mom, Grandpa, I don’t know.” Have a few students share their responses.

*Most of the time, children learn their languages from their grown-ups. But those languages might change over the years for many reasons. Families might move and learn to speak a new language. You might have grandparents who speak one language, and you might speak another language. Maybe your family used to speak one language a long time ago and now you all speak another language, and that’s OK because **ALL LANGUAGES ARE...IMPORTANT!***

Who has heard the word “community” before? Where have you heard that word? What do you think it might mean?

A “community” means “a group of people with something in common,” and everyone is part of a language community. A language community is a group of people who all communicate with each other in the same way. It is super important to know and celebrate the language we speak in our language community. What is a language that you speak? Who do you think might be a part of your language community? Who speaks the same language as you?

Possible student responses may include the following: “parents, siblings, friends, neighbors, community workers, teachers,” etc.

Activity: Family Language Poster Project

To learn more about our language communities, we will be starting a project at home with our families. Who is in your family?

Possible student responses may include the following: “mother, father, grandparents, aunts/uncles, cousins, guardians, caregivers, siblings, foster parents,” etc.

A family is a group of people who are related to or take care of one another. There are many types of families, and we are lucky to be a part of them!

This is called a Family Language Poster.

Create your own and/or show examples pictured above and on the next page.

Here is mine! What do you see?

Possible student responses may include the following: “family photo, pictures, favorite things, words in Spanish,” etc.

Each box has instructions in very little words at the top. Here is a picture of my family. What do you see in that picture? Your family picture may look different from mine because all families are different.

This is the name of my family, _____ .

Here is my favorite color. I wrote that in _____ because I am a part of the _____ language community! What is your favorite color?

I wrote that my favorite food is _____. Do you know how to say my favorite food in another language?



Look at the picture of my favorite animal. What do you think my favorite animal is? This is how I say it in my language community.

This is one of my favorite things to do. What is something that you love to do? You can tell us in whatever language you'd like.

At the very top of my poster in big letters is the word in my home language for welcome or hello, just like we have been practicing. I have written all of my words in my home language, and I love my family language poster because it celebrates the language that my family and my language community speaks, which makes me feel good because **ALL LANGUAGES ARE...IMPORTANT!**

You are going to work on your poster with your families at home. Yours will probably look different than mine because we speak a lot of languages, and I'm sure we have a lot of favorite things too. Your poster will be as special and as unique as you are. And when you finish your posters, you will show the class and tell us about it like I did today.



Closure

There's one more part of my poster that I want to show you. At the bottom, it says the word for "goodbye" in _____. Does anyone know another way to say "goodbye"?

Yesterday we sang our song "This Is the Way We Say Hello," and today we're going to end our lesson with a song called "This Is the Way We Say Goodbye" using all of our languages. And we are going to learn a new sign in American Sign Language for the word "goodbye." Remember that you learned that some people might not use their voices or their ears to communicate because they are deaf or hard of hearing, so they may use their hands to create signs using a language called "sign language." This is how you say "goodbye" in American Sign Language.

Demonstrate by raising hand and folding fingers down and up.

Let's try it together.

Say "goodbye" and repeat the sign several times along with the students.

We can try that today in our song!

Sing the song using the students' languages and ways of saying "goodbye." Have students sing along and then repeat the new greeting with you at the end of each verse. Ask the students which language communities they are a part of.

Note: Students will present their posters in the following days, allowing time for them to complete the posters with their families. After each student presents, the rest of the class can share something new they learned about the student or their home language/ language community from the presentation.



Assessment

Through various discussions (whole group, partner) and presentation of language posters, students identify their home languages and language communities.

Through their reflections on their peers' poster presentations, students share something that they learned about their peers' identities.

Alignment to Standards

World-Class Instructional Design and Assessment (WIDA) English Language Development

Standard 1: English language learners communicate for Social and Instructional purposes within the school setting.

New Jersey Student Learning Standards for English Language Arts

SL.K.6: Speak audibly and express thoughts, feelings, and ideas clearly.

L.K.5.C: Identify real-life connections between words and their use (e.g., note places at school that are colorful).

L.K.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

New Jersey Student Learning Standards for Career Readiness, Life Literacies, and Key Skills

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.

Resources for Building Background

EmmaSigns. (2012, March 28). *Greetings, introducing yourself and small talk in American Sign Language* [Video]. YouTube. | www.youtube.com/watch?v=jWCk3WqtVi4

Gallaudet University. (n.d.) *ASL connect*. | www.gallaudet.edu/asl-connect

National Institutes of Health. (2021, October 29). *American Sign Language*. National Institute on Deafness and Other Communication Disorders. | www.nidcd.nih.gov/health/american-sign-language

NPR. (2017, April 15). *A few things to know about American Sign Language* [Video]. YouTube. | www.youtube.com/watch?v=wa0nxppMJ-Q

Extensions (Optional)

- Have students regularly greet and say “goodbye” to each other in different languages.
- Hang up posters to encourage multilingualism.

References

Utah Education Network. (2005, August 7). *Hello's heard around the world*. Utah Education Network. | www.uen.org/lessonplan/view/13915

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Your favourite "Animal" in home language

Your favourite "Activity" in home language

"Welcome or hello" in home language

Family Names

Family Picture

"Goodbye" in home language

Your favourite "Color" in home language

Your favourite "Food" in home language

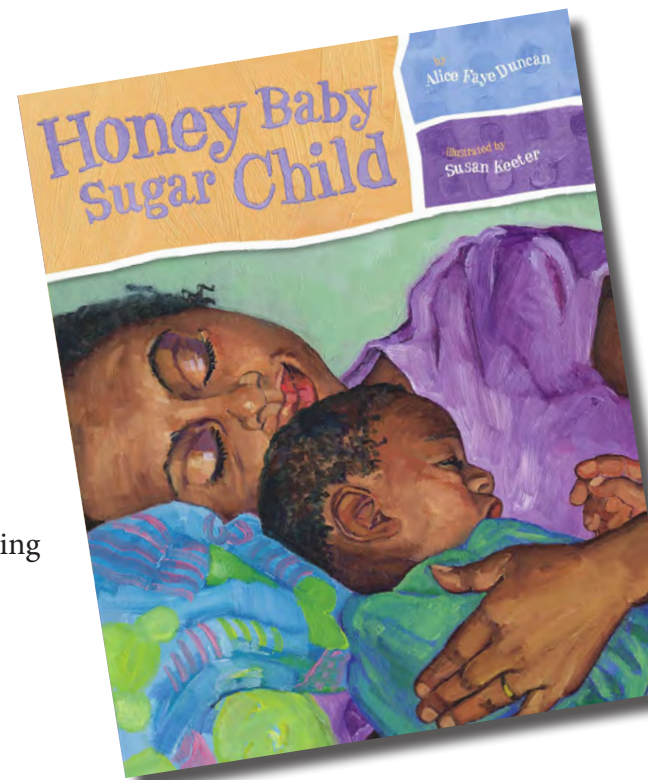
UNIT ONE, LESSON THREE

I Love My Languages!

Grade Level: Kindergarten

Subjects: Language Arts & Social Studies

Suggested Length: 1 day (45-minute session)



Lesson Overview

The teacher and students read *Honey Baby Sugar Child*, by Alice Faye Duncan, to celebrate and express their love of home languages, including Black language, and to understand that there is more than one way to speak a language. Students create a video expressing things they love in multiple languages.

Content Objectives

Students will be able to share words, phrases, or terms of endearment that they love from their home languages.

Language Objectives

Students will be able to verbally express something that they love that they've heard from their families in their home languages.

Essential Questions

- How is language part of our identities and communities?
- How can we create spaces that welcome all of our languages?
- How can I respect and learn from other people's languages and identities?

Instructional Resources and Materials

- *Honey Baby Sugar Child* by Alice Faye Duncan
- “Honey Baby Sugar Child” read-aloud video
| www.youtube.com/watch?v=tcJ6lnPkEwY
- Teacher’s family photo
- Video-recording equipment (iPad, iPhone, digital camera, etc.)
- Chart paper
- Drawing paper
- Crayons/markers

Vocabulary/Conceptual Development

Family: A group of people who are related to or take care of one another.

Language: Words and signs that express thoughts and feelings.

Love: A feeling of strong or constant affection for a person.

Centering Student, Family, and Community Knowledge and Experiences

This lesson centers children’s linguistic experiences that they share with their families and expressions that they hear at home that they love. This allows teachers to acknowledge and welcome into the classroom those languages spoken by their students and to demonstrate appreciation and respect for their students, their students’ families, and their students’ communities. Students have had prior experience with asking their families about their language use, and that knowledge will be incorporated into this lesson as well.

Potential Challenges

Students may confuse the meaning of certain words (i.e., sugar being a food versus a term of endearment).

Students and teachers may believe that there is only one correct way to speak English and other languages. The books in this lesson were intentionally chosen to disrupt this narrative; demonstrate that there is more than one way to speak a particular language; and celebrate the use of Black language specifically.

The definition of “family” should create space for nontraditional family structures, including chosen family and individuals who may not be related to you but participate in your life in ways that we often connect to ideas of family (emotionally, financially, physically, etc.).

Lesson Procedures

Introduction

Show a photo of the teacher's family; this can be a current photo or one from childhood.

This is a picture of my family! In this picture, you can see me and _____.

Point out and name the rest of the family members.

Even though my name (or my child's name) is _____, my mother used to call me _____ (or I sometimes call her _____). I loved when she called me that because it made me feel like she loved me so much, and she was doing that in her own special way. (Or when I call her that, it's my way of telling her that I love her so much.) Today we're going to listen to a reading of a book called Honey Baby Sugar Child, by Alice Faye Duncan, and I want you to listen to all of the ways that the mom in the book tells her child how much she loves them.



Activity: Watch Read-Aloud

Play the “Honey Baby Sugar Child” read-aloud video once. (Alternative option: Read the book ahead of time and refer to important parts during the lesson.) Play the video again.

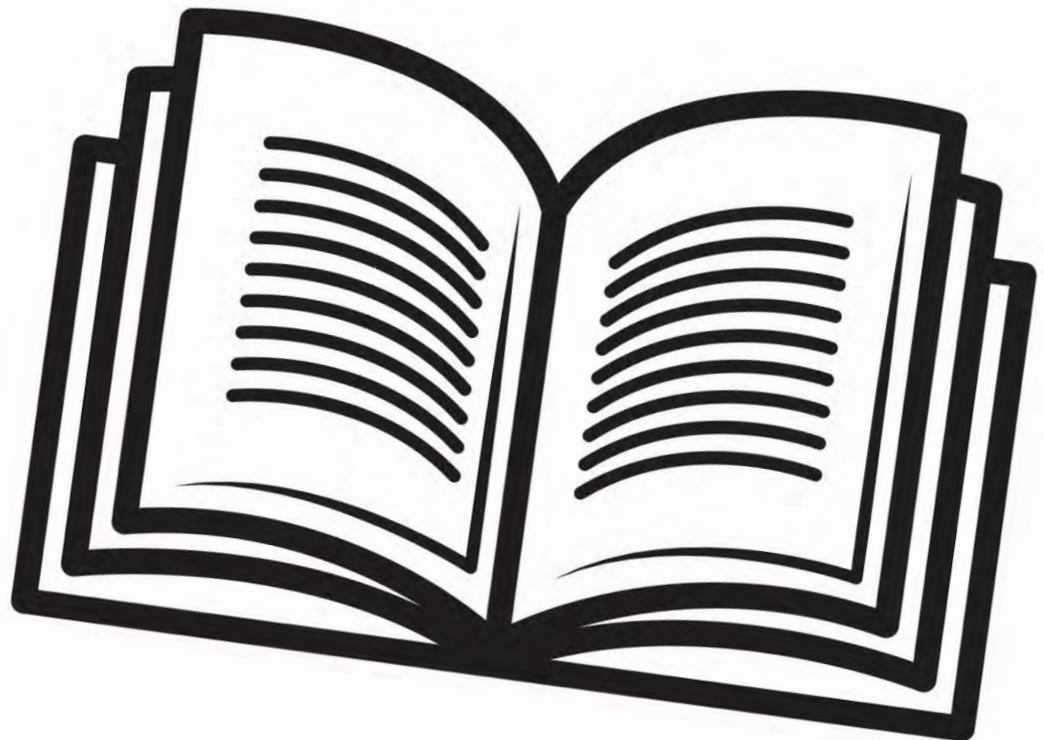
I feel like I can hear the love in the mother’s words! What are some of the things that she calls her child?

Possible student responses may include the following: “honey, baby, sugar child, sweet puddin’ n’ pie, my favorite patty cake, the joy in my smile, the star in my crown, the angel in my dreams.”

What does she mean when she says “sugar”? Does she mean the food? So why does she call her child “sugar”? What does she mean when she says, “I want to eat you up”?

Think-Pair-Share

What is something special that someone in your family calls you? I want you to turn to a friend and tell them.

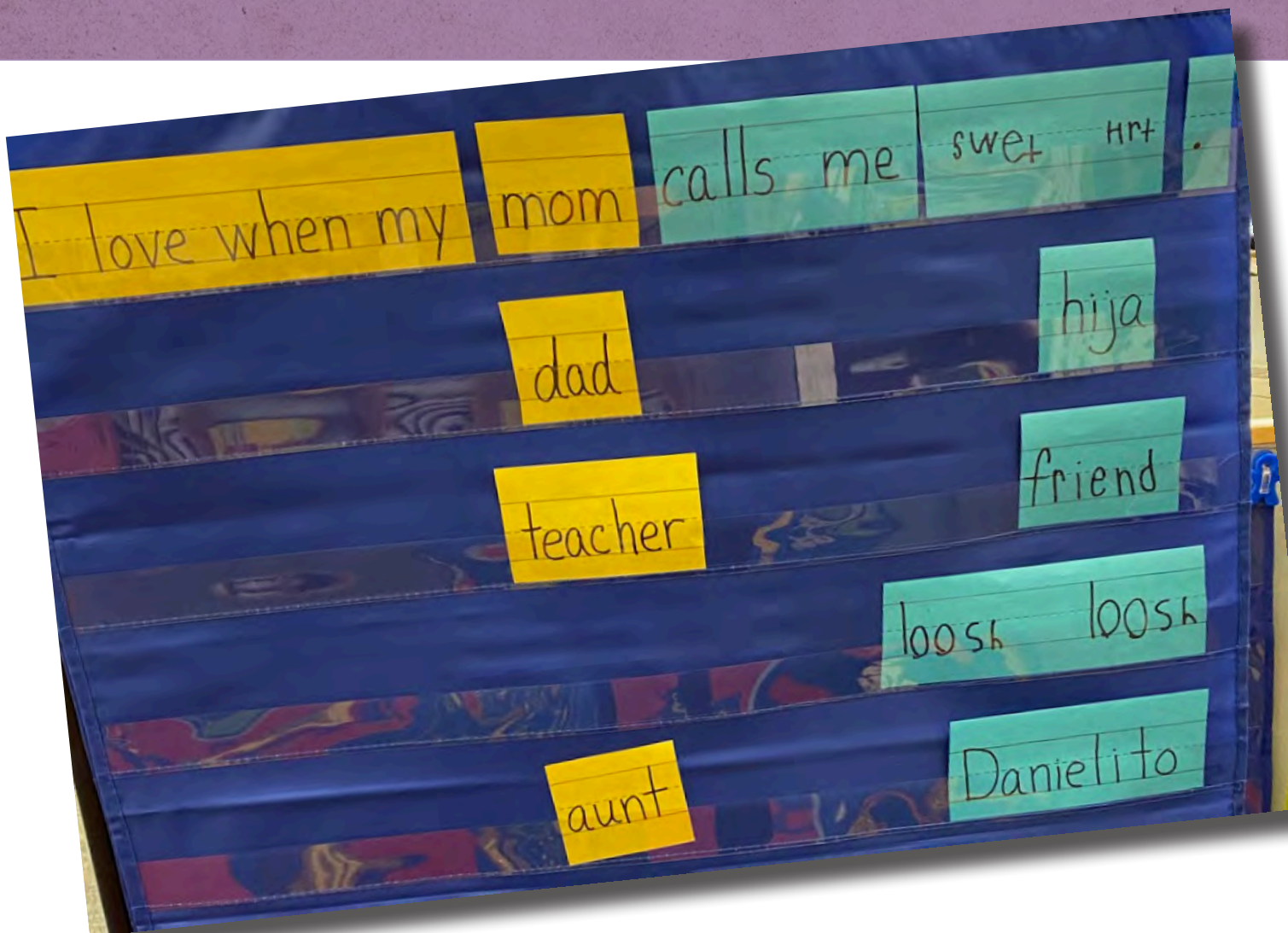


Group Share

Who wants to share? What's something special that someone in your family calls you? How do they say that? What does that mean? How does it make you feel?

Write these terms of endearment on chart paper for the students to see.

Those are a lot of different ways that we might show how we love someone, and in a lot of different languages! The author of *Honey Baby Sugar Child* is a Black woman, and she uses Black language to express how much she loves her child. Did you know that there is more than one way to speak English? Black language is one of those ways! Some people might think that everyone should speak English in the exact same way, but just like all people are different, so are the ways that we might use English, and that's OK! And there are actually different ways to speak in every language!



Learning American Sign Language

I'd like to teach you one more way that you can show love. As we've talked about before, some people might not use their voices or their ears to communicate because they are deaf or hard of hearing, so they may use their hands, using a language called sign language. When you are saying love about a person, this is how you say it in American Sign Language.

Cross arms diagonally across chest.

Let's try it together.

Say "love" and repeat the sign several times along with students.

Sometimes there are things that we love besides people. What's something else that you might love?

In American Sign Language, if you're saying love about a thing, you say it like this.

Kiss the back of your fist and move it down from your chin.

Let's try that one together!

Say "love" and repeat the sign several times along with students.



Center Directions

Today we're going to think more about the things that we love, and you are going to be able to share that in whatever language you would like. All of our languages are so important and special to us. Today we heard a book about love that was written in Black language, and we even learned a way to show our love using American Sign Language.

When we go back to our centers (or small groups) today, you are going to have the chance to think of something you love that your family says to you, and you are going to record it on video. And when everyone has had a chance to make a video of themselves, we will put them together into a movie and watch it together.

Students transition into small groups (if working with the entire class at the same time) or learning centers. (One center should be set up with this activity, and a teacher should be stationed there to guide discussion and record students' responses.) Having an extra adult in the classroom for assistance and support would be helpful during this time.

For students to record themselves, options include Flipgrid or Seesaw; the teacher can also use a tablet, digital camera, or phone to record students individually. If students will be recording themselves, they should have been previously exposed to using the technology prior to this lesson.

Center Time

Work with the students in small groups to discuss what they love that their families call them. Chart the students' responses, and then record each student sharing that information. While one student is recording, the other students can draw a picture of themselves and their family. Make copies of the books used earlier in the lesson and the chart with students' responses from the turn-and-talk discussion available for reference and support.

Just like we talked about before, we will be sharing what we love that our families call us. Remember, I shared that I loved when my [insert family member, e.g., mom] called me _____ (or that I call my [insert family member, e.g., mom] _____ to show how much I love them) ,and you shared something special that your family calls you with your partner when we did a turn-and-talk. What's something special that someone in your family calls you? How do they say that? What does that mean? How does it make you feel?

Engage in small-group discussion.

Our families all have different ways of showing how much they love us, and now we're going to take turns recording each of our friends. You are going to say, "I love when my _____ calls me _____ ." You can say this in whatever language you choose, and you can even use the sign language kiss-fist if you like! And while your friends are recording, you can draw a picture of you and your family.

Closure

Today we talked about some of the different ways that we can show love, and we know that we can use any language to show love because we also love (use ASL kiss-fist) our languages! Later we'll be able to watch our movie and even share it with our families, whom we love (use ASL crossed arms).

Assessment

Through videos recorded during the small group activity, students share expressions of love communicated in their families and how these expressions make them feel.

Through various discussions (i.e., introduction, partner work, closure), students identify words, phrases, or terms of endearment they love from their home languages.

Alignment to Standards

World-Class Instructional Design and Assessment (WIDA) English Language Development

Standard 2: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

New Jersey Student Learning Standards for English Language Arts

SL.K.2: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

SL.K.4: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.K.6: Speak audibly and express thoughts, feelings, and ideas clearly.

New Jersey Student Learning Standards for Social Studies

6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

Resources for Building Background

ASLMeredith. (2020, February 9). *How to sign about LOVE in American Sign Language: ASL vlog lesson* [Video]. YouTube. | www.youtube.com/watch?v=wB_QG3MM_zs

Baker-Bell, A. (2021, January 30). *Black language education*. Black Language Syllabus. | www.blacklanguagesyllabus.com/black-language-education.html

Muiru, K. (2021, January 30). *Black language in children's and YA lit*. Black Language Syllabus. | www.blacklanguagesyllabus.com/black-language-in-childrens--ya-lit.html

National Council of Teachers of English. (2021, September 11). *Entering the language wars*. National Council of Teachers of English. | ncte.org/blog/2021/09/entering-language-wars

Notes

The choice to use the term “Black language” is based on the linguistic-justice work of Dr. April Baker-Bell.

Excerpt from Chapter 1, “Black Language Is Good on Any MLK Boulevard,” of *Linguistic Justice: Black Language, Literacy, Identity, and Pedagogy*, by April Baker-Bell (NCTE-Routledge Research Series, 2020).

Extensions (Optional)

Activities

Students could write “I love when my _____ calls me _____” on their drawings as well.

The class movie could be screened for other classes. Students could write invitations in a variety of languages to invite other classes to join them for the screening. They could also prepare snacks from their home cultures to enjoy during the screening. Students can invite their families in to view the movie together or share it with them electronically.

Read-Alouds

Honey, I Love, by Eloise Greenfield is another book that uses Black language that can be added into the lesson or included as part of a second day of teaching.

A read-aloud of *Honey, I Love* can be found online at www.youtube.com/watch?v=kZGKOSv-Jqo (0:10-3:15).

In this story, called Honey, I Love, the author tells us about lots of different things that she loves, including the way that her cousin speaks, just like we love the way that our families speak. This book is a poem, but it's also a pattern book, so I want you to listen carefully and tell me at the end if you notice something that the author says over and over.

Play video.

What did you hear? What did the author say over and over again? (“Honey, let me tell you that I love...”)

References

- Duncan, A.F. (2015). *Honey Baby Sugar Child*. Simon & Schuster Books for Young Readers.
Sankofa Read Aloud. (2018, July 24). *Honey Baby Sugar Child* [Video]. YouTube.
| www.youtube.com/watch?v=tcJ6lnPkEwY

UNIT ONE, LESSON FOUR

Our Words, Our Languages

Grade Level: Kindergarten

Subjects: Language Arts & Social Studies

Suggested Length: 1–2 days (45-minute sessions per day)

Lesson Overview

Students work on individually created books where each page requires the student to draw a specific picture (family, house, school, cat, etc.) and label it using their chosen language. The students read their books to one another. The books “live” in the classroom library where the students can engage with them throughout the year.

Content Objectives

Students will be able to compose informative texts in their chosen languages through the creation of “My Very Own...” books, where they will draw and label specific items.

Language Objectives

Students will be able to identify and discuss that there is more than one way to refer to a person, place, or object.

Essential Questions

- When and where do we use our languages?
- How do I use all of my languages and ways of speaking to share my ideas?



Instructional Resources and Materials

- *Marta! Big and Small*, by Jen Arena
- “*Marta! Big and Small*” read-aloud video
| www.youtube.com/watch?v=S_bkNJRbXk4
- “*Marta! Big and Small*” read-aloud video
| www.youtube.com/watch?v=6x601Vgqxoc
- Blank books for writing
- Writing utensils (pencils, markers, crayons, etc.)
- Word list (customized to each student’s language)
- Preprinted words for those who may need them

Vocabulary/Conceptual Development

Family: A group of people who are related to or take care of one another.

Language: Words and signs that express thoughts and feelings.

Centering Student, Family, and Community Knowledge and Experiences

The lesson allows teachers to not only acknowledge and welcome the languages spoken by their students into the classroom, but also to demonstrate appreciation and respect for their students, their students’ families, and their students’ communities. The students have had the prior experience of asking their families about their language use, and that knowledge is incorporated into this lesson as well.

Potential Challenges

Students may believe that their language is the only language.

Teachers and students may believe that English is the only or best language that should be used in school.

Lesson Procedures

Introduction

Introduce the book *Marta! Big and Small* by showing students the book and using the word “libro.”

Today, I have a new libro to share with you.

Show the book to students.

What do you think the word “libro” might mean?

Confirm that “libro” means “book” in Spanish and that the words in English and Spanish are different but mean the same thing. Then ask what other ways they can say “libro” in different languages.



Think-Pair-Share

How did you figure out what the word “libro” meant? I’d like you to turn to a friend and tell them how you knew!

Provide language supports, as needed, in the form of sentence starters (i.e., “I knew what libro meant because _____.”).

Students may then share a few responses with the whole group.

Read-Aloud

When I'm reading this new libro, you may hear some other words that might be new to you. You can look at the pictures, listen to my voice, or watch my body to see if you can figure out the words that you don't already know.

Read aloud *Marta! Big and Small*, by Jen Arena, stopping on each Spanish word to use gestures or voice modulation to see if the students can figure out the meaning before moving on to the English translation. For example, when you read, "To a bug, Marta is grande," you could gesture wide to demonstrate what "grande" means.

What do you think "grande" means?

Point to each animal in the book as you say the animal's name. Ask the emerging bilingual students how they might say the animal's name in the language that they speak.

When the read-aloud is finished, ask students to turn and talk with their partner about a new word that they learned, and then they can share out with the whole group.

What languages did we hear in our new book? We can name the same things in Spanish and English. What other languages can we use to name things? Like in previous lessons, we can use American Sign Language to name things. This is how you say "book" in American Sign Language.

Put flat hands together and then open them.

Try it with me!

Say book and repeat the sign several times along with students.

This means that there are lots of different ways to say the same thing, and all of them are important!

Our new book will be in our classroom library so that you can read it whenever you like. And today, we are going to write our own books so that we can continue to learn about all of the different ways that we can name things. And then our books will be in our classroom library too!

Students transition back to seats (if working with the entire class at the same time) or small groups in learning centers. One center should be set up with the book activity, and a teacher should be stationed there to provide assistance. Groups should be intentional and based upon the students' strengths, needs, and/or linguistic backgrounds, as appropriately determined by the classroom teacher.



Book Writing

Provide additional support to students as needed, particularly if they are working in small groups, by having an additional adult present in the classroom during this activity.

Students begin writing their own books, using blank books and their choice of writing utensils (pencils, markers, crayons, etc.). The cover of the book should read, "My Words, by _____." Encourage students to write their name in the blank as the author and illustrator.

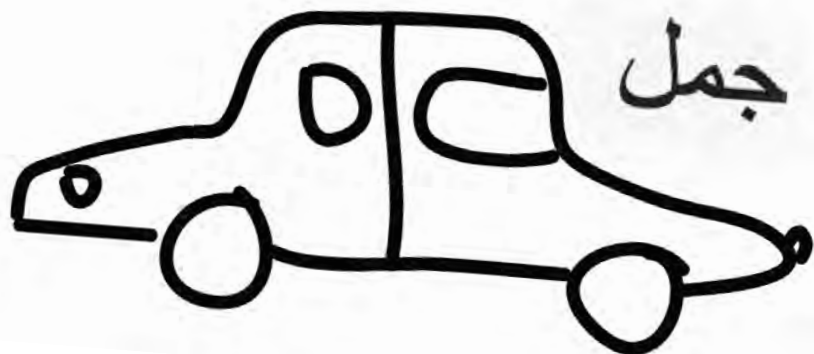
Today we will be writing our very own books in our very own languages, and when we are done, we will read our books to our friends and keep them in our classroom library! Let's start by reading the cover: "My Words, by." Hmm. Something is missing. What is missing?






So first, you need to write your name, since YOU are the author and illustrator of this book!

Word lists matched with pictures should be available for students to use as a reference (see examples on next page). Students work on individually created books where each page requires the student to draw specific pictures from the word lists and label them using their chosen language. Students write one word on each page and draw the accompanying picture.

On the first page, you are going to write the first word on your list, and when you are done writing that word, you get to draw a picture to match it. Your picture doesn't have to look like the picture on your list. You get to choose exactly how you want to draw it.

It's pretty exciting that there are so many different ways to name the same thing! There are so many languages, and each one is important and special! Do you know another way to say _____? How does it make you feel to write your book in your language? What other languages do you know? Can you read that word/your book to me/your friends?



family 	school 
sun 	ball 
cat 	



Closure

Students will pair up and share their books with one another. Ask for a volunteer or two to share their books with the whole class. Remind the students that when their books are completed, they will be available in the library area for everyone to enjoy.

Ask the students about what they've learned. Provide language supports during discussion, as needed, in the form of sentence starters (i.e., "A new word that I learned today is _____.").

What is a new word that you learned from one of your friends today? Who could you teach that new word to? Where/when could you use that new word? What was your favorite page in your book? What was your favorite page in your friends' books?

Assessment

Through the writing of their individual books, students demonstrate that there are different ways to represent objects and that all languages are encouraged, appreciated, and valued.

Through open-ended discussions, students demonstrate understanding of new words that they've learned, explain how they determined the meaning of those words, and share how they felt during the book writing and partner reading activities.

Alignment to Standards

World-Class Instructional Design and Assessment (WIDA) English Language Development

Standard 2: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

New Jersey Student Learning Standards for English Language Arts

W.K.2: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

W.K.7: Participate in shared research and writing projects.

Resources for Building Background

American Sign Language University. (n.d.). *American Sign Language: "book."* American Sign Language University. | www.lifeprint.com/asl101/pages-signs/b/book.htm

Extensions (Optional)

Read-Aloud

Dominguez, A. (2018). *How are you?/¿Cómo estás?* Henry Holt and Co.

Activity

If there are additional blank pages at the end of the books, students can continue to add words to their books throughout the school year. Students can also share their books with other classes. They can also be encouraged to “check out” the books from the classroom library to take them home and teach their families new words as well.

References

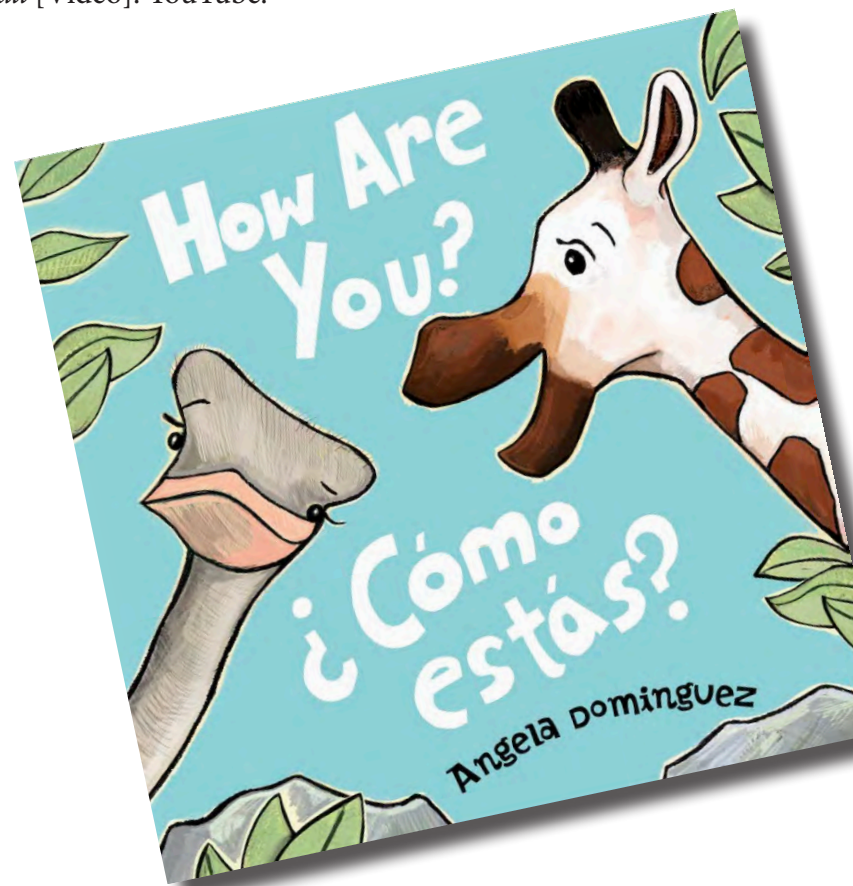
Arena, J. (2016). *Marta! Big and small*. Roaring Brook Press.

Books & Brunch with Mrs. Bri. (2020, November 10). *Marta! Big and small* [Video]. YouTube.

| www.youtube.com/watch?v=S_bkNJRbXk4

Lisa Beth Kovetz. (2018, April 20). *Marta! Big and small* [Video]. YouTube.

| www.youtube.com/watch?v=6x601Vgqxoc



UNIT ONE, LESSON FIVE

My Language Strategies

Grade Level: Kindergarten

Subjects: Language Arts & Social Studies

Suggested Length: 1 day (45-minute session)

Lesson Overview

Students reflect on and discuss how to use all of their linguistic resources in order to communicate. The teacher and students read and discuss the character's linguistic strategies in *My Dog Is Lost!*, by Ezra Jack Keats and Pat Cherr. Students utilize a variety of strategies to describe an object similar to the character in the book.

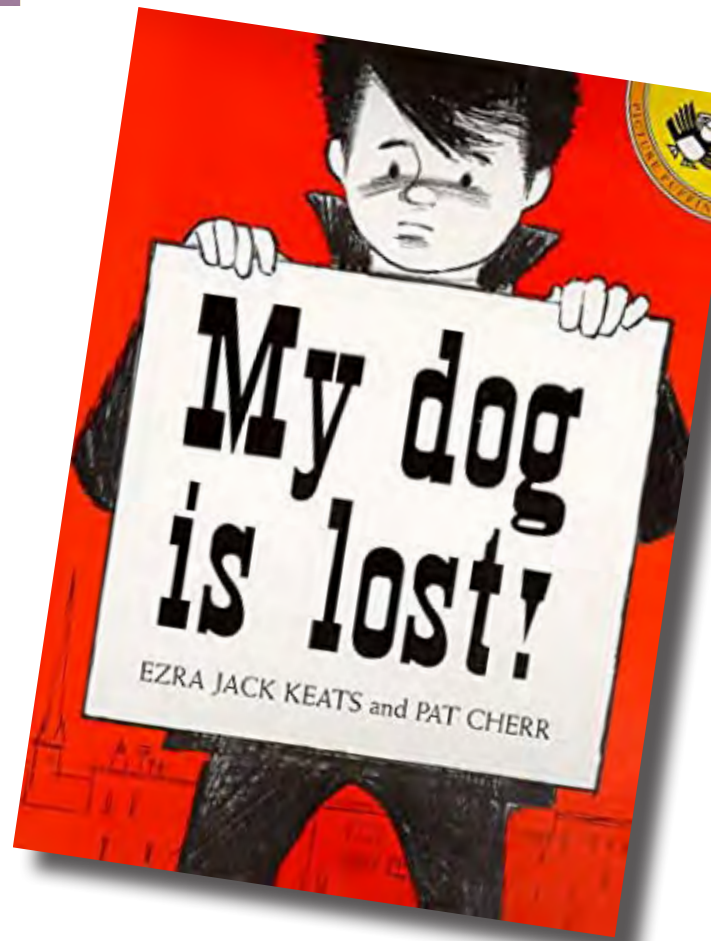
Content Objectives

Students will be able to use words and phrases acquired through conversation, reading, being read to, and responding to texts.

Language Objectives

Students will be able to do the following:

- Identify examples of multiple varieties of language and linguistic resources and strategies used in a read-aloud;
- Describe items using multiple linguistic strategies, sentence frames, and teacher modeling.



Essential Questions

- How do we communicate?
- What languages do I speak and do we speak in our community?
- How do I use all of my languages and ways of speaking to share my ideas?

Instructional Resources and Materials

- “Rags the Dog” video | www.youtube.com/watch?v=bKxdMnjH8RI
- *My Dog Is Lost!*, by Ezra Jack Keats and Pat Cherr (out of print) | www.youtube.com/watch?v=f3tT8l9Zzrk
- Chart paper
- Markers
- Items to “lose” (teddy bear, keys, backpack, etc.)

Vocabulary/Conceptual Development

Lost and found: A place that collects lost objects.

Centering Student, Family, and Community Knowledge and Experiences

When discussing the book, students share their linguistic resources with the class. Students’ repertoire of language strategies will be valued and amplified. Students share their experiences of visiting places in their community and what languages are spoken there.

Potential Challenges

Teachers and students may have been told and/or may believe that there is only one language permitted to be spoken in a school setting, and because of this, students also often may not yet feel comfortable using all of their languages and methods of communication while in a school setting. This lesson challenges that misconception.

Lesson Procedures

Introduction

Pretend to lose something important (pen, glasses, computer).

*Oh no! My _____ is/are lost. I can't find my _____ ! Where is/are my _____ ?
Can you help me find my _____ ?*

Use a variety of linguistic strategies to describe the object, such as using languages besides English, translanguaging, holding up a picture of the object, pointing to other objects to show the color, and/or using gestures to show size or shape.

Search for the missing _____ along with students until the object is found.

Thank you for helping me find my _____ ! What language strategies did I use to describe my _____ ? For example, did I show a picture? I want you to think of a strategy that I used. When you are ready to share, give me a thumbs up so that I know you are ready.

Write the list of strategies on chart paper as students offer up their responses. Students can respond verbally or with gestures.

Movement Break

We are going to read a book about a missing dog. Before we read the book, let's take a brain break! This video will help us learn some different ways to describe dogs.

Watch Jack Hartmann's "Rags the Dog" video, which uses motions to introduce the students to different types of features that dogs can have (e.g., tummy sags, ears flip-flop, tail wigwags, walks zigzag) while they are getting a movement break.

It felt good to get some exercise and have fun! Who can demonstrate for me how Jack Hartmann demonstrated "ears flip-flop"? Or "tail wigwags"?

Read-Aloud

We are now going to read a book about a boy whose dog is lost. The title of the book is *My Dog Is Lost!* Let's take a look at Juanito's face. How do you think he is feeling? I want you to give me a thumbs up when you are ready with your answer.

Now here is the sentence frame to help you with your share. "I can see that Juanito feels _____ because _____." Let's practice this together. Now turn to your partner and share your idea using the sentence frame.

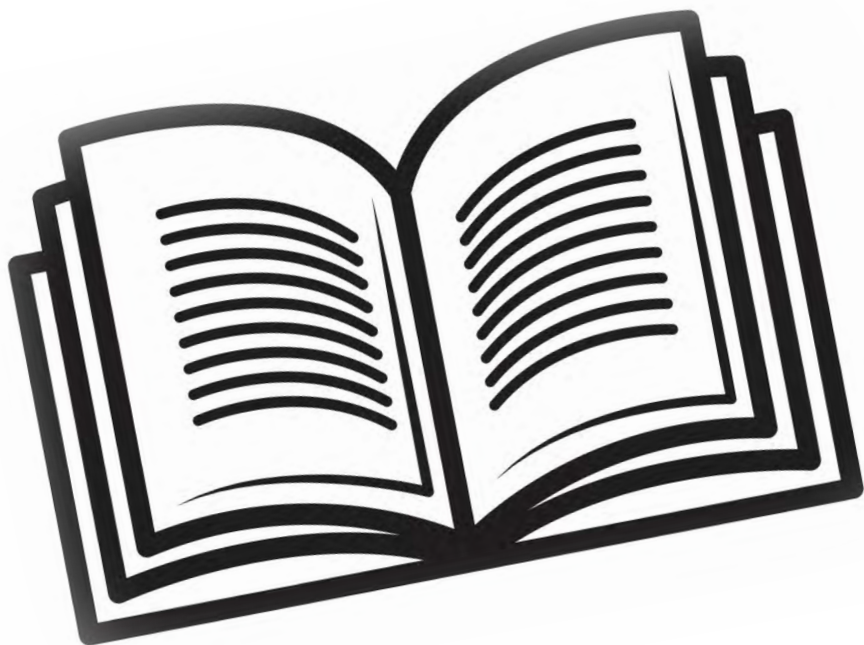
Call on a few students to share.

When I look at his face, I can see that Juanito feels sad because he isn't smiling. Juanito has just moved to New York City from Puerto Rico.

Juanito speaks Spanish. Does that mean Juanito isn't smart? (NO!) Right! English is not the best, the only, or the most important language! We are smart in all of our languages!

Let's read to find out what happens to Juanito and his dog.

Read the book aloud or use a video read-aloud.



Share Out

Discuss the book with the students, using turn and talk.

Why is Juanito frightened when looking for his dog?

A possible student response may be the following: “He is scared that something bad may have happened to his dog.”

Why do you think he feels like he is going to cry? Students may say, “He feels sad because his dog is missing.”

(Note for the teacher: “Miserable” is used as an insult in Spanish. Explain shades of meaning in English and false cognates as needed.)

How do you think Juanito felt when he saw the sign “Aquí Se Habla Español” and realized that someone spoke Spanish?

Possible student responses may include the following: “happy, relieved, excited,” etc.

How does Juanito communicate with his new friends about his dog?

Possible student responses may include the following: “words, gestures, and pictures.”

Why do you think Billy said that he wished he spoke Spanish?

Possible student responses may include the following:

“So he could communicate with Juanito.”

“So they could find the dog together.”

“It’s fun to learn new languages, etc.”

He didn’t say that he wished that Juanito spoke English. That’s important because we know that English isn’t the most important language or better than other languages.

Write down students’ responses on chart paper.

Closure

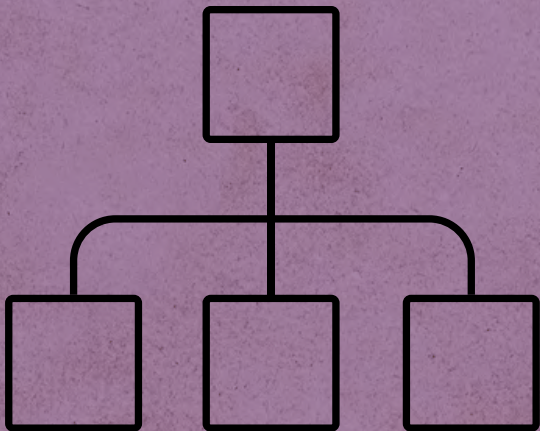
Now we are going to try to describe an object just like Juanito did! We are going to use some of the strategies we talked about when we made our chart.

Show chart.

What were some of the strategies that we used to find my _____ ? What were some of the strategies that Juanito used to find his dog?

Students take turns describing an object using linguistic strategies, such as using languages besides English, translanguageing, holding up a picture of the object, pointing to other objects to show the color, and/or using gestures to show size or shape.

We have so many different ways that we can communicate, and all of them help us!



Assessment

In response to the book and through discussion, students will identify linguistic strategies (e.g., translanguaging, nonverbal gestures, English, English varieties, etc.) for communicating about objects.

Students will use the strategies to find a lost object through communicating with classmates and the teacher.

Alignment to Standards

World-Class Instructional Design and Assessment (WIDA) English Language Development

Standard 1: English language learners communicate for Social and Instructional purposes within the school setting.

Standard 2: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

New Jersey Student Learning Standards for English Language Arts

RL.K.2: With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).

L.K.6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Resources for Building Background

Celic, C. & Seltzer, K. (2013). *Translanguaging: A CUNY-NYSIEB guide for educators*. CUNY-NYSIEB. | www.cuny-nysieb.org/wp-content/uploads/2016/04/Translanguaging-Guide-March-2013.pdf

España, C. & Herrera, L.Y. (2020). *En comunidad: Lessons for centering the voices and experiences of bilingual Latinx students*. Heinemann.

Gonzalez, V. (2019, March 27). QSSSA: *More than turn & talk*. Seidlitz Education: Giving the Gift of Academic Language. | seidlitzblog.org/2019/03/27/qssa-more-than-turn-talk

Extensions (Optional)

Read-Alouds

- Nemeth, K. & Manzano, D.J. (2014). *New words, new friends*. Language Castle Press.
- Raschka, C. (2007). *Yo! Yes?* Scholastic Inc.

Activities

The teacher can show students where the school's lost and found is located and practice looking for and finding lost objects.

After the final lesson is complete in the unit and the students understand the letter writing process, the teacher and students can write a letter to the publisher of *My Dog Is Lost!*, asking them to start printing the book again since it is out of print.

References

- Jack Hartmann Kids' Music Channel. (2020, May 28). *Rags the dog | Brain breaks | Jack Hartmann | Dog song* [Video]. YouTube. | www.youtube.com/watch?v=bKxdMnjH8RI
- Keats, E.J. & Cherr, P. (1960). *My dog is lost!* Viking.

UNIT ONE, LESSON SIX

My Entire Linguistic Repertoire

Grade Level: Kindergarten

Subjects: Language Arts & Social Studies

Suggested Length: 2 days (45-minute sessions per day)

Lesson Overview

Students learn that the act of engaging all of their languages for learning and communicating with others is called translanguageing. After reading the book *Say Hello!*, by Rachel Isadora, students reflect on where they use all of their languages and complete a language biography.

Content Objectives

Students will be able to do the following:

- Name all the languages that they use at home, at school, and in their community to understand the world around them to show that they are multilingual.
- Create a language biography to celebrate all the languages they use via translanguageing.

Language Objectives

Students will be able to do the following:

- Inform their classmates and others about their language uses at home, in school, and in the larger community.
- Create a language biography showcasing their interactions and uses with language(s) at home, in school, and in their community.



Essential Questions

- How do we communicate?
- How is language part of my cultural and community history?
- How do I use all of my languages and ways of speaking to share my ideas?

Instructional Resources and Materials

- *Say Hello!*, by Rachel Isadora
- “The Benefits of Being Bilingual” TEDx video
| www.youtube.com/watch?v=eAqVR4JQITc
- Sentence strips preprinted with sentence frames from language biography and pictures to accompany them (house, school, etc.)
- Language biography template (digital or print, see end of lesson)
- Pencils/crayons (writing materials)

Vocabulary/Conceptual Development

Multilingual: Describes a person who can speak more than one language.

Translanguaging: When a multilingual person uses all of their languages to communicate.

Centering Student, Family, and Community Knowledge and Experiences

This lesson focuses specifically on students’ personal experiences with language and identity in school, at home, and in their communities. Students have the opportunity to use translanguaging to engage all of their languages.

Potential Challenges

Students and teachers may not believe that all language practices—including their own—are important communicative tools, provide membership into a community of speakers, and can be used in different ways and settings for different purposes.

Lesson Procedures

Introduction

Prepare to introduce what multilingualism is by reminding students of the book they read during the last lesson.

Yesterday we read a book about Juanito and his dog. In the book, Juanito only spoke Spanish, and the other children only spoke English. But sometimes, people are multilingual, which means that they can speak more than one language. Let's say that word together. We have been learning so many different languages, so we are all multilingual!

People who are multilingual sometimes switch between the different languages that they know. That's really great, and that's a superpower called "translanguaging"! Let's say that word together. Sometimes I translanguage when I'm talking to or playing with a friend who shares my languages.

Provide an example of what this might look like via role-play or sharing the video "The Benefits of Being Bilingual."

What is a way that you might use translanguaging? Turn to a partner and tell them about where you use your languages. What languages do you speak at home? In school? In your community?

Share out a few responses and/or create a chart with responses.

"The Benefits of Being Bilingual" video



Read-Aloud

Today we are going to read a book about a girl who visits many places in her town, and she uses all of her languages to communicate with the people that she meets in her community.

Read *Say Hello!*, by Rachel Isadora, aloud or use the read-aloud.

What languages did Carmelita speak? Why did she translanguage? Why did she switch the language that she was speaking?

Possible student responses may include the following:

“It helped her to communicate with people.”

“Not everyone speaks the same language, etc.”

How do you think it made the people feel to hear Carmelita speaking in their language?



Language Biography

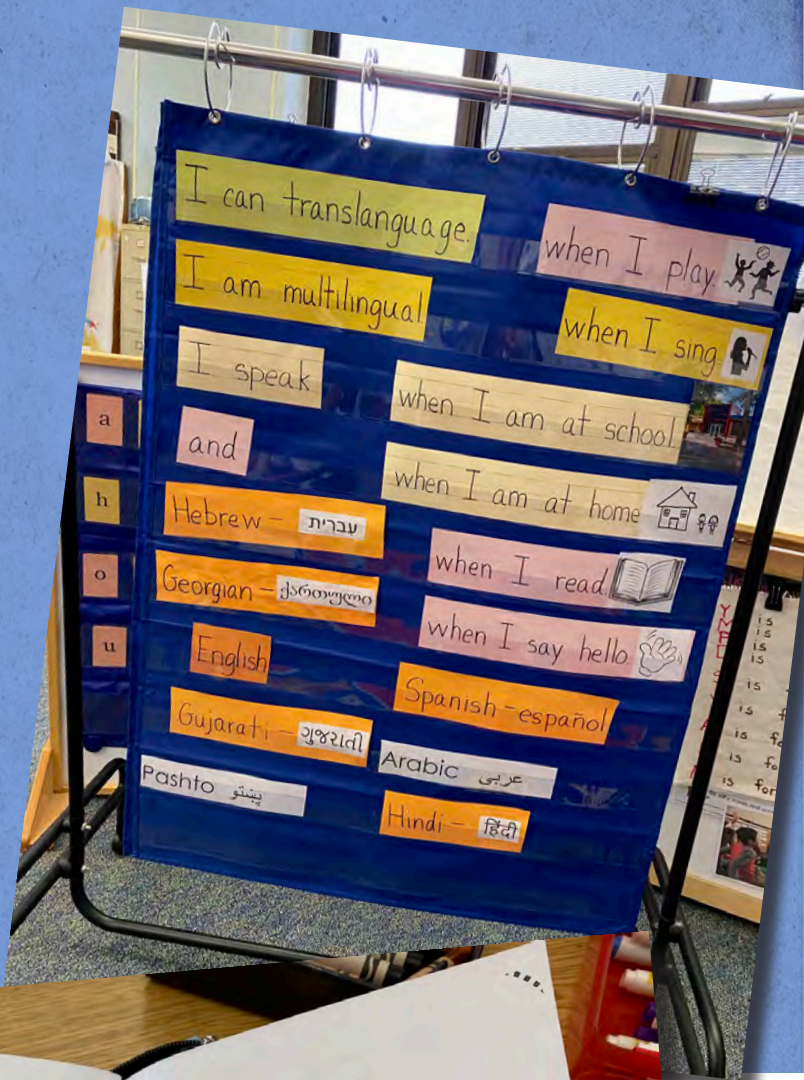
Today we are going to explore ALL of our languages and the places where we use them. We are going to write about where we use our languages in our community and who we use our languages with.

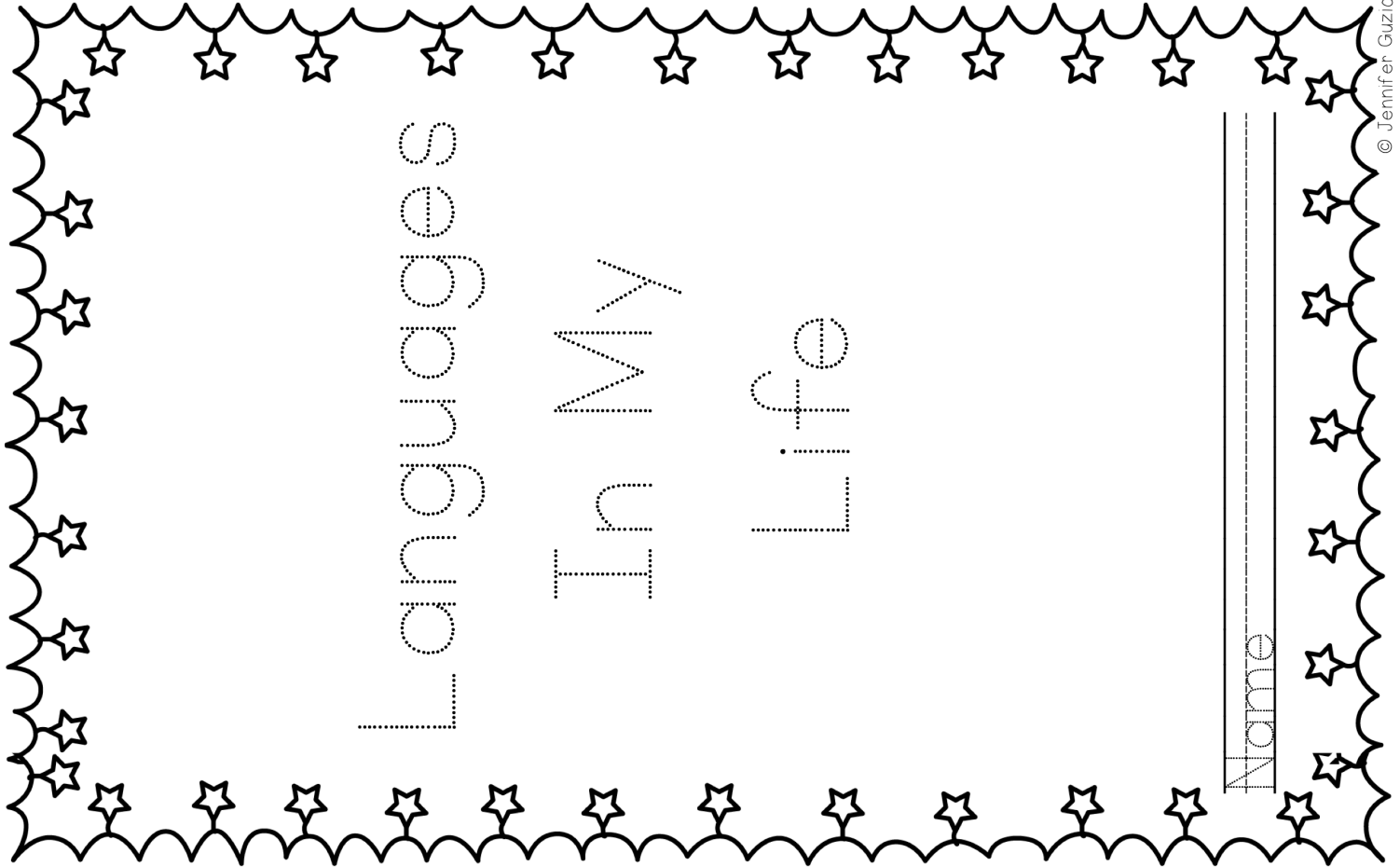
I have some sentence strips here that will help us write our own books. Let's read them together and see if we can make our own sentences.

Students take turns reading each of the sentence strips and verbally adding their own languages and experiences.

Now we're going to write our own books about where we use our languages.

Students complete language biographies using the template and sentence strips as supports when needed.

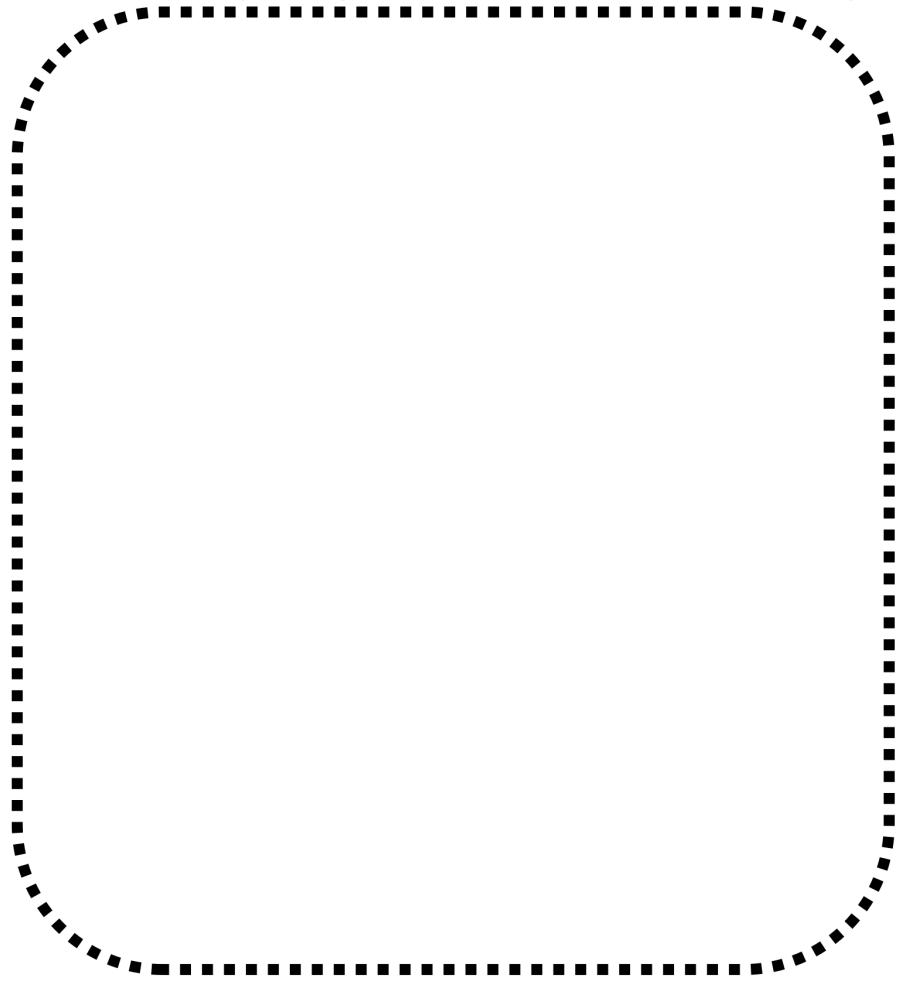




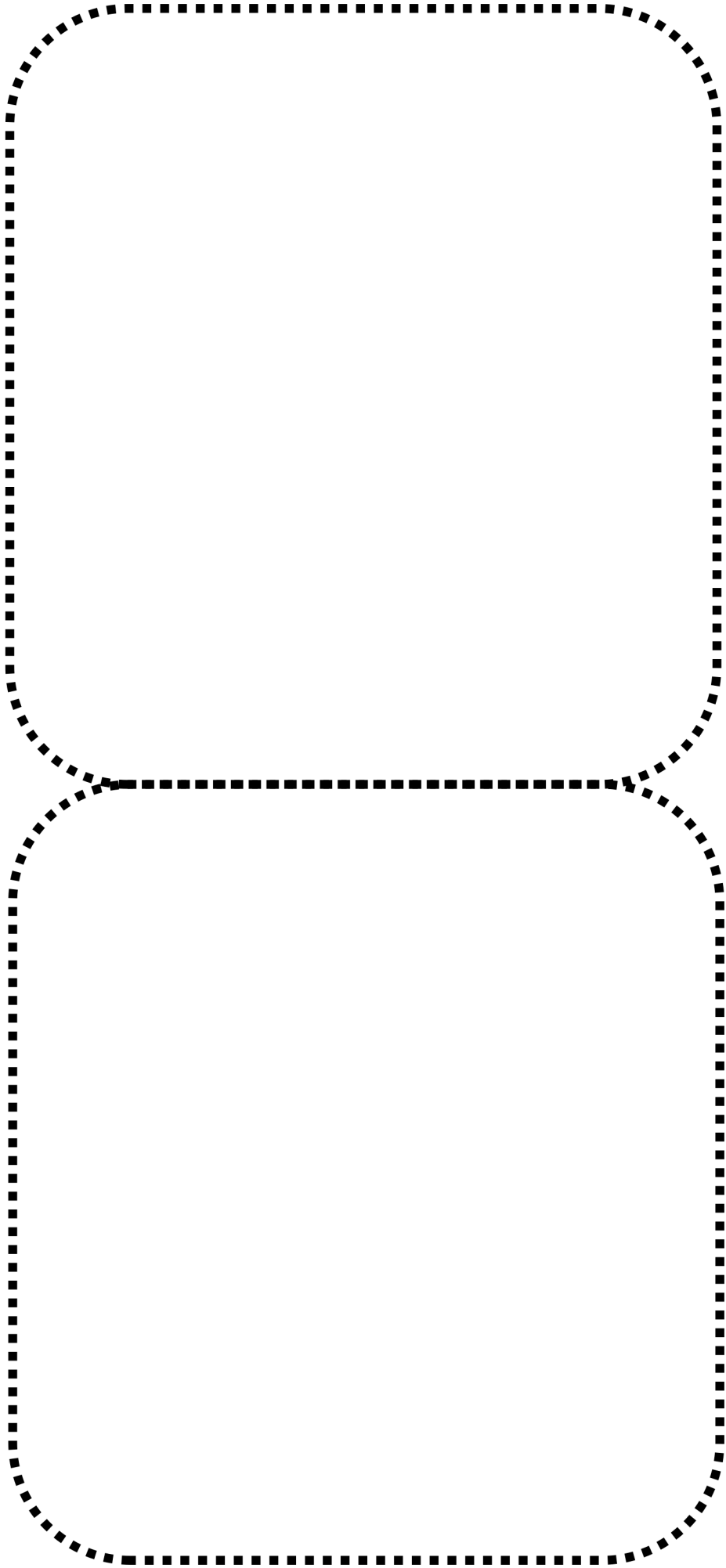
Languages
In My
Life

Name _____

© Jennifer Guzio



Pre-writing practice lines with dotted letters 'e', 'l', and 'o' on a three-line grid.



I speak

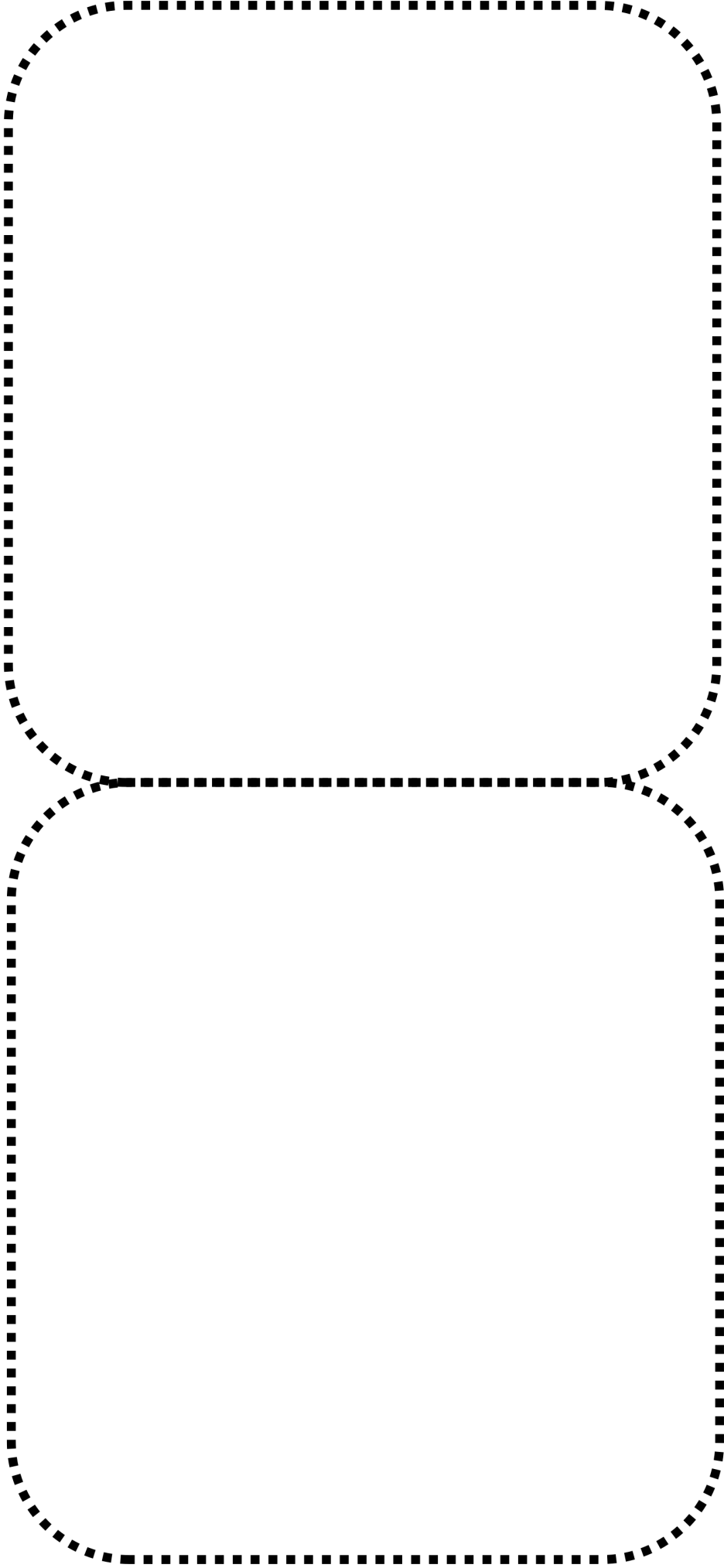
when I am with

Blank handwriting lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

I speak

when I am with

Blank handwriting lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

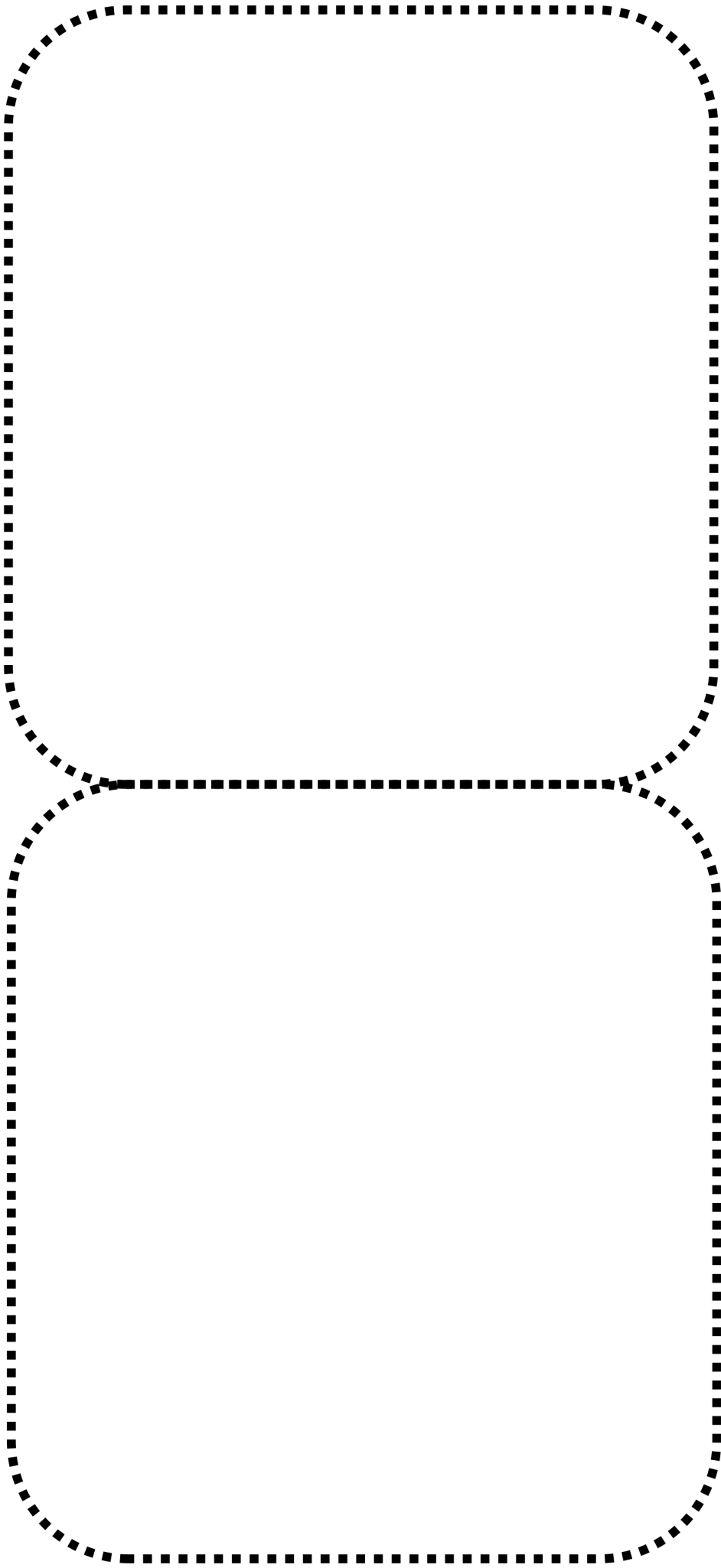


I speak

When I am

I speak

When I am



I speak

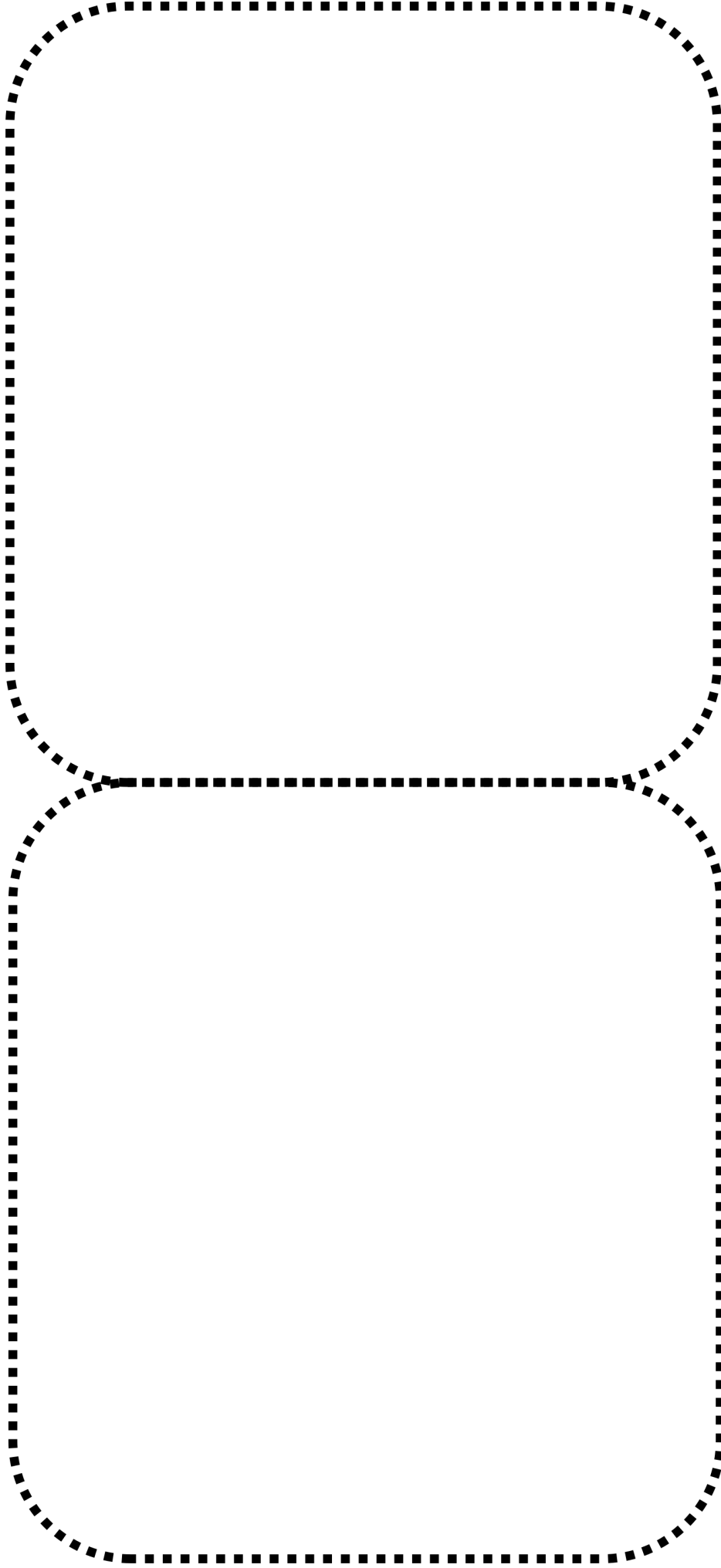
When I am with

my friends.

I speak

When I am with

my family.

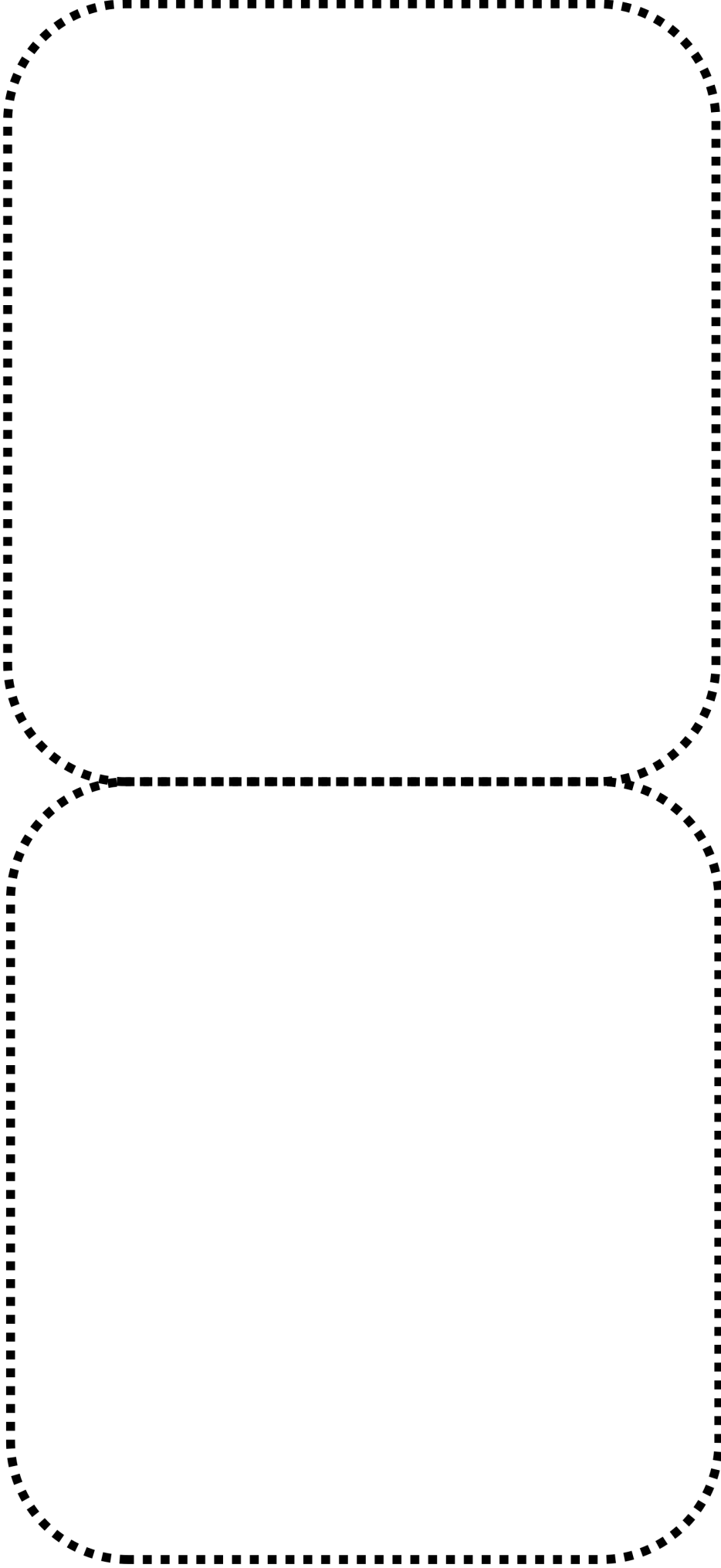


I speak

When I am at

I speak

When I am at



I speak

When I am at

school

I speak

When I am at

home

Closure

Students share their completed biographies with one another.

Encourage students to make connections with similar language practices across community spaces and languages.

Today we learned about where and how we use all of our languages. What are some of the places where we use translanguageing? Who are some of the people that we translanguage with? Translanguageing is a superpower, and we are all super powerful!



Assessment

Through discussions and completion of the language biography, students identify how, when, and where they use their languages.

Alignment to Standards

World-Class Instructional Design and Assessment (WIDA) English Language Development

Standard 1: English language learners communicate for Social and Instructional purposes within the school setting.

Standard 2: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

Standard 5: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

New Jersey Student Learning Standards for English Language Arts

W.K.2: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

W.K.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

New Jersey Student Learning Standards for Social Studies

6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

Resources for Building Background

Celic, C. & Seltzer, K. (2013). *Translanguaging: A CUNY-NYSIEB guide for educators*. CUNY-NYSIEB. | www.cuny-nysieb.org/wp-content/uploads/2016/04/Translanguaging-Guide-March-2013.pdf

España, C. & Herrera, L.Y. (2020). *En comunidad: Lessons for centering the voices and experiences of bilingual Latinx students*. Heinemann.

Extensions (Optional)

Display language biographies in the classroom or class library.

Chart language uses and places via names on a community/school map. Support connections and similarities across language groups. Count and graph languages and activities across grade/class. Take a community walk as a field trip or with families to look for language uses.

Notes (Optional)

Reflective questions for consideration when planning future lessons:

- How does this lesson support and sustain a multilingual identity in young learners?
- How does the lesson support the belief that using more than one language throughout the learning process is beneficial?
- How will we welcome new languages and new students and socialize them into our shared belief on language?

References

Isadora, R. (2010). *Say hello!* G.P. Putnam's Sons Books for Young Readers.

TEDx Talks. (2019, June 5). *The benefits of being bilingual* | Bella Lawson & Jose Sabedra | TEDxKids@ElCajon [Video]. YouTube. | www.youtube.com/watch?v=eAqVR4JQITc

UNIT ONE, LESSON SEVEN

Surveying the School Community

Grade Level: Kindergarten

Subjects: Language Arts & Social Studies

Suggested Length: 2 days (45-minute sessions per day)

Lesson Overview

The teacher and students brainstorm questions for school staff, community members, and families and then conduct interviews with them. The interviews, conducted in person or virtually, will inform the class about their linguistic community.

Content Objectives

Students will be able to do the following:

- Ask and answer questions in order to gather information.
- Gather information from provided sources to answer a question.

Language Objectives

Students will be able to ask and answer interview questions using English or another language of their choice.



Image source: Wikimedia Commons

Essential Questions

- How is language part of my cultural and community history?
- How can I respect and learn from other people's languages and identities?

Instructional Resources and Materials

- Echo microphones
- Chart paper
- Chart markers

Vocabulary/Conceptual Development

Interview: To ask a person questions to get information.

Centering Student, Family, and Community Knowledge and Experiences

When creating the interview questions, students reflect on their own linguistic communities. The interview questions will gather the myriad ways that students, staff, community members and/or families use language in a variety of places and spaces in their lives.

Potential Challenges

Students will learn more about members of their school community's linguistic repertoires. This lesson will challenge the misconception that other members of the school community speak the same language as students do. Teachers must ensure that diverse members of the school community are included in the interviews.

Lesson Procedures

Introduction

Explain to students that today the class will be talking about the power of speaking more than one language.

For our share today, we are going to talk more about our language superpowers! A language superpower is when you can speak or understand more than one language. We all have learned new words in many languages, so we all have language superpowers! Think about what you would like to share about your language superpowers, and then you are going to share with a friend. Here is our sentence frame: “My name is _____, and my superpower is _____.” We will take turns. I will go first. My name is _____, and my superpower is being able to speak Spanish with my friends in school!

Students turn and talk to peers. Choose a few students to share out.

Thank you for sharing your superpowers! We are going to look at some pictures of some members of our school community. They have language superpowers just like you!

Show pictures of staff members who are multilingual in order to pique students’ interest. Ask what the students know about these staff members.



Image source: Wikimedia Commons

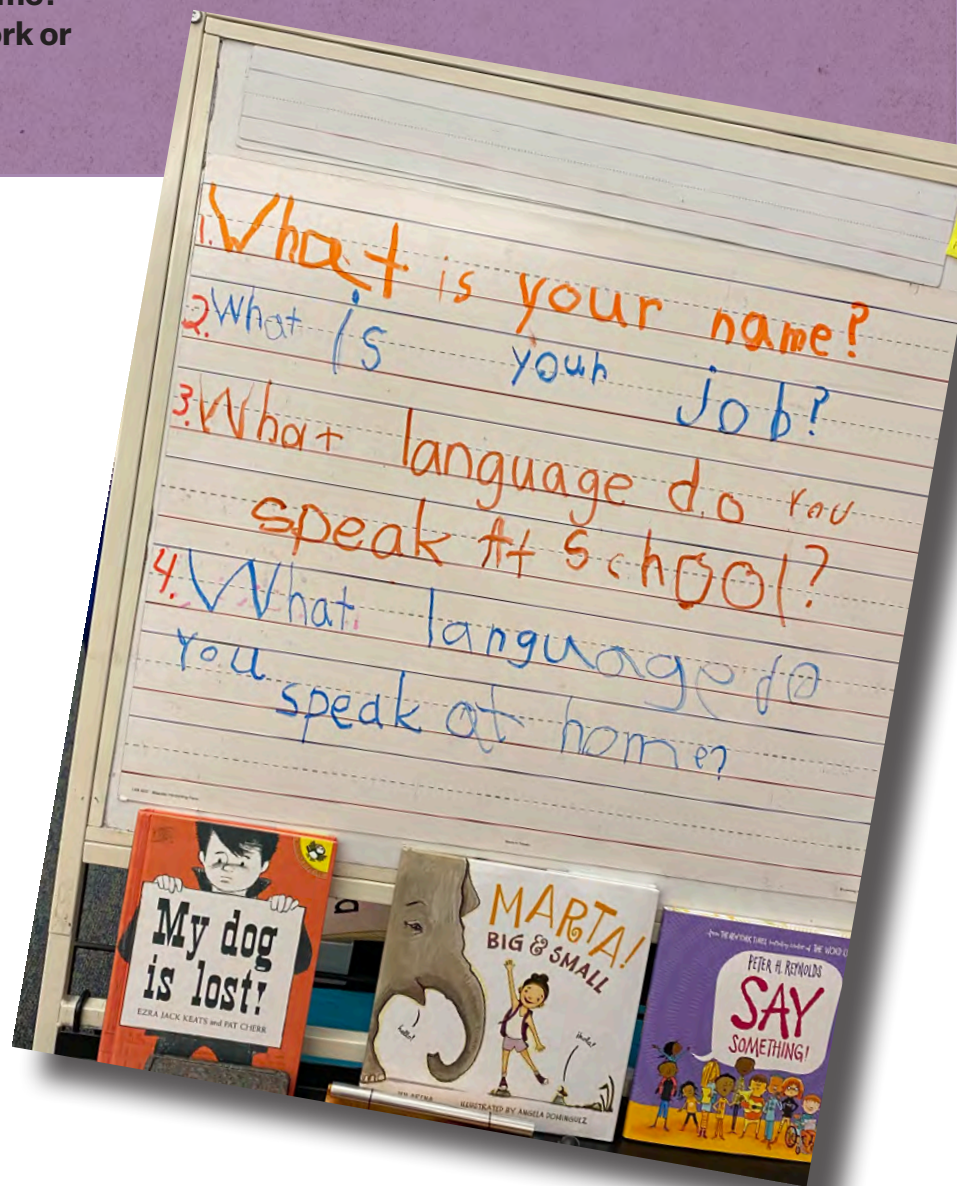
Generating Interview Questions

Do you know what it means to interview? When we interview someone, we ask questions to get to know them better. For example, if I want to make a new friend, I can ask, "What's your name?" or "Do you like to play with Legos?" If we want to find out more about people in our school community and what languages they speak, what questions could we ask?

As the students brainstorm questions, write them down on chart paper.

Make sure the following questions are included:

- What is your name?
- What is your job?
- What languages do you speak at home?
- What languages do you speak at work or school?



Interview Practice

We have some excellent questions. Before we interview the people who work in our school, let's practice asking and answering the questions here with a partner. We are going to use the Echo mics to practice. Each of you will have an Echo mic to use. I'm going to model how to use the Echo mic to interview a friend. You can interview in English or another language of your choice.

Model interviewing a student volunteer using the questions on the chart paper.

Now you will partner with a classmate and practice asking and answering the questions that we thought of together.

Students interview one another. Circulate throughout the classroom to offer feedback and guidance.

Now that we have practiced in our classroom, we are going to interview members of our school community. We will also interview some other members of our community through video.

Interviews

Invite staff members, community members, or families to the classroom, in person or virtually, for an interview, or visit the staff members throughout the building. Have students take turns interviewing the staff members.



Image source: Wikimedia Commons

Analyzing the Data

We learned a lot of information about our community today. Let's take a look at how many languages our community members speak. What languages did we find?

Write on chart paper a list of the languages spoken by the school community members, and use tally marks to note how many people speak each language.

What do you notice? How many languages did we find? Which language is spoken by the most people in our school? What other languages are spoken by a lot of people?

Closure

Today we learned that one of our superpowers is being able to speak more than one language, and we used our interviewing skills to find out that lots of people in our school have those superpowers too! Turn to the friend on your right and ask, "How do you say 'goodbye' in your home?" We will take turns asking each other until everyone has had a turn. Let's learn some new ways to say "goodbye."

Go around the circle and have each child ask the child next to them.

Hola, こんにちは, Ekaabo, Ciao, Hello, سلام, Halo,
Salut, 你好, Nnoo, হ্যালো, Hallo, স্বাস্টি, Gyebale ko,
வணக்கம், приветствие, מלוו, Mholo, हैलो, γεια,
Ahoj, ഹലോ, 여보세요, مرحبًا, ოფრტი 2 ხეც, Olá, Xin
chào, ಹಲೋ, Sawubona, Здраво, Talofa, హలో, Mi
Kwabo,

Image source Wikimedia Commons

Assessment

Through discussion, students generate interview questions.

Through interviews, students ask and answer questions of peers and community members

Through analysis of data, students answer questions about the languages spoken by people in their community.

Alignment to Standards

World-Class Instructional Design and Assessment (WIDA) English Language Development

Standard 1: English language learners communicate for Social and Instructional purposes within the school setting.

Standard 2: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

Standard 5: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

New Jersey Student Learning Standards for English Language Arts

W.K.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

SL.K.3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Resources for Building Background

Celic, C. & Seltzer, K. (2013). *Translanguaging: A CUNY-NYSIEB guide for educators*. CUNY-NYSIEB. | www.cuny-nysieb.org/wp-content/uploads/2016/04/Translanguaging-Guide-March-2013.pdf

España, C. & Herrera, L.Y. (2020). *En comunidad: Lessons for centering the voices and experiences of bilingual Latinx students*. Heinemann.

Extensions (Optional)

The class could pair with another class and practice asking and answering questions to learn more about each other.

An administrator or administrative assistant could run a report listing students' languages in the whole school, and this could be used to create a large graph.

UNIT ONE, LESSON EIGHT

Linguistic Landscape Action Project

Grade Level: Kindergarten

Subjects: Language Arts & Social Studies

Suggested Length: 2 days (45-minute sessions per day)

Lesson Overview

The teacher and students read *Mango, Abuela, and Me*, by Meg Medina. Using the data gathered in Lesson 1, students create a multilingual landscape of their classroom, labeling classroom items in languages representing their community in order to create an inclusive classroom environment that celebrates, affirms, and sustains their linguistic identities.

Content Objectives

Students will be able to list and label items and places throughout the classroom.

Language Objectives

Students will be able to do the following:

- Identify classroom items as they conduct a linguistic landscape.
- Identify named languages from Lesson 1.



Essential Questions

- What languages do I speak and do we speak in our community?
- How can we create spaces that welcome all of our languages?
- How can I respect and learn from other people's languages and identities?

Instructional Resources and Materials

- *Mango, Abuela, and Me*, by Meg Medina
- "Mango Abuela and Me read-aloud" video
| www.youtube.com/watch?v=JI1rwooKN0A
- Language chart from Lesson 1
- Chart paper
- Images of "labeled classrooms" around the world
- Crayons/markers
- Index cards (If possible before the lesson, have families help to create the multilingual lists and/or labels.)
- Adhesive
- Lamination machine (optional for labels)

Vocabulary/Conceptual Development

Label/Word card: A piece of paper with a word that describes an object.

Centering Student, Family, and Community Knowledge and Experiences

Parents may help to create the multilingual lists and labels of common classroom and school items. Additionally, the interviews conducted in the prior lesson will capture the languages used in the community while the language chart from Lesson 1 centers the languages spoken by the students in the classroom. The lesson disrupts a focus on English only and supports students to take action in creating a safe, translanguage-rich space for their peers and community.

Potential Challenges

Teachers and students may believe that standard English is the language for school activities and assessments. By creating a multilingual linguistic landscape in the classroom and school, this lesson disrupts that idea by intentionally encouraging translanguaging.

Lesson Procedures

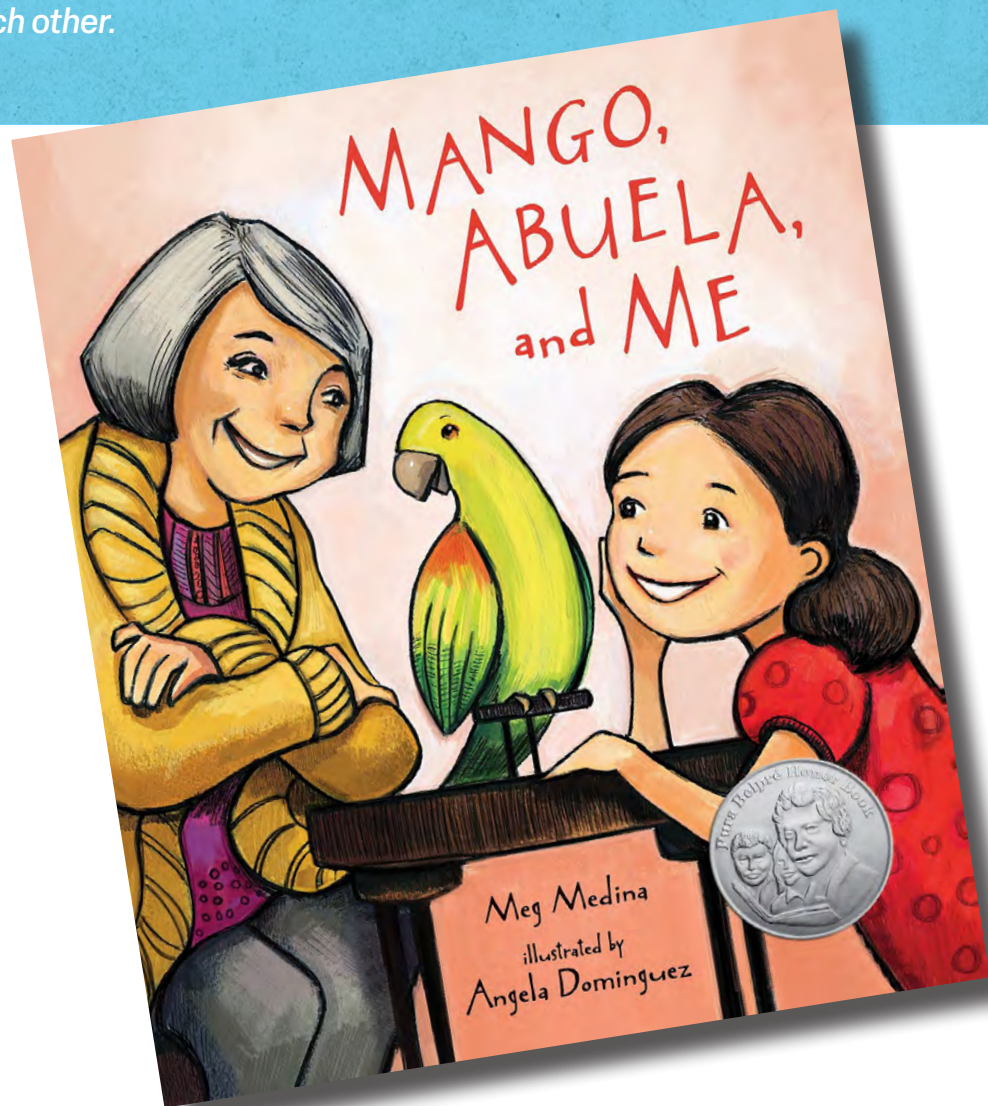
Introduction

Introduce the book *Mango, Abuela, and Me*.

Today we're going to read a wonderful book about a little girl and her grandmother. In this book, the grandmother speaks Spanish and the little girl speaks English. How do you think they will communicate?

Possible student responses may include the following: "pictures," etc.

Let's listen to hear how they help each other.



Read-Aloud

Read *Mango, Abuela, and Me*, pointing and drawing attention to the main characters and the languages they use.

How did the grandmother and the little girl help each other?

Possible student responses may include the following: “word cards, teaching new words,” etc.

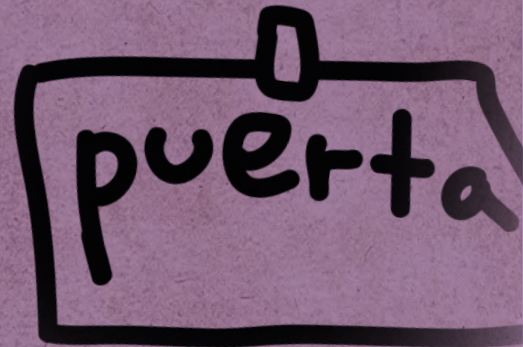
Reread the story again at this point if needed.

Let’s look carefully at this page where the grandmother and the little girl make “word cards.”

Point at the cards and objects.

See here is the lamp, the table, and the vase. What do you think a “word card” is? A “word card” is a “piece of paper with a word that describes an object.” Another word for that is a “label.” Why do you think the little girl put word cards or labels on all of these things in her house?

Possible student responses may include the following: “To help Abuela learn English,” and “To help the little girl and Abuela communicate with each other,” etc.



Labeling Activity

Sometimes classrooms have word cards or labels too. Have you noticed any labels in our classroom?

Point out labels on items in the classroom.

Why do you think we have labels in our classroom?

Possible student responses may include the following: “Learning how to read,” “to know how to spell words,” and “to know where things go or what things are,” etc.

Show images of classrooms with multilingual labeling.

Some classrooms even have labels in more than one language. Why do you think this might be important?

Possible student responses may include the following: “To help students learn new words” and “for all students to feel included,” etc.

Let’s look at our language chart to remind us of all of the languages that we speak in our classroom.

Refer to the language chart from Lesson 1.

How would it make you feel to see your language in our classroom? How might it help us?

I think we should make labels for our classroom in all of our languages because ALL languages are important and ALL languages are welcome in school!

Let’s give it a try.

Here’s a card. It says the word “door” in English. Where do you think that might go? Who can hang this word card for me? And here’s one that says “puerta.” Does anyone know what that means? Puerta is how we say “door” in Spanish.

Choose a student to hang this label.

Now we have it labeled in English and Spanish, so we will know how to say and spell that word in two ways! What other languages do we need to add? Let’s look at our chart.



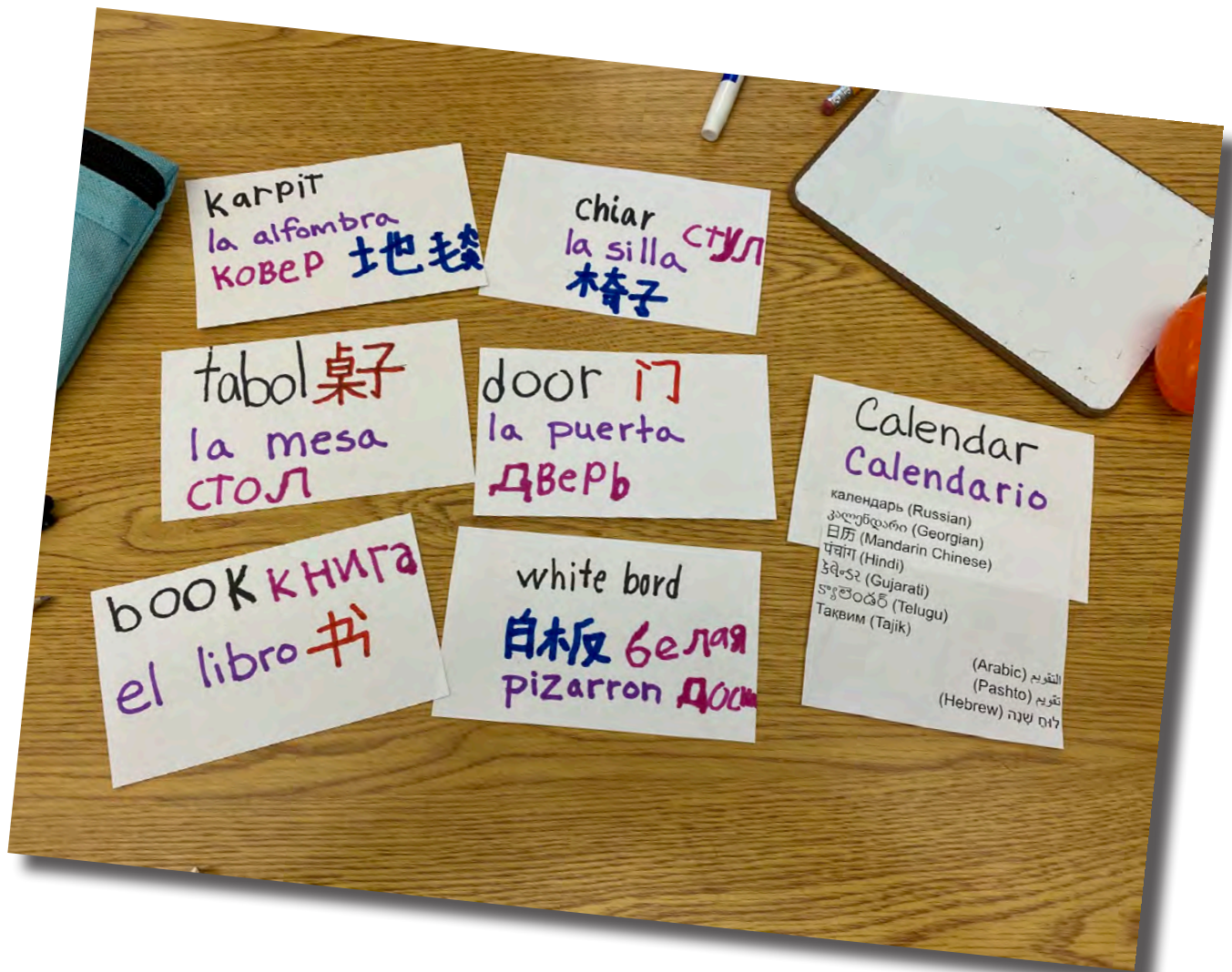
Show the students a few pre-created labels. Make sure all the languages spoken in class are represented. Read the labels and have the students affix them where they should be placed.

What other items in our classroom do you think we should label?

Possible student responses may include the following: “clock, table, board, paper, crayons, blocks, window, bathroom, cubbies,” etc.

Create a list on chart paper with the students’ suggestions. Students may reply in English and/or other languages.

These are all important ideas! Let’s work together to label all of these parts of our classroom, and we can keep thinking of more ideas to add to our list every day. I will make some labels, and you can make some labels too. And everyone can help to hang them up because ALL languages are welcome in our classroom!



Closure

Give each student an index card, and allow them to choose a word, possibly from the list, for an item that they would like to label in the classroom. Help each student to write and hang their label. Print labels for students who are emerging writers based on their choice of word, or print labels using a tracing font, so they can trace the letters.



Assessment

Through the labeling activity, students will create and/or affix labels on items in the classroom.

Alignment to Standards

World-Class Instructional Design and Assessment (WIDA) English Language Development

Standard 1: English language learners communicate for Social and Instructional purposes within the school setting.

Standard 2: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

New Jersey Student Learning Standards for English Language Arts

SL.K.4: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.K.5: Add drawings or other visual displays to descriptions as desired to provide additional detail.

W.K.7: Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

Resources for Building Background

Dual Language Training Institute. (2019). Pictures.
| www.dltigomez.com/pictures.html

Quintana, C. (2017). *How to guide: Labeling in early childhood and the primary grades*. The Elementary Helper. | www.theelementaryhelper.com/preschool-kindergarten/how-to-guide-labeling-in-the-early-childhood-classroom

Extensions (Optional)

Take pictures of the labeled classroom. Discuss with students where to share pictures (with parents, on the district website, etc.).

Suggest that students look for multilingual representation in their community. Have students bring in photos and/or have follow-up discussions about what they are finding in their communities. This could be a project the teacher suggests for families and students to engage in together.

Direct students to look for monolingual labeling around the school that needs to become multilingual.

Have students label additional items in the classroom throughout the school year.

Have students label items in their homes and bring in pictures or drawings of the items. Students, with guardians, choose the items and languages to represent.

Read *Drawn Together*, by Lê Minh to compare and contrast with *Mango, Abuela, and Me*. Lê, M. (2018). *Drawn together*. Little, Brown Books for Young Readers.



References

Medina, M. (2017). *Mango, Abuela, and me*. Candlewick.

Mr. Alicea's Arcade of Knowledge. (2021, January 10). *Mango, Abuela, and me read-aloud* [Video]. YouTube. | www.youtube.com/watch?v=J11rwooKN0A&t=3s

UNIT ONE, LESSON NINE

Advocating for a Multilingual Landscape

Grade Level: Kindergarten

Subjects: Language Arts & Social Studies

Suggested Length: 2 days (45-minute sessions per day)

Lesson Overview

After reading the book *Say Something!*, by Peter H. Reynolds, and learning about taking action, the class collaboratively writes and delivers a letter to the school principal requesting permission to label common school areas in the languages of the school community.

Content Objectives

Students will be able to do the following:

- Persuade school leadership in a cowritten letter.
- Advocate for a multilingual environment.

Language Objectives

Students will be able to write a persuasive letter to the school principal in collaboration with their teacher to advocate for a multilingual environment.

Essential Questions

- How can we create spaces that welcome all of our languages?
- How can I respect and learn from other people's languages and identities?
- How do I use all of my languages and ways of speaking to share my ideas?



Instructional Resources and Materials

- *Say Something!*, by Peter H. Reynolds
- Images from the school with monolingual labeling (bathrooms, principal's office, library, etc.)
- Chart paper
- Markers
- Image of school principal from website
- Cameras for taking photos of in-class labeling
- Large paper
- Envelope
- Letter frame

Vocabulary/Conceptual Development

Injustice: Treating people unfairly based on characteristics of that person or group of people.

Letter: A way to communicate with someone using writing.

Permission: Asking to be allowed to do something.

Principal: The person in charge of the school.

Take action: Doing or saying something to make things better or more fair.

Centering Student, Family, and Community Knowledge and Experiences

Family and community languages are valued through taking action to ensure that the languages are visible within the school context and by enlisting administrative support to value the community's linguistic repertoires.

Potential Challenges

Students, parents, and/or teachers may expect an English-only context for school. Teachers will need to avoid doing most of the talking and writing. While they will have to scaffold the activity, they can encourage students to participate by writing some of the letters, drawing, etc.

Lesson Procedures

Introduction

Remind students of the multilingual labels they created for the classroom, asking for volunteers to read some labels. Share photos of the school common areas (bathrooms, library, gymnasium, etc.) or take a walk with the class to look for labels or signs within the school building.

What do you notice about the languages used on the signs in our school? On the bathroom door, by the principal's office, etc.?

(Students may notice that all or most signs are in English.)

What do you think about that? When we did our interviews, what languages did we find that people speak in our school community?

Remember when we made new labels for our classroom in all of our languages because ALL languages are welcome in the classroom? What is something that we could do about the signs all throughout our school building?

A possible student response may include the following: "Make signs in all of our languages."

Why is that important? How would it make the members of our school community feel?

Possible student responses may include the following: "welcomed, happy, included," etc.

A sidewalk sign in Spanish, English, and Armenian in Glendale, CA.
(Image source: Wikimedia Commons)



Read-Aloud

Sometimes when you see something that you think is unfair, you have a good idea about how to make it more fair for everyone. When you use that idea to make things better, that's called "taking action." Today we're going to read a book about what it means to take action, and I want you to listen for any words that you hear over and over again in the book.

Read *Say Something!*, by Peter H. Reynolds.

What words did you hear over and over again in this book?

A possible student response may be the following: "Say something."

Right, and to say something means to take action! I want to go back to this page, where the author says, "If you see an injustice, say something peacefully." "Injustice" means "treating people unfairly based on characteristics of that person or group of people." When we read this page, I was thinking about the signs in our school and how you said that changing them to include all of our languages would make people feel happy. Maybe having the signs in only one language isn't fair. Maybe we need to "say something" about that and take action.

If we wanted to change the signs in our school, who could we "say something" to?

(Here are some additional prompts, if needed: "Who takes care of everybody in school?" "Who is in charge of our school?" "Who makes the rules?" Share a photo of the school principal. "The principal is the person who is in charge of our school.")

Sometimes when people want to take action and say something, they write a letter first. A letter is a way to communicate with someone using writing. I was thinking that maybe we could say something by writing a letter as a class to our principal to share your great idea of creating labels in all of our languages for the school. It's not just the people who are in charge who can say something. We can do that too!



Letter Writing Activity

Using chart paper, write the letter together as a class.

Whenever we start writing a letter, we always put the date first so that the person who gets the letter knows when we wrote it. What is the date today?

Point to classroom calendar.

Next, we need to address the letter. We write “Dear” and then we put the person’s name. Who are we writing this letter to?

Show the picture of the principal.

Then we need to think about what we want to say. Why are we writing this letter? What do we want to do?

A possible student response may be the following:
“To make multilingual signs.”

Why do we think this is important?

A possible student response may be the following:
“So everyone feels welcome in school.”

How do we know that this is important?

Possible student responses may be the following: “We interviewed people and found out that we speak a lot of languages,” and “We made labels in our classroom,” etc.

So we need to ask permission; we need to ask if we can make signs for the school in all of our languages so that everyone feels welcome in school. We can write that we interviewed people in our school and we found out that people speak _____. We can also write that we made labels in all of our languages in our classroom and that made us feel _____.

We can write that we love and are proud of our languages.

Now we need to end our letter. We can say thank you, and then we can each write our names. When everyone has had a chance to sign their name, we will read it together to make sure that this is what we want to say, and then we will deliver the letter as a class so that we can say something and take action together!

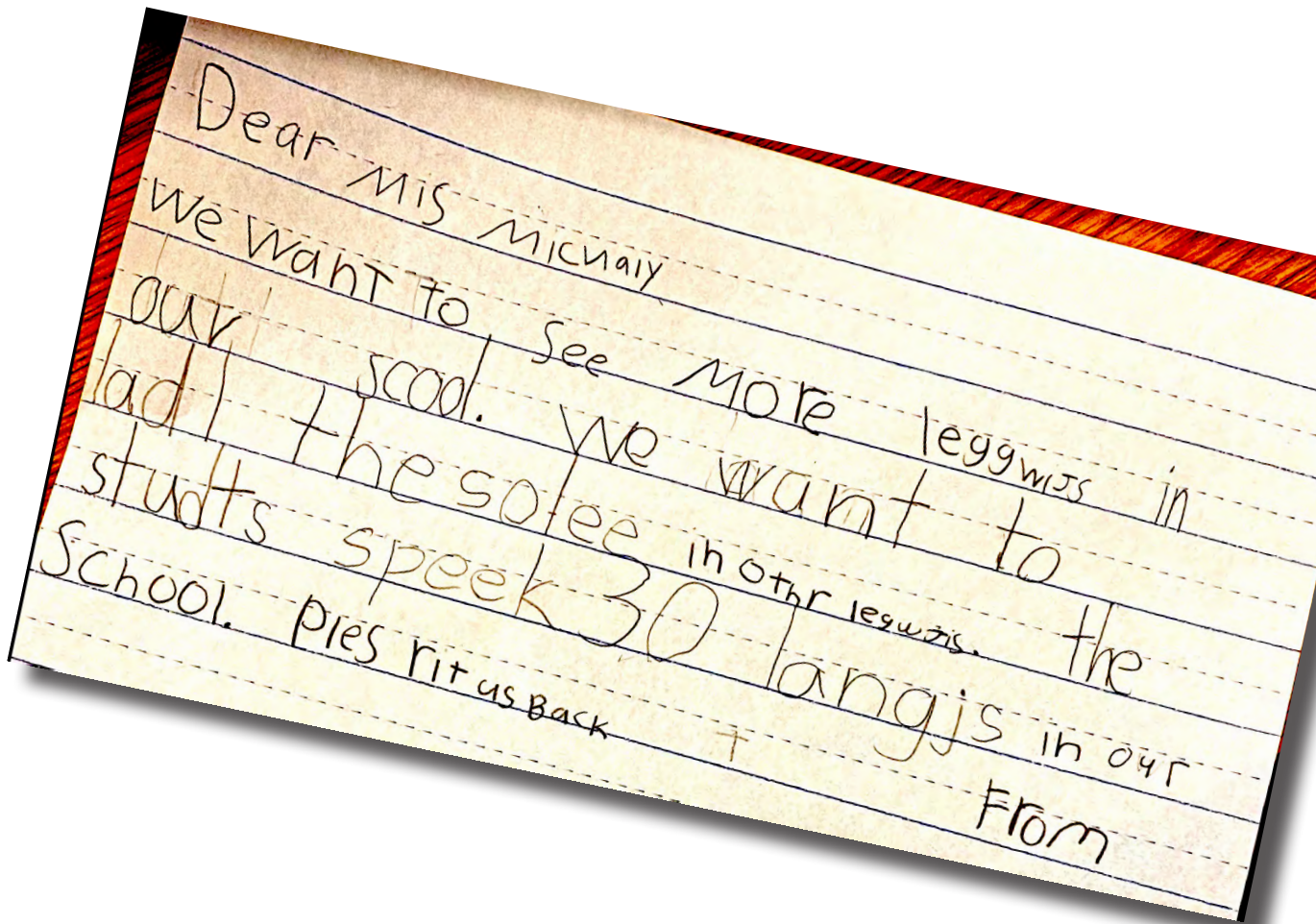


Closure

Have students practice what they will say when delivering the letter to the principal.

Possible language for the students to practice may include the following: "Thank you, _____. Please read our letter. We need a multilingual school. We love our languages."

Deliver the letter with the students, encouraging them to use the language they've practiced.



Assessment

Through discussion, students will draw conclusions about why having all languages represented in the school building is important.

Through the read-aloud and the persuasive-letter writing activity, students will “say something” and take action.

Alignment to Standards

World-Class Instructional Design and Assessment (WIDA) English Language Development

Standard 1: English language learners communicate for Social and Instructional purposes within the school setting.
Standard 2: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

New Jersey Student Learning Standards for English Language Arts

W.K.7: Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

New Jersey Student Learning Standards for Social Studies

6.1.2.Civics.PI.4: Explain how all people, not just official leaders, play important roles in a community.

Extensions (Optional)

Create and install the labels around the school, focusing on vocabulary associated with the building (bathroom, gym, principal’s office, etc.).

Have students share their letter with students in other schools to encourage them to do the same in their school. In this way, the students will participate in a collective action for multilingual representation beyond their classroom and school and have a broader impact.

Notes (Optional)

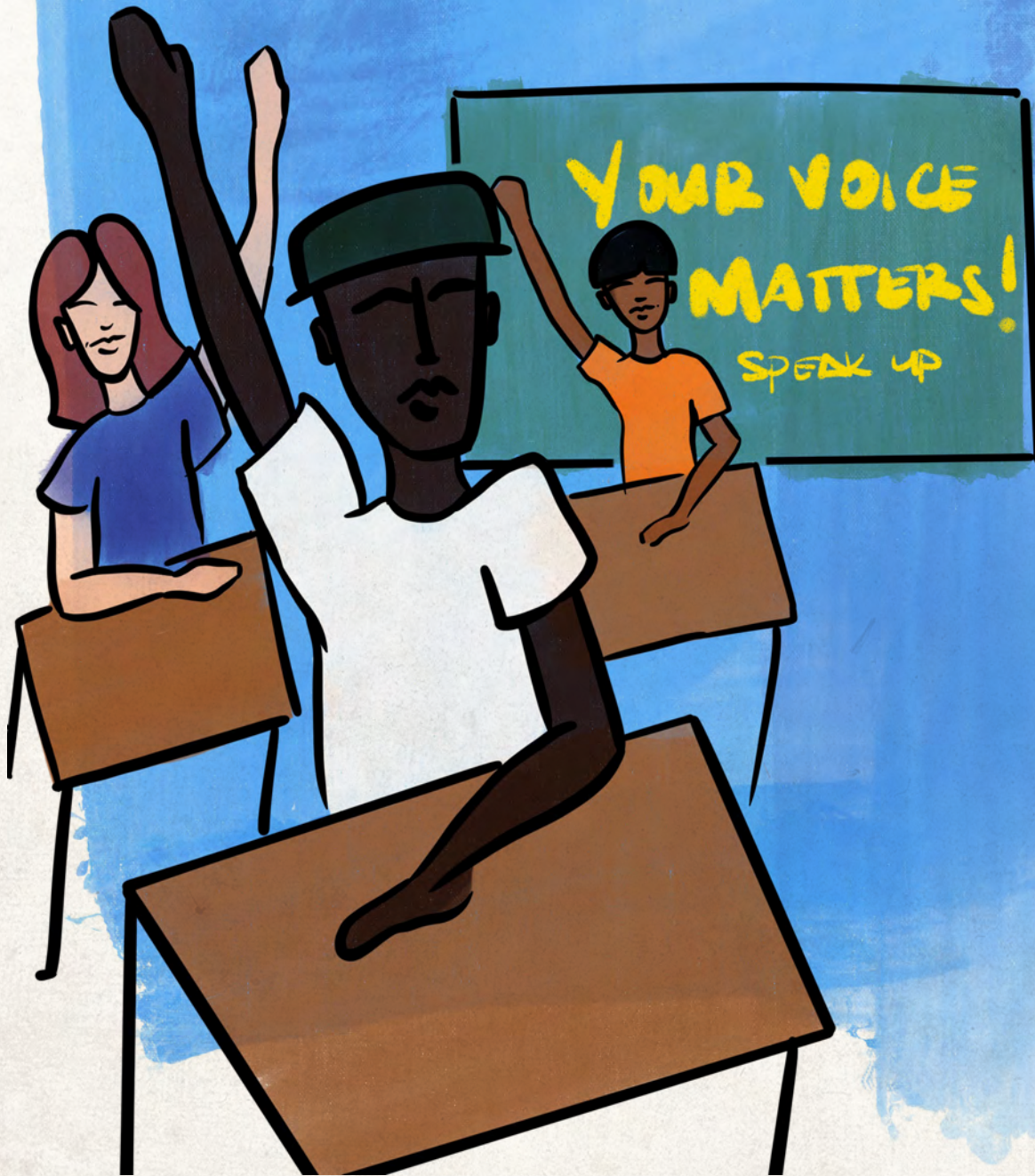
Prior to the lesson, prepare the principal that the students will be visiting their office to deliver the letter, so students can be welcomed and the letter received. Make an appointment for this delivery, or invite the principal to visit the classroom, so the students can read and give the letter to them.

References

Reynolds, P. H. (2019). *Say something!* Orchard Books.

UNIT TWO

Say Something: Our Fight for Fairness



UNIT TWO

Say Something: Our Fight for Fairness

Grade Level: Two

Subjects: Language Arts & Social Studies

Suggested Length: 14–18 days (45-minute sessions per day)

Unit Summary

The topic of this unit is fairness. Students analyze rules and laws for fairness and identify ways that they can address rules and situations that are unfair. Through this process, they understand that each one of us has the power to make a change when things are unfair.

At the beginning of the unit, students are asked to analyze their own classroom rules for fairness against a group of “ridiculous rules,” resulting in a chart of characteristics of fair and unfair rules. This chart is used throughout the unit as students analyze rules and practices outside of their immediate environment. The stories of Emma Tenayuca and Sylvia Mendez are used as springboards for discussion about the responsibility of those in authority to engage in inclusive and fair practices, and the importance of holding those in authority accountable.

Students will be guided to think about our nation’s history, including fair labor laws and school segregation laws, and those who have often been on the receiving end of unfair treatment based on their characteristics (race, class, ethnicity, language ability, etc.). Students identify who has traditionally held the power and authority to make rules, and they are encouraged to find their own voice and authority as they consider how to disrupt traditional notions of power and knowledge and how to stand up and say something when they encounter unfairness.

The unit concludes with reflection and critical analysis of the students’ immediate community. Students and their families identify issues of injustice or unfairness in their community, and then students take action towards change by working collaboratively with peers on an advocacy project.

Community-Engaged Anti-Racist (CEAR) Principles in Unit Two

Principle 1: Embraces Intersectionality and Multiple Identities

Through the analysis of classroom rules, students take into consideration voices that might be silenced or missing. A central idea to this unit is to think of multiple perspectives and identities when thinking about fairness.

Principle 2: Centers Student, Family, and Community Knowledge, Perspectives, and Experiences

The focus on students' personal experiences with language provides opportunities to engage families and the community regarding their own linguistic experiences and perspectives.

Principle 4: Implements Culturally and Historically Responsive Practices

Students reflect on their own, their family's, and their community's experiences with language.

Principle 5: Critically Analyzes and Disrupts Traditional Notions of Power and Knowledge

Students are deliberately challenged to disrupt traditional notions of power by realizing that even at a young age, they have a voice and a pathway to power. Through specific and intentional questioning, they are taught to think about the responsibility of having power and what groups of people are often targeted for unfair treatment and why.

Principle 6: Counters Dominant Narratives

The unit disrupts ideas that there is only one dominant, named language and cultural practice and only one correct way to speak a language.

Principle 8: Engages Students in Resistance and Action

Students take action and counter injustice in their school community by creating a more linguistically inclusive print-rich environment.

CEAR Practices

Critical Literacy: Students analyze rules/laws in their classroom, school, and community and determine if they are fair for all.

Daily Reflection Tools: Students regularly have the opportunity to reflect on what they've learned throughout the unit.

Historical Connections to the Present: Students analyze past historical practices that were unfair and make connections to current unfair issues and/or rules/laws in their community.

Language Objectives for Each Lesson

Project- and Problem-Based Learning: Students identify a problem (an issue of unfairness) that they see within their community and advocate for change.

Small-Group/Partner Work: Students work with partners or in small groups to discuss texts and topics, complete tasks, and develop their advocacy projects.

Varied Media and Texts/Multilingual Resources: Texts (including a bilingual picture book, images, and videos with diverse characters and subjects) are used throughout the unit.

Varied Forms of Expression: Students have choice and options in how they complete their performance tasks, including the final advocacy project. They are able to choose from such forms of expression as writing, drawing, and recording.

Content Objectives

Students will be able to do the following:

- Identify the characteristics of fair and unfair rules and analyze rules for fairness. (Lesson 1)
- Explain that people in authority have a responsibility to make rules that are fair and respectful of individual rights. (Lesson 2)
- Describe and compare characters and how they respond to events. (Lesson 2)
- Analyze historical practices for fairness. (Lesson 3)
- Identify instances in which they could effect change. (Lesson 4)
- Explain how they can use their voice to advocate for change. (Lesson 4)
- Identify a strength and an issue that is unfair and in need of improvement in their community. (Lesson 5)
- Identify their own power, authority, and voice and use them to advocate for change by producing an argument with justification. (Lesson 6)

Language Objectives

Students will be able to do the following:

- Explain the fairness and unfairness of rules by using targeted vocabulary as well as the “Classroom Rules” anchor chart, small-group discussion, and sentence frames/starters. (Lesson 1)
- Explain that people in authority have a responsibility to make rules that are fair and respectful of individual rights by using the language of causality (“because, so that,” etc.) and targeted vocabulary. (Lesson 2)
- Interpret a narrative by identifying how character attributes and actions contribute to event sequences. (Lesson 2)
- Explain that people used their authority to treat others unfairly by using the language of causality (“because, so that,” etc.) and targeted vocabulary. (Lesson 3)
- Identify the causes and effects of saying something using cause and effect language by using a read-aloud and a graphic organizer. (Lesson 4)
- Explain why something in their community is unfair using the targeted vocabulary. (Lesson 5)
- Construct a verbal or written argument with justification using the sentence starters provided in the graphic organizer. (Lesson 6)

Essential Questions

- What makes rules fair or unfair? (Lesson 1)
- Why is it important for authority figures to make rules that are fair? (Lesson 2)
- What are laws and who makes them? (Lesson 3)
- How can I analyze historical practices created by authority and the impact they had on others? (Lesson 3)
- How can people who have power and authority be held responsible to make fair rules and laws in our community? (Lesson 3)
- Who has power and authority to advocate for fairness in their community? (Lesson 4)
- What are the strengths of our community? (Lesson 5)
- What is unfair and in need of improvement in our community? (Lesson 5)
- How can people take action against unfairness in their community? (Lesson 6)

Centering Student, Family, and Community Knowledge and Experiences

This unit is relevant to students' lives because it focuses on fairness, a concept that students experience in their community, home, and classroom. Students explore their identities in relation to how rules affect them individually. Through whole-group, small-group, and partner discussions, students explore and share their own as well as their families' stories, backgrounds, and experiences. Lesson extensions help them solicit input from their families, and they use these contributions to develop a list of unfair issues in the community that will be addressed in the final advocacy project.

Vocabulary/Conceptual Development

Vocabulary is taught in the context of the lesson and includes such language supports as vocabulary previews; word repetition; visual aids (like pictures, gestures, and hand motions); word banks and sentence frames (for speaking and writing); and cognates and/or translations as needed.

Unit Vocabulary

- Action
- Activist
- Advocate
- Analyze
- Audience
- Authority
- Characteristics
- Community
- Creativity
- Employee
- Employer
- Fair/fairness
- Heal
- Immigrant
- Improvement
- Inclusive
- Inferior
- Injustice
- Inspire
- Integrate
- Issue
- Law
- Opportunity
- Pecan shellers
- Petition
- Power
- Prejudiced
- Protest
- Respect
- Responsibility
- Rule
- Segregation
- Stand up for
- Strength
- Strike
- Transform
- Unfair

Lessons Overview

Lesson 1: Characteristics of Rules and Unfair Rules

Students analyze classroom rules that were created at the beginning of the year and newly created ones for fairness, and then co-create a list of characteristics of fair and unfair rules.

Lesson 2: That's Not Fair!

Students extend their knowledge about fairness from their classroom to the community by reading *That's Not Fair!; No Es Justo!: Emma Tenayuca's Struggle for Justice/La lucha de Emma Tenayuca por la justicia*, by Carmen Tafolla and Sharyll Teneyuca, and learning about Mexican-American labor organizer Emma Tenayuca and how she took action in her community. The book is used as a springboard to talk about how people in authority have a responsibility to create rules that are fair and respectful of individual rights.

Lesson 3: Separate Is Never Equal

Students gain experience with school segregation laws through exposure to *Mendez v. Westminster* and *Brown v. Board of Education*. Students identify who has power and authority and why it is important to hold authority accountable for making fair rules and laws.

Lesson 4: Using Our Voice for Change

During the reading of the book *Say Something!*, by Peter H. Reynolds, students co-create a chart with the teacher listing the ways in which change was effected. At the conclusion of the read-aloud, the teacher guides the students in small groups to identify or list the ways in which they could say something about an unfair practice based on the examples in the book.

Lesson 5: Fairness in Our Community

Students and their families identify strengths in their community in addition to issues that are unfair and in need of improvement.

Lesson 6: Advocacy Project

Students choose one of the unfair issues in their community identified in the previous lesson and use their own power, authority, and voice to advocate for change. Students work in interest-based small groups to create an advocacy project (letter, speech, video, poster, artwork, song/poem, petition, protest, etc.) that will be presented to the intended audience.

Assessment

Formative assessments include observations during class discussions, group work, and turn-and-talks in addition to written products (completion of graphic organizers, exit tickets, etc.), oral responses to questions (via video recording), and comprehension checks.

Summative assessment includes all parts of the advocacy project. Students first complete a

graphic organizer to assist with planning, and then they create the project, which will vary as students choose a medium that best matches their issue and audience (letter, poster, petition, protest, video, etc.). Students present their project to the class and then to their intended audience. After receiving feedback from their audience, they will report back and reflect on their experience.

Alignment to Standards

World-Class Instructional Design and Assessment (WIDA) English Language Development

Standard 1: English language learners communicate for Social and Instructional purposes within the school setting.

Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.

Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.

New Jersey Student Learning Standards for Language Arts

RL.2.1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RL.2.3: Describe how characters in a story respond to major events and challenges using key details.

W.2.1: Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion.

W.2.6: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

SL.2.1: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

SL.2.6: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

New Jersey Student Learning Standards for Social Studies

6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.

6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

6.3.2.CivicsPD.1: With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change.

6.1.2.CivicsPR.1: Determine what makes a good rule or law.

6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.

6.1.2.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent and respectful of individual rights.

6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

6.1.2.HistoryUP.3: Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.

Core Instructional Resources and Materials

Texts

- Reynolds, P. H. (2019). *Say something!* Orchard Books.
- Tafolla, C. & Teneyuca, S. (2008). *That's not fair! / ¡No es justo!: Emma Tenayuca's struggle for justice/La lucha de Emma Tenayuca por la justicia*. Wings Press.
- Tonatiuh, D. (2014). *Separate is never equal: Sylvia Mendez and her family's fight for desegregation*. Abrams Books for Young Readers.

Videos

- State Bar of Georgia. (2016, May 22). *Brown v. Board of Education (1954) | Separate is not equal* [Video]. YouTube. | www.youtube.com/watch?v=aX9Dmo24_cc&t=102s

Images

- [Photograph of children fighting in sandbox]. Lane Kids. | www.lanekids.org/wp-content/uploads/2019/04/iStock-849274352-600x400.jpg
- [Photograph of child sitting alone at lunch table]. Motherhood, Ministry & Magic. | nataliakwok.files.wordpress.com/2014/05/young-toula-eating-lunch.jpg
- [Photograph of child sitting in front of jungle gym]. Learning Seeds. | img1.wsimg.com/isteam/ip/3b45eefb-4cb5-4dbd-b9a7-bf27b8a8a449/Sad-boy-0001.jpg
- [Photograph of children whispering]. Baby Centre. | www.babycentre.co.uk/ims/2016/12/iStock-171153078_wide.jpg
- [Photograph of child hiding their face]. Very Well Family. | tinyurl.com/bdfnbfaa

- [Photograph of child preparing to hit another child]. Shutterstock. | image.shutterstock.com/image-photo/asian-boy-student-suffering-getting-260nw-1209377347.jpg
- Olson, S./Getty Images (2018). [Photograph of children protesting gun violence in schools]. | newhampshirebulletin.com/wp-content/uploads/2021/08/GettyImages-937437116-2048x1365.jpg

Additional Materials

- “Classroom Rules” anchor chart of previously established classroom rules (Lesson 1)
- “Ridiculous Rules” anchor chart (created by teacher) (Lesson 1)
- “Characteristics of Fair and Unfair Rules” T-chart (Lesson 1)
- “Lesson 1 Group Discussion and Recording Sheet” handout (Lesson 1)
- “Comparing and Contrasting Characteristics” Venn diagram handout (Lesson 2)
- “Instances of Injustice” chart (pre-prepared on chart paper) (Lesson 3)
- “Say Something” chart (pre-prepared on chart paper) (Lesson 4)
- “Guiding Questions” handout (Lesson 4)
- “Exit Slip” handout (Lesson 4)
- “Letter to Families” handout (translated into home languages) (Lesson 5)
- “Community Strengths/Improvements” T-chart (Lesson 5)
- Google Form or paper (for advocacy-project ranking) (Lesson 6)
- “Graphic Organizer for Advocacy Project” handout (Lesson 6)
- Writing materials (i.e., paper, pencils, computers, etc.)
- Poster materials (i.e., poster board, markers, crayons, paints, etc.)
- Video-recording devices (i.e., camera, tablet, etc.)

Resources for Building Background

- jpspanishfan2. (2008, April 10). *Linda Ronstadt el sol que tu eres* [Video]. YouTube. | www.youtube.com/watch?v=AQtN6oeiF2U
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- Wagner, E. (2021, March 30). *Emma Tenayuca*. National Park Service. | www.nps.gov/people/emma-tenayuca.htm
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- Women & the American Story. (n.d.). *Life story: Emma Tenayuca, 1916–1999*. New York Historical Society Museum & Library. | wams.nyhistory.org/confidence-and-crises/great-depression/emma-tenayuca
- Zinn Education Project. (n.d.). *Feb. 18, 1946: Courts ruled in favor of the Mendez family*. | www.zinnedproject.org/news/tdih/courts-mendez
- Zinn Education Project. (n.d.). *Jan. 31, 1938: Emma Tenayuca leads pecan sheller strike*. | www.zinnedproject.org/news/tdih/emma-tenayuca-leads-pecan-sheller-strike

Extensions (Optional)

A natural extension for this unit would be to connect with local community-based organizations (CBOs) to discuss how they support and encourage community members to organize, collaborate, and advocate for change. A CBO could be invited into the classroom to continue the work from the last lesson (the advocacy project). They could also work with the students' families on issues that are important to them.

Notes (Optional)

Some lessons may take more than one day to complete. Teachers should feel free to plan according to the needs of their students.

It will be helpful for teachers to review the resources before teaching this unit in order to gain background knowledge and feel fully prepared to hold class discussions.

Teachers should intentionally group students based on language proficiencies, personalities, and preferences. There should be a variety of groupings,

including whole group, small group, and partners, to ensure that collaborative discussions and individual voices are heard.

Teachers should also give students the option to respond to tasks verbally or in drawing/writing to provide them with multiple pathways to demonstrate understanding. They should also support student completion of tasks through the use of instructional technology, modeling, repetition, and additional time as necessary. They may also give students the opportunity to revise tasks based on feedback.

UNIT TWO, LESSON ONE

Characteristics of Fair and Unfair Rules

Grade Level: Two

Subjects: Language Arts & Social Studies

Suggested Length: 1-2 days (45-minute session per day)

Lesson Overview

Students analyze classroom rules that were created at the beginning of the year and newly created ones for fairness, and then collaborate on a list of characteristics of fair and unfair rules.

Content Objectives

Students will be able to identify the characteristics of fair and unfair rules and analyze rules for fairness.

Language Objectives

Students will be able to explain the fairness and unfairness of rules by using targeted vocabulary as well as the “Classroom Rules” anchor chart, small-group discussion, and sentence frames/starters.

Essential Questions

- What makes rules fair?

The image features two lines of stylized, hand-drawn text. The top line reads "FAIR!" in black letters with a light blue outline and a brushstroke effect. The bottom line reads "NOT FAIR!" in black letters with a pink outline and a brushstroke effect. The text is positioned to the right of the lesson overview and content objectives sections.

Instructional Resources and Materials

- “Classroom Rules” anchor chart of previously established rules
- “New Class Rules” anchor chart (list of ridiculous rules created by teacher)*
- “Characteristics of Fair and Unfair Rules” T-chart
- “Group Discussion and Recording Sheet” handout
- Pencils and markers

*Prior to the start of the lesson, create an anchor chart listing ridiculous rules that will be presented to the class as the new rules. Ensure that these rules are clearly unfair and intentionally connected to unfair laws or situations (e.g., lack of accessibility for people with disabilities, restrictive voting laws, limits on freedom of speech, exclusion of historically minoritized people and voices, etc.).

The following examples of ridiculous rules can be used:

- “To move around the classroom, you have to hop like a bunny (or do cartwheels).” [Connections: This rule, like spaces that lack accessibility for people with disabilities, limits mobility and excludes those who may be in a wheelchair, etc.]
- “If you have a question, you have to provide your school ID to ask it, and you have to present the question in writing.” (Or they have to present something else ridiculous that only some students may have such as a cell phone, expensive video game, or tennis shoes.) [Connections: This rule, like restrictive voting laws, makes it difficult for everyone to participate.]
- “There is absolutely no speaking allowed. We must be silent all day.” [Connections: This rule, like limits on freedom of speech and expression, excludes those who may not be great writers yet.]
- “One student will be selected as line leader for the entire year.” [Connections: This rule makes certain roles or jobs inaccessible to others and grants power to one person without input from anyone else.]
- “For every word you misspell, you will be fined \$120 and lose classroom privileges. You will only get your privileges back after you pay your fine.” [Connections: This rule, like peonage laws, makes it difficult, if not impossible, for someone to pay off a debt.]

Vocabulary/Conceptual Development

Analyze: To study (something) closely and carefully; to learn the nature and relationship of the parts of (something) by a close and careful examination.

Characteristics: Showing the special qualities or traits of a person, thing, or group.

Fair/Fairness: The quality of treating people in a way that does not favor some over others.

Inclusive: Not limited to certain people. Open to everyone.

Rule: A statement that tells you what is or is not allowed in a particular game, situation, etc.

Unfair/Unfairness: The quality of treating people in a way that favors some over others; not fair.

Centering Student, Family, and Community Knowledge and Experiences

Students' experiences are centered when they have the opportunity to make connections between fairness and their classroom rules, sharing their reflections, opinions, and ideas. Students also reflect on their experiences with rules outside of school. Through the extension, students may engage with their families on characteristics of fair and unfair rules, allowing family experiences to be included.

Potential Challenges

Students may think that all rules/laws are fair.

Students may think that rules/laws can't be changed.

Depending on their backgrounds, students may be uncomfortable or consider it disrespectful to challenge authority by analyzing or criticizing rules in any way.

Educators can use their own list of class rules during the lesson. Whether or not they have already co-constructed the current rules, students can work together to analyze them. (See the Resources section for background support on co-constructing rules.)

Lesson Procedures

Introduction

Good morning, friends! I am excited because we are going to start a new unit in Social Studies today, and it's called "Say Something: Our Fight for Fairness." Let's pay attention to the word "fairness." Does anyone know what that word means?

"Fairness" means "treating people in a way that does not favor some over others." So, if fairness is treating people in a way that doesn't favor some people over others, what do you think "unfair" means?

Possible student responses may include "not fair" or "favoring some people."

Fair and Unfair Rules

Today we are going to talk about rules that are fair and unfair. What is a "rule"? A "rule" is "a statement that tells you what is or is not allowed in a particular game or situation." We have classroom rules, right? Where else have you seen rules?

Possible student responses may include "school, home, sports, or games."

I want to share something with you. I have been thinking about the classroom rules that we created at the beginning of the year. Do you remember them? Well, I decided that I don't really like them, so do you know what I did? I changed them! I made new ones that I think are going to be MUCH better and fairer than the ones we had. I can't wait to share them with you. Would you like to hear them? I have a chart where I have written them for you, so let's read them together.

Read from the anchor chart of newly created New Class Rules, which are the ridiculous rules that have been prepared in advance. Then, ask students the following questions:

- How do you feel about these new rules?
- Do you think they are fair? Why or why not?
- Would you like to adopt these rules to replace the ones we had? Why or why not?

Friends, I am not REALLY going to change our rules! If I did, it would make things much more UNfair, wouldn't it? How might those new rules make you feel? How might they make other people feel?

Possible student responses may include "angry, sad, or embarrassed."

Do we agree that we should not change our rules?

Chart Creation

So we've decided that these new rules would be unfair, but what makes them unfair? Let's analyze them. To "analyze" means "to study something closely and carefully," and THAT is exactly what we are going to do. We are going to ANALYZE these fake rules by comparing them to the real ones, so we can come up with CHARACTERISTICS of fair and unfair rules. "Characteristics" are "the special qualities or traits of a person, thing, or group."

We are going to write the characteristics of fair and unfair rules (in other words, the things that make rules fair or unfair). Then, we are going to write what we come up with on this T-chart.

First, let's choose one of these new rules to analyze together.

Select a ridiculous rule, and model how to question and analyze the fairness of the rule. As you model this process, record the questions you use to analyze the rule, so the class can refer to them in their small-group work later in the lesson.

Who created this rule? Was the rule created collaboratively or by just one person (for example, the teacher)? Should rules be made by one person or in collaboration with others? Why?

Explain to students that rules are fairer when we make them together. Then, ask students the following questions:

Who should be included when creating rules? Why?

It's important for EVERYONE who is affected by rules to be included in the conversation when they're being made. A word for when you include everyone is "inclusive." Sometimes when rules are being made, certain groups of people are left out and don't get to say how they feel about those rules. This can lead to the rules being unfair to those people.

Who does this rule help the most?

Explain that the rule mainly helps someone who can follow or who likes the rule, like the teacher.

Continue to engage students in the discussion using the following questions:

- 1. Is there anyone that this rule might hurt or overlook?*
- 2. Is this rule fairer for a particular group than for others?*
- 3. What if we had a student who is blind, in a wheelchair, or emerging bilingual?*
(Choose an appropriate group of people for the chosen rule.)
- 4. How would this rule affect them?*

Possible student responses may be the following: “They wouldn’t be able to fully participate,” “The rule might make them sad,” and “It wouldn’t be fair for them,” etc.

- 5. Can rules be changed?*
- 6. Would you want to change this one?*
- 7. What would you want to change about it? Why?*

In response to why, students may say, “The rule is unfair or unsafe.”

Now we will choose one of the original classroom rules and conduct the same analysis, using the same questions to guide the discussion.

Conduct a whole-group discussion with students, using the same questioning process to analyze an original classroom rule.

Based on the whole-group discussion, co-construct a list of characteristics of fair and unfair rules. Create a T-chart with “Fair” at the top of one column and “Unfair” at the top of the other.

For emergent bilingual (EB) students, model how to verbally explain whether a rule is fair, why it is fair or unfair, and what characteristics a fair or unfair rule has. Use the following sentence frames/starters to support EB students in using whole sentences and the new vocabulary:

- **The rule _____ is fair/unfair because _____ .**
- **Rules that are fair are _____ .**
- **A characteristic of a fair/unfair rule is that _____ .**

Fair

- Collaborate
- Fair for everyone
- If they can be changed
- Good choices for everyone
- Everyone has to try their best
- Helps everyone

(Not)

Unfair

- Only one person makes it.
- Only good for one person
- Only helps some people
- Hurts some people

Characteristics of fair rules

- Our class picked the rule.
- Everybody would be happy.
- No body is getting hurt.
- Everybody is treated the same way.
- They keep us safe/healthy.
- We might not want to change these.
- It helps us to learn.

Characteristics of unfair rules

- One person made the rule.
- It is not safe.
- The person who makes the rule gets something good.
 - The other people would be mad/sad/have no money.
- It makes things hard. Others would not be happy and are getting hurt.
- Some people will get more hurt than others.
- ~~We~~ We would want to change these rules.
- It would be hard to learn and participate.

Rule Analysis

Create small groups based on students' strengths and needs. Assign a classroom rule and a ridiculous rule to each small group for analysis. Each group will use the previous questions to guide discussion. Have students record their responses on the student recording sheet, identifying characteristics of fair and unfair rules that will be added to the class T-chart.

Circulate through the groups to observe and record, and observe students' contributions. Note the language that they use and how they work with one another.

Now that you've had time in your groups to talk about your rules, let's share! When you share, remember to use one of these sentence starters: "This rule is fair/unfair because...," "Rules that are fair are...," or "A characteristic of a fair/unfair rule is that ..." We are going to add the characteristics of fair and unfair rules that you came up with to our class T-chart.

Closure

Remind students that today they created a list of characteristics for fair and unfair rules by analyzing some real and made-up rules. Read through the co-created list of characteristics as a whole group.

Today we learned about what makes a rule fair and unfair by analyzing both our classroom rules and some fake ones. Friends, I want you to think about any other rule you have encountered before. It could be a rule for a game, at the playground, or at home. Think about whether that rule is fair or unfair and why. I'm going to give you 30 seconds to think. When you are ready, show me with a thumbs up.

After students come up with a rule, say,

You are each going to share with a partner why the rule you thought about is fair or unfair. Remember to use the T-chart we just created and all those new words we learned today! I'm going to listen to a few of your conversations, so I can hear some of the brilliant ideas you are sharing. So turn and talk with your partner, and share using the sentence starters we just practiced!

After students share with a partner, have them share their written or recorded responses using a platform like Flipgrid.

Assessment

Formative assessment includes students' work to co-construct a list of characteristics of fair and unfair rules.

Through whole-group, small-group, and partner discussion, students analyze rules for fairness using the co-constructed list of characteristics and then record their findings orally or in writing.

Alignment to Standards

World-Class Instructional Design and Assessment (WIDA) English Language Development

Standard 1: English language learners communicate for Social and Instructional purposes within the school setting.

Standard 5: English Language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.

New Jersey Student Learning Standards for English Language Arts

SL.2.1: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

SL.2.6: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

New Jersey Student Learning Standards for Social Studies

6.1.2.CivicsPR.1: Determine what makes a good rule or law.

6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.

Extensions (Optional)

Have students share what they learned with a family member. Challenge them to come up with a characteristic that you may have missed as a class and could add to the list.

Resources for Building Background

The Learning for Justice link below allows educators to set up a free account to access classroom resources.

Learning for Justice. (2017, April 26). *What's fair?*

| www.learningforjustice.org/classroom-resources/lessons/whats-fair-0

Project Wayfinder. (2022, January 5). *Five reasons you should co-create classroom norms with students at the start of each year.* Wayfinder. | www.withwayfinder.com/thought-leadership/five-reasons-you-should-co-create-classroom-norms-with-students-at-the-start-of-each-year

UNIT TWO, LESSON TWO

That's Not Fair!

Grade Level: Two

Subjects: Language Arts & Social Studies

Suggested Length: 2–3 days (45-minute session per day)

Lesson Overview

Students extend their knowledge about fairness from the classroom to their community by reading *That's Not Fair!;/No Es Justo!: Emma Tenayuca's Struggle for Justice/La lucha de Emma Tenayuca por la justicia*, by Carmen Tafolla and Sharyll Teneyuca, and learning about Mexican-American labor organizer Emma Tenayuca and how she took action in her own community. The biography is used as a springboard to talk about how people in authority have a responsibility to create rules that are fair and respectful of individual rights.

Content Objectives

Students will be able to do the following:

- Explain that people in authority have a responsibility to make rules that are fair and respectful of individual rights.
- Describe and compare characters and their responses to events.

Language Objectives

Students will be able to do the following:

- Explain that people in authority have a responsibility to make rules that are fair and respectful of individual rights by using the language of causality (“because,” “so that,” etc.) and targeted vocabulary.
- Interpret a narrative by identifying how character attributes and actions contribute to event sequences.



Above: Emma Tenayuca.
(Image source: San Antonio Light Photograph Collection, MS 359, University of Texas at San Antonio Libraries Special Collections)

Essential Questions

- Why is it important for authority figures to make rules that are fair?

Instructional Resources and Materials

- *That's not fair!/No es justo!: Emma Tenayuca's Struggle for Justice/La lucha de Emma Tenayuca por la justicia*, by Carmen Tafolla and Sharyll Teneyuca
- "Characteristics of Fair and Unfair Rules" T-chart (Lesson 1)
- "Comparing and Contrasting Characteristics" Venn Diagram handout
- Chart paper*

Using the chart paper, create an anchor chart for use during this lesson with two columns "What was unfair" and "What actions were taken to help" (example below):

What Emma found to be unfair	Emma's actions (What she did to help)
• Pecan shellers only got paid 4¢ an hour.	→ She goes to speak to others about how unfair this is. (Words)
• The bosses did not listen. They paid them less (3¢ an hour).	→ Emma tells the pecan shellers to go on strike (they do not work). (Actions)
• Her neighbor Maria couldn't read.	→ She helps Maria learn how to read. (Action)
• The children/family were hungry.	→ She gives them her apple. (Action)
• The baby was crying because they were cold.	→ She gives them her sweater. (Action)
• The family was working and not getting paid.	→ Mom sings a song about unfairness. (All)

*Note: This chart will also be used in Lesson 4.

Vocabulary/Conceptual Development

Action: Something that someone does in order to achieve a goal.

Authority: The power or right to control someone or something.

Community: A group of people who live in the same area, such as a city, town, or neighborhood.

Employee: A person who works for another person or a company for wages or a salary.

Employer: A person or company that has people who do work for wages or a salary; a person or company that has employees.

Immigrant: Someone who enters another country to live there permanently.

Inclusive: Not limited to certain people; open to everyone.

Pecan shellers: A person who shells (takes the covering off) pecans.

Power: The ability or right to control people or things.

Respect: The belief that something or someone is important and should not be harmed, treated rudely, etc.

Responsibility: A duty to be in charge of someone or something, so that you make decisions.

Strike: To stop working as a protest against something relating to work, like low wages or bad working conditions.

Centering Student, Family, and Community Knowledge and Experiences

Students' experiences are centered when they are asked to think about their own experiences with unfair situations or rules. They are also given the opportunity to identify actions they might take if given the power to be responsible for employees. Since the text is written from the perspective of activist Emma Tenayuca and recounts her childhood experiences, second graders will begin to realize that they are never too young to make a difference, use their voice, and think about the responsibility that comes with having authority and power.

The lesson will start the students' process of thinking about fairness outside of the classroom and in the larger community. Therefore, the experiences of students' families will be centered when students engage their families at home about their encounters with unfair rules and/or situations.

Since the text is bilingual and set in an immigrant community, the experiences of students, families, and community members may be reflected in the text and in response to it. The immigrant experience shared in this lesson is one to which many students and families can relate regardless of their country of origin.

Potential Challenges

Students may think that all rules and/or laws are fair.

Students may think that rules and/or laws can't be changed.

Students may not have considered how those who have power and/or authority have a responsibility to use it wisely and fairly.

Educators may not be aware of Emma Tenayuca (see Resources for Building Background).

Some students may be negatively affected by the book's sensitive subject matter, particularly if they are from a similar background and/or if they or their families have been subjected to similar experiences based on their race, ethnicity, gender, class, or language ability. Educators should preview the book before reading it to students and consider what is known about their students in order to make decisions about conversations they may need to facilitate prior to the read-aloud.



Above left: Emma Tenayuca and her husband, fellow organizer Homer Brooks. **Above right:** Emma Tenayuca's historical placard. (Source for images: Wikimedia Commons)

Lesson Procedures

Introduction

Friends, remember how yesterday we talked about the classroom rules, and we thought about what makes rules fair and what makes some unfair? How did you feel when I tried to change the rules and the new rules were unfair?

Allow students time to respond.

Well, today we are going to read a book about a woman named Emma Tenayuca who noticed things around her that were unfair. However, the things she noticed were not pretend, like the ridiculous rules we talked about. The unfair things she noticed were real, and they were happening outside of the classroom and in her community.

What do you think the word “community” means? A “community” is often “a group of people who live in the same area, such as a city, town, or neighborhood.” Emma saw a group of people in her community who were working as pecan shellers being treated unfairly. Does anyone know what a “pecan” is? It is “a type of nut that is found inside a hard shell.” The workers who take them out of those very hard shells are called “pecan shellers.” People used to do this as a job, so they would get paid for it.

Yesterday we talked about the word “characteristics,” and how it means “the special qualities or traits of a person, thing, or group.” There are often groups of people who are treated unfairly based on their characteristics, such as the color of their skin, the language they speak, where they come from, how much money they have, or their gender. Have you ever seen people being treated unfairly because of their characteristics? Allow students time to respond.

The pecan shellers in Emma’s community were being treated unfairly because they didn’t have a lot of money and were immigrants to the United States. Does anyone know what an “immigrant” is?

Allow students time to respond, and then clarify any misunderstanding of the definition.

“An immigrant is someone who enters another country to live there permanently.” The pecan shellers came from Mexico to live in the United States. They worked very hard at their job but were treated unfairly because of where they came from.

Read-Aloud and Chart

As we read our book today, we are going to pay attention to the things that were unfair and write them down on this chart.

Refer to the anchor chart with two columns “What was unfair” and “What actions were taken to help” (see page 130 for example).

We are also going to pay attention to what Emma and other people DID—the actions they took—about the things they thought were unfair. An “action” is “something that someone does in order to achieve a goal.” You took action yesterday when you told me that our new rules were unfair! People in this book will take action against unfair things too. Are you ready to read the book? The title of the book is *That’s Not Fair!* Let’s listen!



As you read aloud, stop to pay attention to new vocabulary and the context in which it is found, and provide explanations and/or synonyms as appropriate. Stop and ask students questions that will help them demonstrate their understanding of the text too.

Turn to page 3 in the book.

Begin to fill in the anchor chart describing the things Emma and others found to be unfair and the actions they took to address them.

On page 3, Emma notices that a baby is cold, and she also notices a boy who is hungry, shelling pecans and sharing them with his brothers.

Right here on the third page, Emma already told us two things she noticed that she thought were unfair.

1. What were they? Let’s write them on the chart.

2. Why was the baby cold, and why were the boys hungry?

A possible student response may be “Their families did not have enough money to buy warm clothing or enough food to eat.”

3. Why do you think these families did not have enough money?

A possible student response may be “They didn’t get paid a fair wage.”

Turn to page 10 in the book.

On page 10, Emma finds out that Maria can't read.

Why couldn't Maria read?

Students may say she was working instead of going to school.

Yes, Maria had to go to work instead of going to school. She had to help her family make money. A long time ago, there was no rule or law that said children had to go to school, so children could go to work instead.



Was that fair? How would YOU feel if you had to go to work instead of coming to school?

Let's write it down on the chart: "Emma didn't think it was fair that Maria had to work and couldn't read."

As we keep reading, let's listen to see if we can figure out what Emma did about the cold baby, the hungry boys, and Maria.

Turn to page 15 in the book.

On page 15, Emma finds out that a family who picked crops all summer didn't get paid.

Friends, do you know what "picking crops" means? It means that you "collect the fruits or vegetables from the plants where they grow." It's a job, so like with any job, you are supposed to get paid for the work that you do.

So what happened here? What wasn't fair?

A possible student response may be "The whole family had to work all summer and didn't get paid." Let's write that down on the chart.

Why do you think the family didn't get paid?

Did you notice here that the whole family worked? Like Maria, the children were working instead of going to school.

Turn to Page 24 in the book.

On page 24, Emma and her grandfather talk about things they've done to help others in unfair situations. Emma's grandfather explains that the man singing a song was singing a song "with the right words" for people to understand. Let's listen to the words again. What is the song saying?

A possible student response may be the following: "The boss should be fair."

Let's write that down as an action. That action was taken so that others would know the bosses weren't being fair.

Turn to page 27 in the book.

On page 27, stop and ask what Emma did for the cold baby and the hungry boy, and write those actions on the chart. Possible student responses may be the following: "She gave the baby a sweater and gave the boys food."

Turn to Page 29 in the book.

On page 29, ask what Emma did to help Maria, and write it on the chart. A student response may be "She taught her to read."

Turn to Page 33 in the book.

Friends, how would YOU feel if you started getting paid LESS for the hard work you were doing? How do you think the pecan shellers felt?

Allow students to respond. After reading the end of the book, ask students,

What did Emma do about the pecan shellers being treated unfairly and getting paid so little money?

Students may respond with the following: "Emma spoke out, organized protests and a strike, and worked to change the law."

The finished chart should look something like the completed chart on page 130.

Compare/Contrast Characteristics

Friends, we just wrote down all these things that were unfair and what Emma and others did to take action against this unfairness. I'd like you to think about how we might describe these people.

I might think about the time when Emma gave her sweater to the baby who was cold, and a word that I could use to describe Emma because of the action that she took would be "generous." "Generous" means that she was a giving person. What are some other words that you can think of to describe Emma?

Possible student responses may include the following: "generous, caring, nice, giving, respectful, strong, brave, a leader, considerate, selfless," and/or "kind."

When we think about the employers (the people who were in charge) in the story, how might we describe them? I don't think they were generous because they were paying the pecan shellers very little money, SO little money sometimes that they couldn't feed their families. They even started paying the workers LESS money for all of their hard work shelling the pecans. What might be a word to describe the employers?

Students may describe them as "selfish, greedy, inconsiderate, mean, uncaring, cruel," and/or "disrespectful."

Small-Group Work

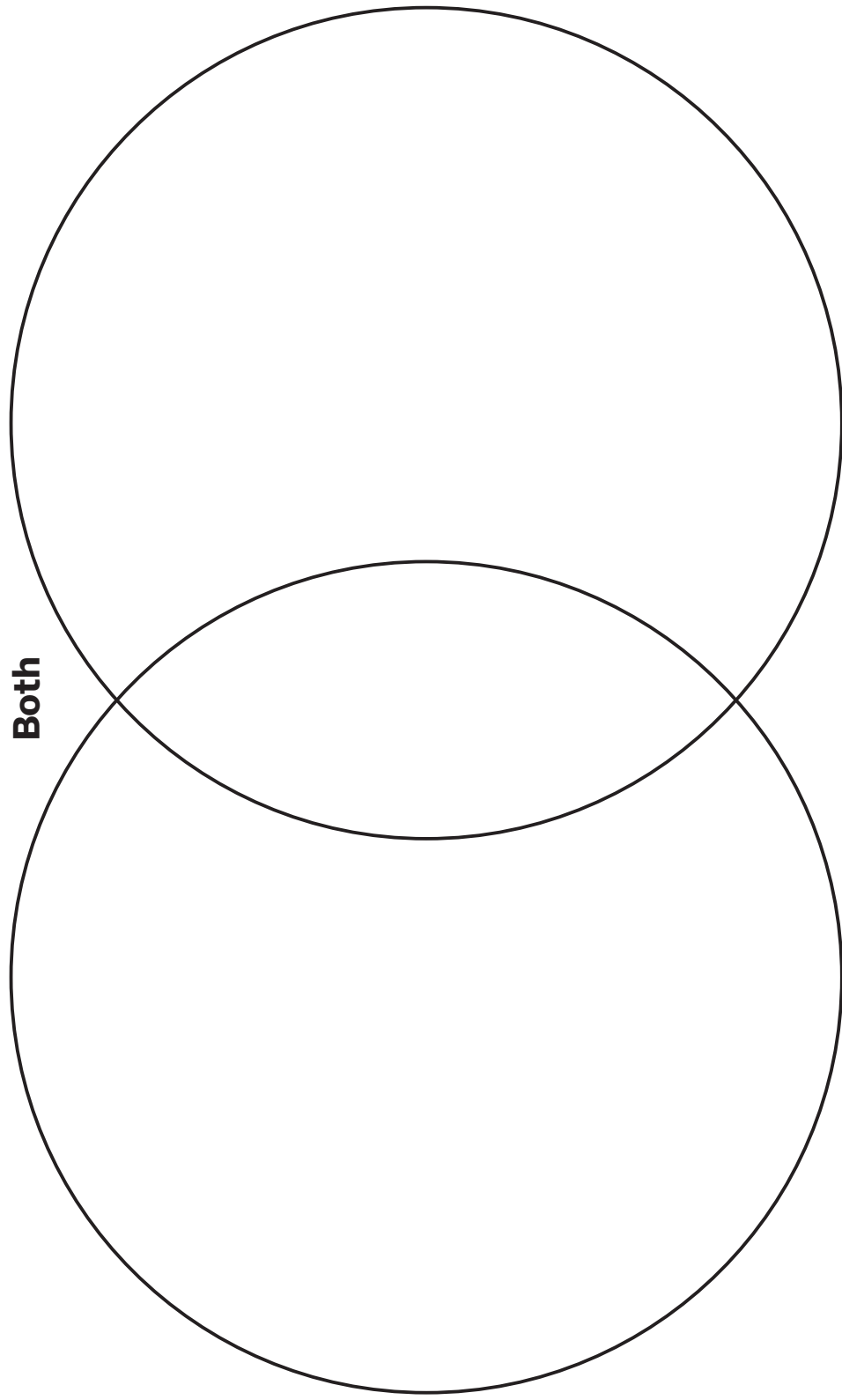
Now you will work with your small group. What I'd like you to do with your group is to think about how you would describe Emma and the others who took action and how you would describe the employers. You will use a Venn diagram to put all of the describing words about Emma and her community members in one circle and the describing words about the employers in the other circle. Then if you can think of anything that is the same about Emma and the community members and employers, you'll put that in the middle.

You can look at our chart as a reminder of the actions that were taken to fight against unfairness. You can also think about what else you know about the people in the story. You might want to think about how much money they had, the color of their skin, the languages they spoke, their gender, and/or what country they were from.

Distribute Venn diagrams to each small group (see next page).

Once students finish working in small groups, have them share with the whole group. Prompt them to share both the describing words and any similarities and differences between the two groups of people.

Compare/Contrast Characteristics



**Emma and the community members
who were fighting for fairness**

**The employers who created
the unfair rules**

Whole-Group Discussion

Now we know the characteristics of people who want to create fair rules and the characteristics of those who do not. Next, let's look at the chart we created yesterday about the characteristics of fair and unfair rules. Let's look at what the employers were doing and analyze their actions using these characteristics.

Who was benefiting from paying workers very little money? Students should respond with "the employers." Who was that hurting?

Students should understand the pecan shellers and their families were being hurt.

Friends, who can tell me what the word "power" means? It means that you have "the ability or right to control people or things." Who had the power to decide how much workers should get paid?

Students should respond with "the employers."

Another word to describe that is "authority." "Authority" means "the power or right to control someone or something." The employers had authority over their employees, the workers.

Do you remember that yesterday, we talked about the word "inclusive"? It means "not limited to certain people; open to everyone." When we created our classroom rules at the beginning of the year, we included all of our ideas, right? Was the decision the employers made about how much to pay the pecan shellers **INCLUSIVE** of the pecan shellers at the beginning? Were the pecan shellers included in making the change at the end?

Give students an opportunity to respond and share their thoughts about power, authority, inclusion, and how the workers organized.

Kindergarten class in
Phoenix, AZ, 1959
(Image source: Wikimedia Commons)



Closure

One last important word: “responsibility.” What does “responsibility” mean?

Give students an opportunity to share what they may know before offering this definition:

It means “a duty to be in charge of someone or something, so that you make decisions.” When you have power, it is important to make good decisions that are fair for everyone. But sometimes people in power create rules that are not fair for everyone, based on a person’s skin color, language, gender, or who they love. Even though this story took place a long time ago, people today still sometimes use their power in ways that are unfair!

So we have talked about “authority” and “power,” and how they mean that you have the ability to control things. When you have that power you also have the responsibility to use it wisely and for good, right? Why do you think that is important?

Possible student responses may include the following: “So that no one gets hurt” or “So that everyone feels included and respected.”

Right, it is important to be inclusive when making decisions and rules so that everyone feels respected and accepted.

To end the lesson, I’d like you to turn and talk with a partner about what YOU would do if you had the power to make rules and you were the employers of the pecan shellers. How would YOU use your power when making rules? Make sure to use the words we just talked about, like “power,” “inclusive,” and “responsibility.”

Debrief and invite some partners to share their responses from the turn-and-talk.



Assessment

Students demonstrate their understanding of the connections between power, responsibility, and fairness through whole-group, small-group, and partner discussion.

Students demonstrate their understanding of character traits and how these traits influence their actions through contributions to the whole-group chart and the small-group Venn diagram.

Alignment to Standards

World-Class Instructional Design and Assessment (WIDA) English Language Development

Standard 1: English language learners communicate for Social and Instructional purposes within the school setting.

Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.

Standard 5: English Language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.

New Jersey Student Learning Standards for Social Studies

6.1.2.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that are fair, consistent, and respectful of individual rights.

6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

New Jersey Student Learning Standards for Language Arts

RL.2.1.: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RL.2.3.: Describe how characters in a story respond to major events and challenges using key details.

Extensions (Optional)

Have students ask family members if they know about an unfair rule or practice that may have affected them. They can also ask family members how they make responsible and inclusive rules in their life or at work.

Resources for Building Background

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UNIT TWO, LESSON THREE

Separate Is Never Equal

Grade Level: Two

Subjects: Language Arts & Social Studies

Suggested Length: 3 days (45-minute session per day)

Lesson Overview

Students gain experience with school segregation laws through exposure to *Mendez v. Westminster* and *Brown v. Board of Education*. Students identify who has power and authority and why it is important to hold authority accountable for making fair rules and laws.

Content Objectives

Students will be able to analyze historical practices for fairness.

Language Objectives

Students will be able to explain that people use their authority to treat others unfairly by using the language of causality (“because,” “so that,” etc.) and targeted vocabulary.

Essential Questions

- What are laws, and who makes them?
- How can I analyze historical practices created by people who have power and authority and the impact these practices have had on others?
- How can people who have power and authority be held responsible to make fair rules and laws in our community?



Above: Sylvia Mendez, eight years old, the daughter of plaintiffs Gonzalo Mendez and Felicitas Mendez. Their California case *Mendez v. Westminster* overturned racial segregation in education in California and set precedent for the eventual *Brown v. Board of Education* case. (Source: Wikimedia Commons)

Instructional Resources and Materials

- “*Brown v. Board of Education* (1954) | Separate Is NOT Equal” video | www.youtube.com/watch?v=aX9Dmo24_cc&t=102s
- *Separate Is Never Equal: Sylvia Mendez and Her Family’s Fight for Desegregation*, by Duncan Tonatiuh.
- “Characteristics of Fair and Unfair Rules” T-chart (from Lesson 1)
- Markers
- Pencils
- “Instances of Injustice” chart (prepare the chart on page 152 on chart paper)

Vocabulary/Conceptual Development

Inferior: Not good or as good as someone or something else.

Injustice: A situation in which a person or a group of people are treated unfairly, ignored, or disrespected, and/or where a person is discriminated against based on their identity or membership in a particular group.

Integrate: To combine or to work together in a way that makes something more effective.

Law: A rule that people in a particular country or area must obey.

Opportunity: A chance to do something or an occasion when it is easier to do something.

Petition: A written request signed by a lot of people, asking someone in authority to do or change something.

Prejudiced: Having an unreasonable dislike of someone or something, especially a dislike of a group of people who belong to a different race, gender, or religion.

Segregation: When people of different races, genders, or religions are kept apart so that they live, work, or study separately.

Centering Student, Family, and Community Knowledge and Experiences

Students reflect on their individual experiences as they listen to the read-aloud *Separate Is Never Equal*. Students consider how their school experiences may have been different as a result of their racial or cultural background. Families’ experiences are centered in the extension when students ask their family members about their experiences with prejudice.

Potential Challenges

Students may think that all rules and laws are fair.

Students may think that rules and laws can't be changed.

Students and/or educators may think that unfair rules and laws happened in the past and do not exist today.

Educators may be unaware of the 1946 *Mendez v. Westminster* legal ruling.

Students and educators may believe that what an authority says must not be questioned and always followed.

Some students may be negatively affected by the sensitive subject material in the book, particularly if they are from a similar background and/or if they or their families have been subjected to similar experiences based on their race, ethnicity, gender, class, or language ability. Educators should preview the book and video before using and consider what they know about their students. This will help them make decisions about any conversations they may need to have prior to the lesson.

Lesson Procedures

Introduction

Good morning, friends! Recently we've been talking about when rules are unfair and how sometimes people can be treated unfairly because of their characteristics, like their skin color, languages, gender, or who they love. We've talked about how we have rules in our classroom, but there are also rules outside of our classroom. Where do you see rules outside of school?

Students may respond with "home," "sports," "games," etc.

There are specific types of rules called laws. Does anyone know what a "law" is?

Give students an opportunity to respond before providing this definition: A "law" is "a rule that people in a particular country or area must obey," and laws are made by the people in charge.

*In the United States, we vote in elections to decide who should be in charge. Does anyone know who is in charge of our country? **Students may say "the president" or "Congress."** How about our state? **Students may say "the governor."** What about our city/town? **Students may respond by saying "the mayor."***

Part of their job is to create laws, and those laws are supposed to keep everyone safe and make things fair, just like our classroom rules. But sometimes laws are made that aren't fair for everyone, and those laws may affect certain groups of people more, especially people of color, immigrants, or those who may not have a lot of money. This happened a lot in our country a long time ago, and it still sometimes happens now.

FAIR!
NOT FAIR!

School Segregation

When we read about Emma Tenayuca and how she fought against unfairness, that was a story from a long time ago. Many children back then (like Emma's neighbor Maria) didn't go to school because they had to help their families earn money. If children did go to school, they often had to go to schools that were separate, based on the color of the students' skin. There were actually laws in some states that said that!

What do you think about that? Do you think that is fair or unfair? How would it make you feel if you were not allowed to go to the same school as other students in your community or family?

Give students an opportunity to respond.

Does anyone know what it's called when people of different races, genders, or religions are kept apart so that they live, work, or study separately? **Pull hands apart from one another.** That's called "segregation." Now let's say the word and do the hand motion one more time together.

So there were laws that said that schools and other places had to be segregated. Today we're going to learn more about those laws and how people worked together to create a new law that would change that.

Explain to students that the video they will watch is about school segregation and an important court case called *Brown v. Board of Education*, which took place in 1954.

While you watch the video, think about what you notice, what you're wondering, and how the video makes you feel. And if there is something you notice or want to discuss right away, just raise your hand, and we will pause the video to talk about it.

After watching the video, have students turn and talk with a partner about their reactions to the video before sharing out with the whole group.



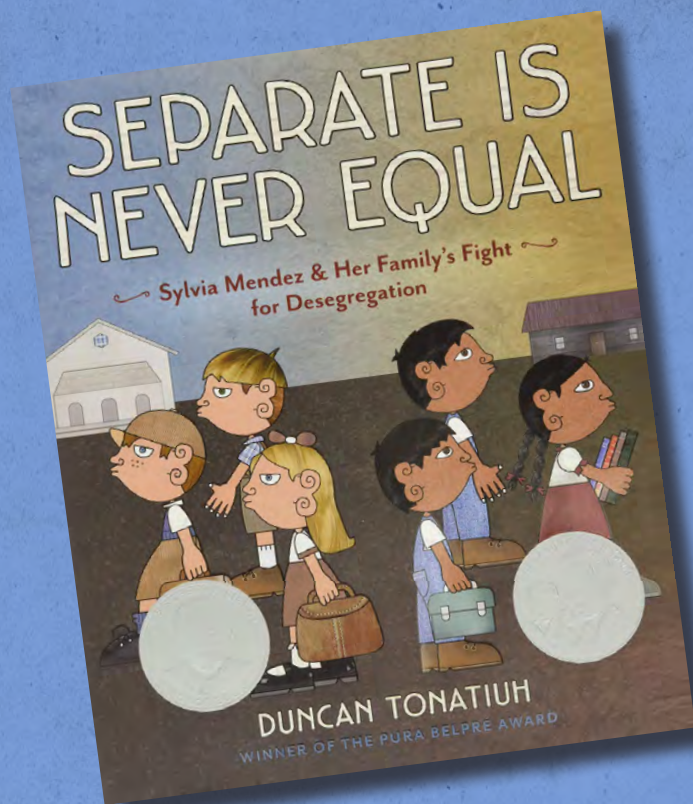
Above: First Lady Michelle Obama speaks with a National Park ranger at the *Brown v. Board of Education* National Historic Site in Topeka, Kansas on May 16, 2014. (Source: Wikimedia Commons)

Read-Aloud

Now we will read a story called *Separate Is Never Equal*. The story is about a little girl named Sylvia Mendez, who went to a segregated school in California before the *Brown v. Board of Education* case. At the time, many people in authority who worked in schools in California—such as the secretaries, principals, superintendents, and school board members—believed that Mexican students and white students should not go to the same schools.

As you listen to the story, I want you to think about the word “prejudiced.” Have you heard this word before? What do you think it means? When someone is “prejudiced,” they have “an unreasonable dislike of someone or something, especially a dislike of a group of people who belong to a different race, gender, or religion.”

As you listen, I want you to think about who was being prejudiced in the book and who they were being prejudiced towards. In the story, Sylvia fought to desegregate schools so that all children could have the same opportunities and go to school together. As we read the story, let’s listen for the ways that she fought for fairness.



Stop and Discuss

Read the story aloud. Stop to discuss the meaning of the vocabulary words within the context of the story, and ask questions that will help students demonstrate their understanding. Use the pages below from the book to have students stop and discuss specific events:

Questions for Page 11

1. *When the secretary said, “Rules are rules,” do you think that’s fair or unfair? Why?* Students may say “unfair” because Sylvia can’t go to school with her cousins just because of the color of her skin.

2. *Who was the person in authority in this instance?* The secretary.

3. *How did Sylvia’s aunt feel?* Students may say “angry, frustrated, mad,” etc.

4. *What are some differences you notice between Sylvia and her cousins?* Students may note that Sylvia has darker skin and darker hair and that they have different last names.

Questions for Page 13

1. *When the superintendent said, “That is how it is done,” do you think that’s fair or unfair? Why?* Students may say “unfair” because Sylvia still can’t go to the school by her house. Students may note that the superintendent won’t listen to Sylvia’s dad and he doesn’t give any reasons why Sylvia can’t go to the school.

2. *Who was the person in authority in this instance?* Mr. Harris, the superintendent.

3. *How did Sylvia’s dad, Mr. Mendez, feel?* Students may say “angry, frustrated, mad, disappointed,” etc.

Questions for Page 15

1. *What are some differences that you notice between the white school and the Mexican school?* **Students may notice many things: The white school is nicer than the Mexican school; the white school is big, and the Mexican school is a small shack; in the Mexican school, they have to eat outside where there are animals, and it smells; the Mexican school has a fence that can give kids a shock; and the Mexican school does not have a playground.**
2. *How does it make you feel knowing about the laws that said white and the Mexican children couldn't go to school together?* **Students may have a range of emotional responses: "angry, sad, disappointed, frustrated," or "confused."**
3. *How do you think this made Mexican children feel?* **Students may say "angry, frustrated, sad, confused, hurt," or "excluded."**

Questions for Page 17

1. *Why did some people not want to sign the petition?* **Students may say that "there were people who didn't want to cause problems or lose their jobs."**
2. *Would you sign the petition? Why or why not?*

Questions for Page 19

1. *What are some things you notice in this picture?* **Here are a few things students may notice: The sign reads, "No Dogs or Mexicans allowed." The white people and Mexican people are separated. Only white people are in the pool. The Mexican kids look like they want to go in the pool and are sad. They are by a gate. The lawyer is looking at the pool.**

Questions for Pages 20–22

1. *What are some actions to fight for change? Did change happen quickly, or did it take a long time?* **Students may come up with some of the following actions: talking to people who had similar experiences; having others join you in fighting for change; and filing a lawsuit. Students may also note that change took a long time.**
2. *How was Mr. Estrada’s daughter’s experience the same or different as Sylvia’s? The same because she was not allowed to attend school with white children.*

Questions for Pages 25–27

1. *Why did the superintendent decide to segregate schools, and how did he decide if students should go there?* **To help them improve their English. He said he talked to them and did not give them tests.**
2. *Who was the person in authority in this instance?* **Mr. Kent, the superintendent.**
3. *How do you think Sylvia and the other Mexican students felt?* **Students may say “angry, sad” or “like they were not good enough.”**
4. *How would you feel if people in authority decided who you are or what your abilities were before they got to know you?*

Questions for Page 30

1. *How do you think people felt after the law was changed?*
2. *How did it make you feel to learn about that?*

Questions for Page 33

1. *Do you think everyone was happy about the changes in the law?* **No.**
2. *Who might not have felt so happy after the law was changed?*
Students may say “the school board” or “some people at the white school.”

Instances of Injustice

Now that we've read the book, I want you to think about some instances in the book when the person in charge, or the authority, gave a reason for how things were. Remember that "authority" means "the power or right to control someone or something." Think about what the instance was and what the authority said.

As a whole group, chart instances of injustice that are presented in the book. Then identify who has the authority in each instance. Complete columns 1 and 2 together as a whole group. Have students complete columns 3 and 4 in partnerships. Model an example using the first instance.

Instances of Injustice Chart

1. Instance	2. Who has the authority?	3. Why was this fair or unfair?	4. Me as the authority
Aunt Soledad was unable to enroll Sylvia and her brothers in Westminster school.		It is unfair because _____ .	If I was the _____ , I would _____ .
Mr. Mendez was not given a satisfactory answer by the superintendent.			
Mr. Estrada's daughter was unable to attend school with white children.			
Mr. Kent's response during the trial as to why he sent children to the Mexican school.			

Partner Work

Now that we've charted the instances, work with your partner to use our "Characteristics of Fair and Unfair Rules" T-chart from Lesson 1 to decide whether the reasoning for your instance was fair or unfair and why. **(Not fair for everyone; some people get hurt; only helps some people.)** Take 30 seconds to think, and then turn and talk with your partner.

Assign each pair one of the instances. Distribute sentence frames. After students turn and talk, have a few partnerships share out their responses with the whole group. Write the responses in the appropriate box in column 3.

Now I want you to think about what you would do if you had the authority in this instance. Take another 30 seconds to think, and then turn and talk with your partner again.

Call on a few partnerships to share out their responses, and write the responses in the appropriate box in column 4.

Closure

Friends, remember: The law that we talked about today and what Sylvia helped change happened a long time ago. However, there are times even now that people are treated unfairly and experience prejudice because of their skin color or even the language they speak.

Who was acting with prejudice in the story that we read? And who were they prejudiced against? Have you ever been treated this way, or have you ever seen anyone treated this way?

Allow students to respond. Affirm their experiences and segue into noting what can be done about prejudice.

It's important to remember that people in power have the responsibility to make decisions, rules, or laws that are fair for everyone. And just like the people we've read about or watched in the video today, you can always use your voice to say something to people in authority who are not using their power for fairness. Tomorrow we're going to talk more about using our voices to speak up and say something!

Assessment

Through whole-group and partner discussion, students demonstrate an understanding of power dynamics between people in authority and those not in authority. Students also explain that people in authority must be held accountable for making fair laws.

Using the “Instances of Injustice” chart and “Characteristics of Fair and Unfair Rules” chart, students orally provide reasoning for whether the instance on the chart was fair or unfair. They also explain what they would do in each instance if they were the authority figure.

Alignment to Standards

World-Class Instructional Design and Assessment (WIDA) English Language Development

Standard 1: English language learners communicate for Social and Instructional purposes within the school setting.

Standard 5: English Language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.

New Jersey Student Learning Standards for Social Studies

6.1.2.HistoryUP.3: Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.

6.1.2.CivicsPR.1: Determine what makes a good rule or law.

New Jersey Student Learning Standards for Language Arts

RL.2.1.: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RL.2.3.: Describe how characters in a story respond to major events and challenges using key details.

Extensions (Optional)

Have students ask their families if there was ever a time when they experienced prejudice.

They can then share their families’ experiences with the class.

Resources for Building Background

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National Park Service. (2018). *Jim Crow laws* National Park Service. | www.nps.gov/malu/learn/education/jim_crow_laws.htm

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UNIT TWO, LESSON FOUR

Using Our Voice for Change

Grade Level: Two

Subjects: Language Arts & Social Studies

Suggested Length: 2 days (45-minute session per day)

Lesson Overview

During the reading of the book *Say Something!*, by Peter H. Reynolds, students co-create a chart with the teacher listing the ways in which change is effected. At the conclusion of the read-aloud, students work in small groups to identify or list the ways in which they could say something about an unfair practice based on the examples in the book.

Content Objectives

Students will be able to do the following:

- Identify instances in which they could effect change.
- Explain how they can use their voice to advocate for change.

Language Objectives

Students will be able to use cause and effect language to identify the causes and effects of speaking up, using a read-aloud and a graphic organizer.

Essential Questions

- Who has power and authority to advocate for fairness in their community?



Instructional Resources and Materials

- Anchor Chart (from Lesson 2)
- *Say Something!*, by Peter H. Reynolds
- Markers
- “Guiding Questions” handout
- “Exit Slip” handout
- Pencils
- “Photograph of Children Fighting in Sandbox” image 1
| www.lanekids.org/wp-content/uploads/2019/04/iStock-849274352-600x400.jpg
- “Photograph of Child Sitting Alone at Lunch Table” image 2
| nataliakwok.files.wordpress.com/2014/05/young-toula-eating-lunch.jpg
- “Photograph of Child Sitting in Front of Jungle Gym” image 3
| img1.wsimg.com/isteam/ip/3b45eefb-4cb5-4dbd-b9a7-bf27b8a8a449/Sad-boy-0001.jpg
- “Photograph of Children Whispering” image 4
| www.babycentre.co.uk/ims/2016/12/iStock-171153078_wide.jpg
- “Photograph of Child Hiding Their Face” image 5
| tinyurl.com/bdfnbfaa
- “Photograph of Child Preparing to Hit Another Child” image 6
| image.shutterstock.com/image-photo/asian-boy-student-suffering-getting-260nw-1209377347.jpg
- “Say Something” chart (use chart paper to create the chart below.)

Vocabulary/Conceptual Development

Say Something Chart

Ways of Saying Something	Event/Action “If I ...”	Effect of Saying Something “Then...”

Creativity: The ability to make new things or think of new ideas.

Heal: To become healthy or well again.

Injustice: Treating people unfairly based on characteristics of that person or group of people.

Inspire: To make someone want to do something; to give someone an idea about what to do or create.

Protest: Something said or done that shows disagreement with or disapproval of something.

Stand up for: To keep safe or to defend someone or something that is being attacked.

Transform: To change something completely (usually in a good way).

Centering Student, Family, and Community Knowledge and Experiences

Students' experiences are centered in this lesson when they make connections to times in their lives when someone stood up for them or they for someone else, or situations where they observed someone stand up for someone else. Students share how they can stand up against unfair situations in the future through art, words, or actions, giving them several ways to express themselves. In the extension, families' experiences are centered when they are asked to share instances in which they have stood up for someone or someone has stood up for them.

Potential Challenges

Students may think they do not have a voice in their communities.

Educators may not believe that students have a voice, power, and say in advocating for change.

Students and/or educators may not be comfortable with speaking up.

Lesson Procedures

Introduction

Good morning, friends! Today we are going to start a new lesson in our unit called “Using Our Voice for Change.” What do you think that might mean? Can you think of a time when you or someone you know used their voice for change?

Give students an opportunity to share their experiences.

*Using your voice for change means standing up for injustice. Yesterday we heard the word “injustice” in the book *Separate Is Never Equal*. What does “injustice” mean? “Injustice” means “unfair treatment or a situation in which the rights of a person or group of people are ignored.” Just like we’ve been learning, injustice can happen because of people’s characteristics or if they are not in positions of power or authority. We learned about the injustice of the pecan shellers not being paid enough money because they were immigrants, and we also learned about the injustice of children having to attend separate schools based on the color of their skin.*

What about the phrase “to stand up for something”? What does it mean? Does anyone know?

Students may say it means “to defend someone, to help them, to look out for them.” It is important for everyone to stand up to injustice when we see that happening in the world, especially for those whose voices might not be heard.

Saying Something

Ask students the following questions:

- *Have you ever been in a situation where someone stood up for you?*
- *Have you ever stood up for someone else?*
- *Whose responsibility is it to say something if you see something that is unfair?*

Let's take a look at an unfair situation.

Show Image 1 (see the next page for all 6 images). Ask the following questions:

What do you think is happening in this situation?

Students may describe the image with some version of the following: "The older child is being mean. They are trying to take away the other child's toy. The smaller child is crying."

Who might be able to help?

Possible student responses may include "teacher, friend, parent," or "me."

What do you think you could do to help the situation?

Students may say they could get an adult to help or they could tell the bigger child to stop.

Read-Aloud

Friends, I have a new book for us to read called Say Something! It is by Peter H. Reynolds, and he talks about lots of different ways of saying something or standing up for something or someone. We will read this book a couple of times. The first time we read the book, we will just enjoy it. The second time we read it, we will discuss some questions and talk about it a bit more.

Read the book aloud one time for enjoyment. Stop to discuss the words "creativity, inspire, heal," and "transform" in the context of the book. Ask students if they know the meaning of the words, and then share the definitions.

Image 1



Image 2



Image 3



Image 4



Image 5



Image 6



Anchor Chart

Now let's read the book again, but this time, I'm going to stop at specific points in the book so we can talk about it.

Read the book a second time to process and discuss the story, and then go back to specific pages to highlight important instances. As characters say something, elicit student responses about the events/actions in the story. Then place events in column 2 of the anchor chart ("Event/Action 'If I...'")

Ways of saying something	Event	Effect of Saying something
	If _____	Then _____
Words	<ul style="list-style-type: none"> Telling someone to stop if they are hurting someone. Writing a poem Talk to people about your feelings so they understand. 	<ul style="list-style-type: none"> The person would not get hurt anymore. You can give it to someone or others can read it. You will feel better and solve problems.
Actions	<ul style="list-style-type: none"> Sitting with someone who is lonely. Planting a garden. <p><small>Get someone who can help.</small></p>	<ul style="list-style-type: none"> The person will feel better. We can have friends. People can feel happy and calm. Animals and Earth can be healthier and more beautiful.
Creativity	<ul style="list-style-type: none"> Painting Wearing a new style/ clothes. Sharing brilliant ideas. 	<ul style="list-style-type: none"> Make you and others happy. Share with others. you can be happy and comfortable others can learn from you.
All	Make signs / protest	<ul style="list-style-type: none"> You can inspire others and transform / change things.

Note that the book does not have page numbers. The instructions below note the color of the page or language on the page to indicate where to stop.

Stop on the yellow page that reads, “You can say something in so many ways...” Ask students the following questions:

1. What are some ways to “say something”?

Student responses should include “words, actions, creativity.”

2. What do you think the author means when he says we can “say something” with words?

Possible student responses could be “tell someone how you feel” and/or “write a letter.”

3. What do you think the author means when he says we can “say something” with actions?

A possible student response may be “doing something to help someone.”

4. And what about “saying something” with creativity?

Possible student responses may include “draw a picture” or “write a song.”

Write the three ways to say something in column 1 of the chart (“Ways of Saying Something,” see page 162).

Model a response using the first page, and then have students provide responses for the following pages.

Let’s look at this page (“If you see someone lonely...”). What do we think is happening in this picture? Students may respond with the following: “I think that the boy in the striped shirt is sad because he is alone. And I see that the other boy went over and sat with him.”

Let’s add this example to our chart. Is sitting with the boy saying something with words, an action, or creativity? I think this is an action, so let’s write, “Sit with someone who is lonely” in the “Event/Action” part of the chart, to the right of the “Ways of Saying Something” column.

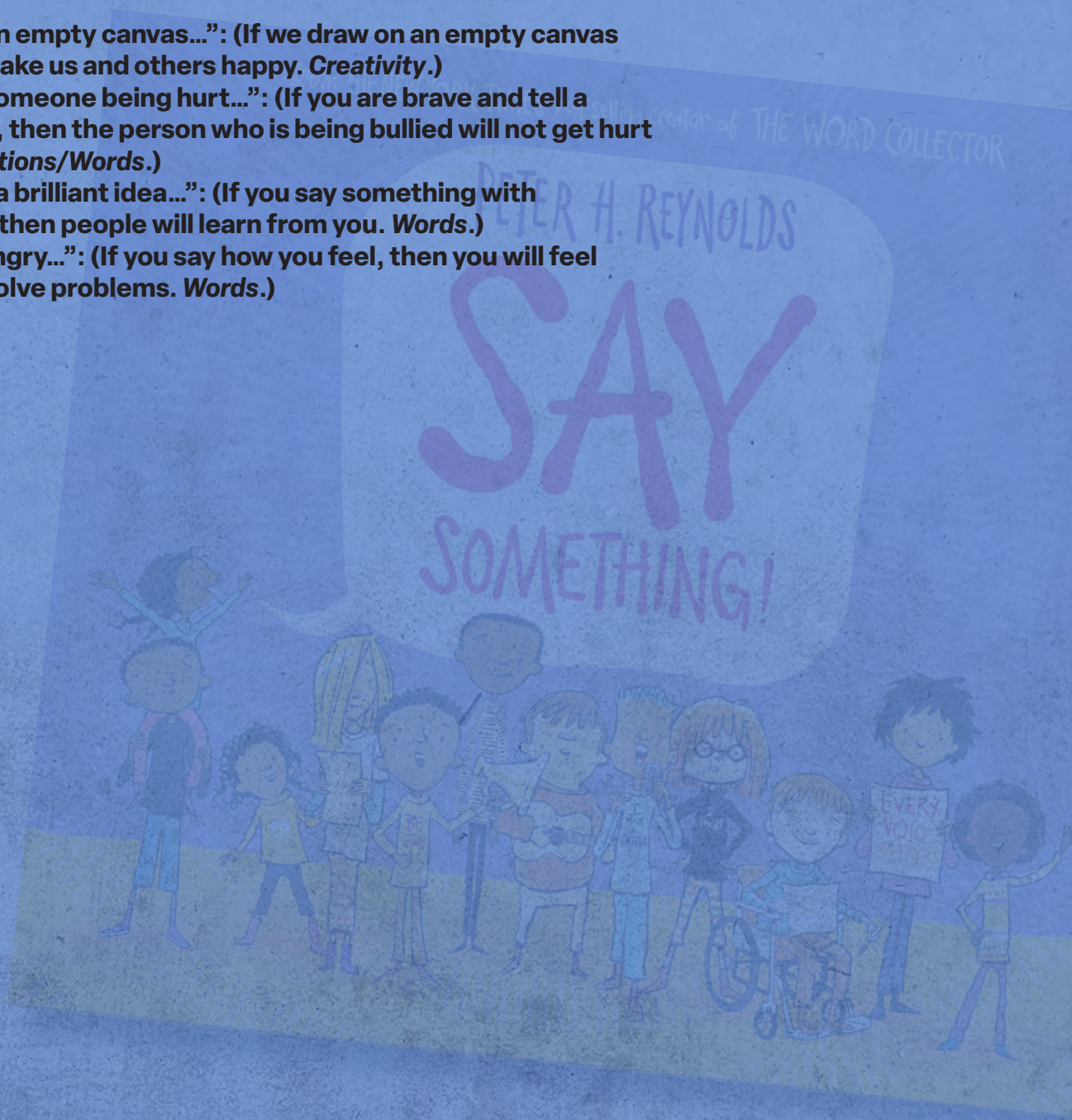
Now let’s look at the last part of the chart. Do you see that it says, “Effect of Saying Something”? If someone sat with the boy, what effect would it have on him? What might happen? How might he feel? I think he will feel better, so I’m going to write that on our chart.

Now how can we say this in a whole sentence with the specific words, “If I _____, then _____.”? I can write: “If I sit with the boy who is all alone, then he will feel better.”

Continue the read-aloud of the book. Stop at each “saying something” instance, and ask for student responses for the example and effect. Encourage them to provide responses using the “If I _____, then _____” sentence frame. Chart their responses, inserting “words,” “action,” and “creativity” in the “Ways of Saying Something” column and the event/action in the Event/Action: “If I...” column.

Possible stopping places and student responses include the following:

- “If you see an empty canvas...”: (If we draw on an empty canvas then it will make us and others happy. *Creativity.*)
- “If you see someone being hurt...”: (If you are brave and tell a bully to stop, then the person who is being bullied will not get hurt anymore. *Actions/Words.*)
- “If you have a brilliant idea...”: (If you say something with confidence, then people will learn from you. *Words.*)
- “If you are angry...”: (If you say how you feel, then you will feel better and solve problems. *Words.*)



Protest Discussion

Stop on the blue page that starts, “If you see an injustice...”

Let’s look at the picture on this page. What do you see? Notice how some of the people are holding signs with different sayings or pictures on them about peace. This is called “protesting.” Protesting is when people “say something” in response to something they don’t like or that is unfair by using their words and actions. They stand up for something they believe in.

People often gather in groups to attend rallies or marches. Have you ever seen a protest before? We saw protests happening in the *Brown v. Board of Education* video. Sometimes you see protests where people are speaking up for other people’s rights, like Black people’s right to safety and freedom from police brutality (Black Lives Matter), women’s rights, or workers’ rights. This is similar to what Emma Tenayuca did in the book *That’s Not Fair!*

Ask the students the following questions:

1. Do you remember what Emma did when she thought the pecan shellers were not getting paid enough money? **Students may respond by saying that Emma helped them get paid a fair wage by organizing protests.**

2. What was the effect of Emma’s actions? How do you think the pecan shellers felt when she helped them organize protests to fight for fair wages?

Possible student responses may include “happy, powerful,” or “hopeful.”

3. What happened when Emma and the workers said something by protesting? **Students may say the protest worked and the workers were paid more.**

Small Group Work

OK, friends, now that we've talked about the different ways that we can say something, we're going to get into small groups and look at some different pictures.

Each group will get a different picture showing something happening that is unfair. Your job is to look at the picture as a group and think about three things, just like we did with our book.

1. First, what is happening in the picture?
2. Next, if you were in the situation, how might you say something by using your words, action, or creativity?
3. Finally, what do you think would be the effect of saying something? What might happen?

Model the group work.

Let's try this together first. And don't forget that you can look at our anchor chart if you need a reminder.

Use Image 2 to model this activity with the whole group before passing out Images 3–6 (found on page 161 and on the next page) and Guiding Questions for students to use for small-group work (see below and next page).

After discussing in small groups, have students share out to the whole group. Add new ways of saying something to the anchor chart where appropriate.

What Would You Do?

1. Look at the photo with your group.
2. What do you think is happening?
3. How might you use your words, actions, or creativity to stand up and say something?

What Would You Do?

1. Look at the photo with your group.
2. What do you think is happening?
3. How might you use your words, actions, or creativity to stand up and say something?

Image 1



Image 2



Image 3



Image 4



Image 5



Image 6



Whole Group Discussion

Now that we've talked about those pictures of unfair situations and how we might say something, let's look back at the chart that we created when we read *That's Not Fair!*

Refer to the anchor chart from Lesson 2.

Let's look at the different ways that Emma and the others stood up and said something. For example, when the baby was cold, Emma used her actions to say something when she gave the mom a sweater. So I am going to write the word "action" in green, right next to this event.

Looking at the anchor chart with Emma's actions, have students identify the type of actions (action, words, creativity) Emma took. Write the type of action with a different color on the anchor chart.

Ask students about the effect of the following actions. Students' responses should reflect the actions and effects in parenthesis below:

When the baby was cold. (Action: provided her sweater. Effect: The mom was happy or thankful, the baby was warm.)

The four-year-old hungry boy. (Action: gave him an apple. Effect: The boy wasn't hungry anymore, the boy felt happy.)

The next-door neighbor who couldn't read. (Action: taught her to read. Effect: The girl could read now, the girl could have more opportunities, the girl was happy or thankful.)

At the park, the family who didn't get paid for picking crops. (Action: organizing, protesting, and striking. Effect: The employers changed the salaries.)

Man singing a song outside the factory. (Creativity: He used a song to say something. Effect: The workers were happy to hear the song.)

Closure

Thank you so much for your participation, friends. I know that we are reading this book now, when you are all seven and eight years old, but Emma waited until she was much older to take action and say something.

My question is, do you think YOU have to also wait until you're older to take action? Absolutely not! You can take action RIGHT NOW! You have the power to make a change and have an impact on others right now, and that's something I want you to remember from this lesson. It's especially important to take action and say something when you see something unfair happening to people whose voices might not be heard because they don't have authority or power.

I'd like you to think about a time when you saw someone who was being treated unfairly or another situation in which you could stand up and say something like Emma did or others did in Say Something!

Ask students to turn and talk to a partner about a situation in which they could say something. Invite them to share responses. Possible student responses may include some of the following: "If I see someone eating alone at lunch, then I can sit with them. If I see someone being bullied, then I can tell the bully to stop, etc."

Now I want you to think about the effect that would have on the person who is being treated badly. What would happen? How might they feel?

Students may say that the person won't feel sad or alone, the person being bullied won't get hurt, etc.

Then have each student complete the "Exit Slip" based on what they said in the turn and talk (i.e., write what they will do to stand up for someone/something as well as the effect it will have). (See next page and below for sample "Exit Slip.")

Class, today we learned that everyone has a voice and can make a difference. We can advocate for change by saying something, and using our words, actions, or creativity—no matter how old we are.

Event/Action "If I ..."	Effect of Saying Something "Then..."

Exit Slip

Event/Action “If I ...”	Effect of Saying Something “Then...”

Exit Slip

Event/Action “If I ...”	Effect of Saying Something “Then...”

Assessment

Through whole group discussion, students will identify a variety of ways of saying something.

Through small group/partner discussion and the completion of an “Exit Slip,” students will explain an action they can take in an unfair situation and the effects of that action.

Alignment to Standards

World-Class Instructional Design and Assessment (WIDA) English Language Development

Standard 1: English language learners communicate for Social and Instructional purposes within the school setting.

Standard 2: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

Standard 5: English Language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.

New Jersey Student Learning Standards for Social Studies

6.1.2.Civics.PI.4: Explain how all people, not just official leaders, play important roles in a community.

New Jersey Student Learning Standards for Language Arts

RL.2.3.: Describe how characters in a story respond to major events and challenges using key details.

SL.2.1.: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

Extensions (Optional)

Have students interview a family member about the following:

- A time when they witnessed something unfair happening and they said something.
- A time when they witnessed others seeing something unfair happening and saying something.
- How they felt when they did or saw the situation.
- The effect(s) of their action or what they witnessed.

When responses are brought to class, discuss the family members’ contributions.

References

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UNIT TWO, LESSON FIVE

Fairness in Our Community

Grade Level: Two

Subjects: Language Arts & Social Studies

Suggested Length: 2 days (45-minute session per day)

Lesson Overview

Students and their families identify strengths in their community in addition to issues that are unfair and in need of improvement.

Content Objectives

Students will be able to identify a strength and an issue that is unfair and in need of improvement in their community.

Language Objectives

Students will be able to explain why something in their community is unfair using the targeted vocabulary.

Essential Questions

- What are the strengths of our community?
- What is unfair and in need of improvement in our community?



Instructional Resources and Materials

- “Letter to Families” handout. (The letter is available as part of this lesson in English and Spanish. If students speak additional home languages, ensure it is also translated into those languages.)
- “Children Protesting Gun Violence in Schools” image | newhampshirebulletin.com/wp-content/uploads/2021/08/GettyImages-937437116-2048x1365.jpg
- “Community Strengths/Improvements” T-chart. (Use chart paper to create the chart below.)

Community Strengths/Improvements

What are our community's strengths?	What do you wish you could improve in our community to make things more fair for everyone?

Vocabulary/Conceptual Development

Activist: Someone who works hard to achieve social or political change.

Community: A group of people who live in the same area, such as a city, town, or neighborhood.

Improvement: The act of making something better.

Issue: A subject or problem that is often discussed or argued about.

Strength: A good quality of a person or thing.

Centering Student, Family, and Community Knowledge and Experiences

Students' and families' experiences in their community are centered as they reflect on and identify strengths in their community in addition to issues of unfairness or injustice.

Potential Challenges

Educators may be unaware of the strengths and challenges in their students' community.

Students may have difficulty identifying the strengths and challenges of their community.

Students may identify things they would like to change in their community that are unrelated to issues of fairness.

Lesson Procedures

Day 1 – Introduction

Today we are going to talk about our community. What does the word “community” mean?

Possible student responses may include references to the place you live and work together in or examples of community, like school.

The word “community” means “a group of people living or working together” or “a group of people who live in the same area, such as a city, town, or neighborhood.” There are many types of communities, such as neighborhoods, schools, classrooms, and clubs. What is your community?

Give students an opportunity to respond.

In every community, there are strengths and areas for improvement. Does anyone know what the word “strength” means? A strength in our community is something good about the community. But there are also issues of unfairness in our communities, and these are areas for improvement or things we’d like to make better. Remember Emma and the children in Sylvia’s family that we read about? Like them, many people of all ages work to make our communities fairer for everyone.

Show students the image to the right of children advocating for gun reform/protesting gun violence in schools. Ask them the following questions:

- What do you see in this picture?
- What do you think is happening?
- What do these children think is unfair in their school community?
- Why is this unfair?

Turn and talk with a partner about what you see.

Once students have turned and talked, give a few students an opportunity to share their responses.

These kids are activists, which means that they are people who work hard to achieve change in order to make things more fair for everyone. There are good things, or strengths, in every community, but there are also areas for improvement. These children don’t think it’s fair that they have to worry about guns coming into their school.



(Source: New Hampshire Bulletin)

Whole Group Activity

Introduce the next part of the lesson.

Today, we are going to talk about some of the strengths in our community and some of the things that we think are unfair.

Display a T-chart with the left side titled “What are our community’s strengths?” and the right side titled “What do you wish you could improve in our community to make things more fair for everyone?” (see page 174).

First let’s think about what we consider to be our community’s strengths. Remember, a strength is a good quality something has. So I am going to think about something that I find to be great about our community. Hmm...I’m thinking about places I really love to go, and how they can support the community. I know that this community has really great parks. The parks provide a place for people in the community to stay healthy by having a place outside to exercise and get fresh air.

Then, add the idea to the T-chart.

I am going to add my idea to our chart under “What are our community’s strengths?”

Now I will give you a minute to think about what you find to be a strength. You can think about your neighborhood, our school, places you like to go, things you like to do, ways that people support each other, or any other strengths you may think of.

Turn and talk with your partner about something you think is good about our community.

Have students share their community strength with the whole group. Students’ responses may include “delicious food at restaurants, space to play outside, places to go shopping, school, sports teams, community garden, etc.”

Record their responses on the left side of the T-chart.

Transition to the next part of the lesson.

There are so many great things about our community! Now that you have shared strengths in our community, I’d like you to think about something that you think could be better or something that we could improve to make things more fair for everyone. Remember that the word “improve” means “to make something better.” So an improvement we would like to make to the community is something we want to make more fair.

Now I am going to think about things that I don't like so much in our community and that I don't think are fair or inclusive for everyone. Maybe it's something I feel is not safe, a place I don't really enjoy going to, or something I wish I could fix.

When I was thinking about my strength, I thought about the parks here. I think they are great! But a lot of times when I go there, I notice that there is garbage on the ground. I wish there was no littering! I also notice litter when I am walking down the street sometimes. I wish I could make the community cleaner so it is safe and healthy for everyone. I don't think it's fair that some people get to live in places that are clean, healthy, and safe, and that other people live in places where there is broken glass or other things that could hurt them.

That is something I would like to improve and that I think could be made more fair. I am going to add my idea under this side of our chart: "What do you wish you could improve in our community to make things more fair for everyone?"

Now I will give you a minute to think about what you would like to improve. Turn and talk with your partner one more time about something that you think is unfair in our community that you would like to change.

Have students share an improvement they would like to make to their community in order to make it a more fair place for everyone. Possible responses may include the following: "Make houses safe from fires, more jobs for adults, outdoor play spaces," etc.

Record their responses on the right side of the T-chart. Ask questions like "What makes that unfair?" to help focus the conversation on issues of fairness as opposed to wants.



Debrief

Wow, we had so many ideas about what makes our community strong and what we wish we could improve in order to make our community more fair. Let's take a look at these areas for improvement and think about what makes these situations unfair.

Ask students the following questions:

The improvement I'd like to make in the community is to make it cleaner. If our community is not clean, would this be healthy?

Give students an opportunity to acknowledge that garbage is not healthy.

Will people want to play outside, visit our parks, or spend time outdoors if it is not safe and clean? That might mean that children won't have a safe place to play, and that's not fair. I am also thinking about animals and plants.

How might littering affect animals and plants?

Students may say that plants won't grow or that animals might get sick or hurt.

So littering would create an unsafe place for people and other living things in our environment, and that's not fair. We should all be able to live in a place that is safe and clean.

What makes some of these other areas for improvement unfair?

Give students an opportunity to respond. As students share, continue adding additional unfair issues in the community to the list.

Closure

Now that you've had a chance to share, let's ask our families about what they think about our community. This way, we can add their ideas to our chart.

Tonight you will ask your family members what they think about strengths and areas for improvement in our community to make things more fair for everyone. Your families can write their ideas or share them with you. They can write or discuss them with you in any language they feel comfortable. We will share their ideas and add them to our chart tomorrow.

Send home the "Letter to Families." Translate the letter into home languages.

Day 2 – Whole Group Activity

To begin Day 2, have students share their families' input and add their responses to the T-chart. As students share their families' responses, ask them to identify if these issues are fair or unfair, like they did yesterday.

After students have shared their families' responses, read back what was added to the T-chart for community strengths and improvements.

Closure

In the past two days, you and your families have come up with many strengths about our community. You have also identified ways you would like to improve our community to make things more fair for everyone.

I'd like you to think about all the ideas we came up with. Then, you are going to share one thing you feel is our community's greatest strength and one thing you want to improve the most in our community to make it more fair. I'm going to give you a minute to think. You can look back at the T-chart while you are thinking. Give a thumbs up when you are ready.

Now turn and talk to a partner about the one thing you feel is our community's greatest strength and the one thing you want to improve the most.

After sharing turn-and-talk responses, have students either record their responses in written form or use a platform like Flipgrid to record responses. (The responses will be used to select topics for the student's advocacy project in Lesson 6.)

As a class and with your families, we have been able to identify many strengths of our community as well as issues we would like to improve in order to make our community more fair for everyone.

Just like Emma and Sylvia used their voices to say something about unfair issues in their communities, we are going to work on a project to use OUR voices to say something about the unfair issues in OUR community. Tomorrow we will begin to look back at the ways we can say something and determine how we can make change in our community!

Assessment

Through individual work as well as partner discussion and the creation of a T-chart, students

identify strengths and areas for improvement in their community in order to make things more fair.

Alignment to Standards

World-Class Instructional Design and Assessment (WIDA) English Language Development

Standard 1: English language learners communicate for Social and Instructional purposes within the school setting.

Standard 2: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

Standard 5: English Language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.

New Jersey Student Learning Standards for Social Studies

6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

New Jersey Student Learning Standards for Language Arts

SL.2.1.: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

Extensions (Optional)

Teachers can reach out to a local community-based organization (CBO) that can partner with students to discuss how they support the community and advocate for change. The CBO can meet with the class to discuss how students can say something and advocate for a change in the community, which is what they will work on in Lesson 6.

Notes (Optional)

If students struggle with identifying issues of unfairness in their larger community, it may be helpful to modify this and the following lesson to focus specifically on issues of unfairness in their school community. (This can include lack of accessibility, representation of all languages spoken, safe school environment, etc.)

References

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Letter to Families

Dear Families,

In class today, the students and I had a discussion about the community we live in. We talked about the strengths of our community and what we would like to improve to make things fair for everyone. As part of our lesson, I asked the students to go home and ask their families the following questions:

1. What are the strengths in the community we live in?
2. What improvement would you make to the community we live in to make it more fair for everyone?

Please either share your response with your child or write your response on the back of the paper. Please respond in any language that you feel comfortable with. Thank you.

[INSERT YOUR NAME]

Estimadas familias,

En la clase de hoy, hablamos sobre la comunidad en la que vivimos. Hablamos sobre las partes de nuestra comunidad que nos gustaban y las partes que queríamos mejorar para hacerlas más justas. Como parte de nuestra lección, les pedí a los estudiantes que les hicieran a sus familias la siguientes preguntas:

1. ¿Qué les gusta, o cuales son los aspectos positivos de la comunidad en la que viven?
2. ¿Qué cambios, o mejoras, harían en nuestra comunidad para que sea más justa para todos?

Comparta su respuesta con su hijo o escriba su respuesta en el reverso del papel. Responda en cualquier idioma que prefiera. Gracias.

[Nombre de la maestra]

UNIT TWO, LESSON SIX

Advocacy Project

Grade Level: Two

Subjects: Language Arts & Social Studies

Suggested Length: 4-6 days (45-minute session per day)

Lesson Overview

Students choose one of the unfair issues in their community identified in the previous lesson and use their own power, authority, and voice to advocate for change. Students work in interest-based small groups to create an advocacy project (a letter, speech, video, poster, artwork, song, poem, petition, protest, etc.) that will be presented to the intended audience.

Content Objectives

Students will be able to identify their own power, authority, and voice and use them to advocate for a change by producing an argument with justification.

Language Objectives

Students will be able to construct a verbal or written argument with justification using the sentence starters provided in the graphic organizer.

Essential Questions

- How can people take action against unfairness in their community?



George Floyd protest in Grand Army Plaza, June 7, 2020 (Source: *Wikimedia Commons*)

Instructional Resources and Materials

- “Say Something” chart (from Lesson 4)
- “Community Strengths/Improvements” T-chart (from Lesson 5)
- Google Form or paper (for advocacy-project ranking)
- “Graphic Organizer for Advocacy Project” handout*
- Writing materials (i.e., paper, pencils, computers, etc.)
- Poster materials (i.e., poster board, markers, crayons, paints, etc.)
- Video-recording devices (i.e., camera, tablet, etc.)

*Preselect a list of 3–5 unfair issues that students named in Lesson 5’s assessment to use for the small-group advocacy project.

Vocabulary/Conceptual Development

Advocate: To support or argue for a cause or policy.

Audience: The viewers, listeners, and intended readers of a writing, performance, or speech.

Centering Student, Family, and Community Knowledge and Experiences

Students’ and families’ experiences in their community are centered in this lesson as they previously identified strengths and issues of unfairness in their community. These issues are used as the basis for the advocacy project in this lesson. Students choose the issue of unfairness that is most important to them and work in interest-based small groups to create an advocacy project of their choice. They will share their project with the intended audience in order to make their voices heard and effectuate change.

Potential Challenges

Students may not think they have a voice in their communities.

Educators may not believe that their students have a voice and power.

Educators may not understand that it is their responsibility to challenge dominant narratives and that they as well as their students have a say in advocating for change.

Students and educators may not be comfortable with speaking up and advocating for change.

Students may not receive a response back from their intended audience or may not receive the response they had hoped for, although both potential situations provide opportunities for further discussion and action.

Lesson Procedures

Introduction

Revisit the words “strength” and “improvement” along with the “Community Strengths/Improvements” T-chart from Lesson 5.

Yesterday you and your families completed this list of your community’s strengths and ways you would like to improve it to make things more fair for everyone.

Who remembers what the word “strength” means?

Ensure that students recall the definition, a good quality of a thing.

Who remembers what the word “improvement” means?

Give students an opportunity to respond, ensuring that students know the words means to make something better.

Some of the strengths that we came up with were...

Review the strengths.

Some of the areas for improvement were...

Review the areas for improvement.

Now that we have identified these unfair issues, we are going to think about how we can “say something” in order to advocate to change them. Does anyone know what the word “advocate” means? Give me a thumbs up if you know what it means, flat hand if you’re not sure, or thumbs down if you do not know.

The word “advocate” means “to support or argue for a cause or policy.” We are going to be working on advocating for something we want to improve in the community to make things more fair. Advocating is saying something. By saying something, we will be working to make the community a better and more fair place.

I looked over your responses on what you want to improve the most in the community. I selected four that we will work on advocating for. I am going to read the four that I selected. As I read them, think about the ones that you would most like to advocate for.

Have students rank the improvements they are most passionate about on a Google Form or paper that lists the possible areas for improvement, so students can be placed into interest-based small groups.

Saying Something

Revisit the “Say Something” chart created in response to the read-aloud *Say Something!* (Lesson 3). Explain to students that they will incorporate the ways they can “say something” into an opportunity to advocate for change in their communities.

When we read the book, we identified ways we could say something through our words, actions, and creativity. What were some ways we might use our words, actions, or creativity?

Student responses may include some of the following: “make a poster, tell someone to stop,” or “write a poem.”

We are going to use one of these ways to say something about the improvements you would like to make to your community.

Based on students’ ranking of the improvements they are most passionate about, put them into interest-based small groups and have them share their chosen topic for their advocacy project.

Introduce the “Graphic Organizer for Advocacy Project” and model completion of each part by using one of the community improvements not selected by the student groups. After modeling each part, have students work in their groups to complete the “Graphic Organizer for Advocacy Project” using their chosen topic.

In your groups, you are going to work on a graphic organizer to prepare to say something about the improvement you would like to make. I also selected an improvement that I would like to make in order to make things more fair. Something that I have been thinking about is people who use wheelchairs. A person who uses a wheelchair would not be able to get around our school.

We use the stairs every day to go up and down between floors or different levels at school. But there is no other way for a person in a wheelchair to do that, like with a ramp or an elevator. The improvement to the community that I will be working on is making our school accessible to people who use a wheelchair. I am going to think through what I want to write on my organizer, and then you are going to work on your organizers in your small group.

Model the steps for students.

First you are going to explain why this improvement to the community is important. I am going to think about why I chose this. Is it unfair? How do I know that? The issue that I chose is important because it is unfair that not everyone would be able to get around our school. If someone needs to use something, such as a wheelchair, to get around, they would not be able to do it.

I know this is unfair because some people are left out or hurt. People who need the school to be accessible to get around are left out. I am going to add this to the first part of my graphic organizer: “This issue is important because...”

Now you are going to work with your group to complete this part. Discuss with your group members why the issue is important and what makes it unfair. Then write your ideas in the first part of your graphic organizer.

Have students work in their groups on the first part of the organizer (“Explanation”) and circulate to provide support.

Next you are going to think about who this improvement will help. If this change happens, who is it going to help? Who would be happy about this change? If we improve accessibility in our school, it will help the following people with mobility issues:

- *People who use a wheelchair.*
- *People who are hurt, such as if they broke their leg and use crutches.*
- *People who use a walker or a cane.*
- *People who have trouble bending their knees.*

Can you think of any other examples?

Model how to complete the next parts of the graphic organizer.

I am going to add the people it will help to the second part of my graphic organizer (“Justification”). Discuss with your group members who your change will help, and write down your ideas in the second part of your organizer.

Next you are going to decide who you are going to tell about this change. Who do you need to talk with to make this change happen? Who is your audience? An “audience” is “the viewers, listeners, and intended readers of a writing, performance, or speech.” So you are going to think about the people who are going to listen to you, look at something you create, or read something you write.

This is going to depend on who has the power to help make the change you want to make. Who did Emma have to talk to for the workers to be paid fairly?

Give students an opportunity to recall that Emma had to talk to the pecan shellers' bosses because they had the power.

Sylvia’s family had to go to court because the court had the power to help change where people went to school.

For my change, I would need to tell the Board of Education, just like Mr. Mendez, Sylvia's dad, needed to talk to the school board about segregation in schools. Our Board of Education is a group of people who are elected to make decisions about our school district. I would need to talk to the Board of Education because they have the power to make a change in school buildings.

I am going to add this to the third part of my graphic organizer ("Audience"). Now you are going to work with your group to complete this part. Discuss with your group members who your audience will be, and write your ideas in the third part of your graphic organizer. Who has the power or authority to make this change?

Explain to students that they will work with their small group to create a final advocacy project, and it is their choice how they want to "say something" (letter, speech, video, poster, art, song, poem, petition, protest, etc.). Refer students to the list of choices accompanied by visuals at the end of the graphic organizer. Invite them to add additional ideas.

I am going to look at these choices and think about how I want to say something for my project. I want to say something by writing a letter. I chose a letter because I want to write down the reasons why I want to make this change, and I want the Board of Education to read it.

I am going to add this to the final part of my organizer ("How are you 'saying something'?"). Now it is time to decide with your group how you would like to say something. You can choose from any of these ways to say something, but you will need to select one way as a group. Once you decide, write it in the last part of your organizer.

Advocacy Project

Model how you would create your advocacy project based on your graphic organizer. Think aloud about the necessary components based on the type of project selected. Note how each section of the graphic organizer (explanation, justification, and audience) will show up in the format (video, poster, letter, etc.) of the project.

Have students use their graphic organizers to create a rough draft of their advocacy project in their small groups. Remind them to include all components of their graphic organizer in their project.

Circulate throughout the classroom to provide feedback and support as students work. Provide project-specific feedback (i.e., posters should contain large handwriting and be neat and colorful; letters should follow a letter format; voices should be loud and clear in a video, etc.).

Once the rough draft is completed, meet with each group to provide feedback on their message, presentation, and audience. Have students meet in groups again to revise their work and create their finished product, which may take more than one day to complete.

Graphic Organizer for Advocacy Project

Members of this group	
------------------------------	--

Issue this group selected	
----------------------------------	--

**Explanation: Explain why the issue you chose is important.
(Is this issue currently unfair? How do you know?)**

This issue is important because _____

Justification: Who will this change help?

This change will help _____

**Audience: Who are you going to tell about this change?
(Who has the power or authority to make this change?)**

We are going to tell _____

**Which format(s) would be best for your Advocacy Project?
Circle your top three choices.**

Letter Speech Video Poster
Artwork Song Poem Petition Protest

**Say Something: How are you “saying something”?
(What is your final project going to be? Will it be a letter, speech, video,
poster, artwork, song, poem, petition, protest, etc.?)**

We are “saying something” by _____

Presentation of Projects

Have students present their completed advocacy projects to the class for additional feedback before presenting them to their intended audience.

Now that you have completed your projects, we are going to share them with your audience. We'll deliver our letters, posters, or videos (via mail, email, etc.). When each group hears back, they will share what happened with the class!*

Engage the class in a whole group discussion to debrief about their projects. Use the following questions to facilitate the group discussion:

- *What did you learn from completing this advocacy project?*
- *How did you use your voice for this project?*
- *How did it feel to use your voice?*
- *Do you think you can make a difference in your community?*
- *Do you feel differently now that you've worked on this project?*
- *Why or why not?*
- *What can you do in the future to continue to use your voice?*

***Help students share their projects with their intended audience by mailing, emailing, or presenting their projects. As students hear back, provide groups with an opportunity to reflect on and share their experiences with the class.**

To share, they can respond to the following questions:

- *How did it feel to use your voice?*
- *Did the change you advocated for happen?*
- *If it did happen, how do you feel about it?*
- *If it did not happen, what could be your next step?*

Closure

Summarize the learning that took place over the course of the unit.

Over the last few weeks, we have learned A LOT about what it means when things are fair and unfair, and how there are unfair things that happen in communities, including our own. We've learned that sometimes things are unfair for groups of people based on their characteristics, such as the color of their skin, the languages that they speak, or how much money they have.

We have also learned about people in history, like Emma and Sylvia, who have used their voice to say something to change things that are unfair. We also learned that there are many people who are doing the same thing today.

Now you know that YOU also have a voice to use to help change things that are unfair. Even if change does not happen as a result of our projects, that is okay. Things may not change right away, but we should not give up. We should continue to say something in order to fight for fairness!



Assessment

Through completion of a graphic organizer, students will identify an issue of unfairness that they want to address and change, provide an argument that justifies the need for the change, and identify who will benefit from this change.

Through the creation of an advocacy project, students will demonstrate their understanding of the importance of identifying an appropriate audience and medium in order to successfully use their voice for change.

Alignment to Standards

World-Class Instructional Design and Assessment (WIDA) English Language Development

Standard 1: English language learners communicate for Social and Instructional purposes within the school setting.

Standard 2: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

Standard 5: English Language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.

New Jersey Student Learning Standards for Social Studies

6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

6.3.2.CivicsPD.1: With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change.

New Jersey Student Learning Standards for Language Arts

W.2.1.: Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion.

W.2.6.: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Extensions (Optional)

Students can share their completed projects with other classes in order to model how they took action in their fight for fairness. They can also share with their families and bring feedback back to the class.

UNIT THREE

Becoming an Activist for Racial Justice



UNIT THREE

Becoming an Activist for Racial Justice

Grade Level: Three

Subjects: Language Arts, Math & Social Studies

Suggested Length: 14-17 days (45-minute class sessions per day)

Unit Summary

The guiding question that drives this interdisciplinary thematic unit is “How can we recognize racial injustices and address them through activism?” Through this unit, students come to recognize that activism is not only historically relevant but also integral to driving change in contemporary times. The unit goal is to connect students with activism in their local communities and have them envision themselves as activists. Using skills linked to standards in Language Arts, Mathematics, and Social Studies, students explore how activists address discrimination, oppression, or injustice.

Students start by exploring what it means to be an activist and learn key vocabulary for the unit. They interpret current injustices through an analysis of literature and statistics. They then find community-based organizations (CBOs) who serve as models of activism. In small groups, students interview an activist from a CBO to gain more information using critical Language Arts skills. Lastly, students use Language Arts and media skills to develop presentations for their peers to bring awareness to racial injustices and how CBO members work to eradicate them.

Community-Engaged Anti-Racist (CEAR) Principles in Unit Three

Principle 2: Centers Student, Family, and Community Knowledge, Perspectives and Experiences

Through partnerships with CBOs, students learn from and about CBOs and share this knowledge with students and the school community.

Principle 3: Welcomes and Expands Students' Linguistic Resources

Through the development of interview questions and the interview process, space is created for multiple ways of speaking, reading, writing, and listening that go beyond mainstream (white) English or the type of English that is often prioritized as “correct” in classrooms.

Principle 4: Implements Culturally and Historically Responsive Practices

Students explore statistics about racial discrimination in schools; learn about injustices that matter to them, their families, and their communities; and collaborate on how to meaningfully address these injustices.

Principle 5: Critically Analyzes and Disrupts Traditional Notions of Power and Knowledge

Students have opportunities to learn from knowledge-holders in their communities.

Principle 6: Counters Dominant Narratives

Throughout the unit, students are exposed to a variety of read-alouds that highlight voices of people who have been oppressed and silenced. Students talk to community leaders who are countering dominant narratives in their local area.

Principle 7: Cultivates and Celebrates Joy

This unit culminates in students sharing what they've learned through a chant, song, protest sign, etc., that the students create. Students practice the positive affirmation poem “I Am, Because You Are” as a class.

Principle 8: Engages Students in Resistance and Action

This unit prepares students for resistance and thinking critically about and challenging systems of oppression. It engages students in taking action (activism) in their schools and communities.

CEAR Practices

Inquiry-Based Learning: The teacher encourages students to ask noticing and wondering questions based on information presented in read-alouds. The unit also relies upon the Three-Act Task format (see Lesson 3), which encourages inquiry and critical thinking among students.

Partnerships with Community Members and Community-Based Organizations: Students learn more about local CBOs through interviews with community members and activists.

Critical Literacy: Students are encouraged to come to their own conclusions regarding injustice and the need for activism through collaborative discussions of read-alouds and other media sources.

Collaboratively Developed Classroom Norms and Shared Beliefs: Students collaboratively develop classroom norms and shared beliefs, which foster a strong classroom community. Throughout the unit, students and teachers refer to these norms and beliefs as they engage in challenging discussions.

Historical Connections to the Present: Teachers activate students' prior knowledge about activists from history through read-alouds. In addition, teachers use a variety of read-alouds to support students' discovery of contemporary and local activists and to discuss how many of the injustices from the read-alouds are still present today.

Translanguaging Practices and Multilingual Resources: Students can compose interview questions in their choice of languages. The Three-Act Task involves students interpreting a silent video with no written or stated words. Finally, students are encouraged to create posters in English and their home languages to share what they have learned.

Content Objectives

Students will be able to do the following:

- Distinguish between issues of social justice and the actions activists take. (Lesson 1)
- Answer open-ended questions about activism, injustice, and the role of individuals in social change. (Lesson 1)
- Recognize, identify, and name examples of racism and racial bias. (Lesson 2)
- Answer open-ended questions about activism, injustice, and the role of individuals in social change. (Lesson 2)
- Compare and contrast the data presented and inquire about what they notice. (Lesson 3)
- Draw conclusions about data presented by finding the difference between groups of students being suspended. (Lesson 3)
- Answer open-ended questions about activism, injustice, and the role of individuals in social change. (Lesson 3)
- Generate interview questions for activists from local community-based organizations (CBOs) to learn more about how activists oppose racism. (Lesson 4)
- Summarize the content derived from the interviews. (Lesson 4)
- Address a series of critical questions about the CBO activist that they interviewed. (Lesson 4)
- Synthesize information from their interviews and other activities to create a presentation for their peers that encourage their peers to become activists. (Lesson 5)

Language Objectives

Students will be able to do the following:

- Define key terms through collaborative conversation with peers. (Lesson 1)
- Use key terms during small group discussions to verbally explain examples of when activism is needed. (Lesson 1)
- Verbally elaborate how specific aspects of a text's illustrations contribute to the written textual message using a sentence frame such as, "In this picture, I see _____ which makes me think _____." (Lesson 2)
- Discuss with a peer in any of their shared languages or language varieties what they notice and wonder after watching the brief silent video. (Lesson 3)
- Infer (verbally and in writing) about injustices in the number of school suspensions per race using the sentence frame, "I infer there will be _____ school suspensions for (racial group) because _____." (Lesson 3)
- Record questions (orally, written, or recorded on a digital platform of their choice) using languages shared with the person to be interviewed from a local CBO. (Lesson 4)
- Orally explain activism and racism in their own words and by using other visual and written formats. (Lesson 5)

Essential Questions

- What is activism? (Lesson 1)
- How do we know when activism is needed? (Lesson 1)
- How can we recognize and identify patterns of racism? (Lesson 2)
- How can we identify how racism is present in our rules and laws? (Lesson 2)
- How is racism a system of advantage and disadvantage? (Lesson 3)
- What are the material effects of racism? (Lesson 3)
- How can fighting for racial justice improve the lives of people? (Lesson 3)
- How can one become an activist? (Lesson 4)
- Who are the activists in our community? (Lesson 4)
- What are the benefits of being an activist? (Lesson 4)
- How can we become activists ourselves? (Lesson 5)
- What have we learned about activism and racism that we can share with others? (Lesson 5)

Centering Student, Family, and Community Knowledge and Experiences

This unit is relevant to students, families, and the community because it focuses on racial injustice, which directly or indirectly affects us all. The primary objective of this unit is to bring awareness to racial injustice and to provide ways to make a conscious effort through activism to create change. Students are faced with implicit racial injustices built into policies, rules, and ideals that control their everyday lives. This unit brings to light some examples of racial injustices that affect students and allows them to have a voice through activism. Through read-alouds and book analysis focused on varied views of injustice in a community, students investigate how individuals and communities fight against

oppression and for social justice. They brainstorm how injustice exists in their own communities as well as the country. In addition, students interpret data on the injustices students of color face in the school system and understand how they have agency to speak up and demand fair treatment in schools and throughout the communities that serve them. Students learn about organizations in their community that are working on activism and have the opportunity to interview these organizations to gain knowledge of how they fight injustices. This unit allows students to take action by sharing their newly found knowledge and experiences within their school communities.

Vocabulary/Conceptual Development

Vocabulary is taught through an initial introduction in read-alouds, classroom discussions, visual word walls, and teacher discourse. These words will be referenced often and used during each lesson.

Unit Vocabulary

- Activism
- Activist
- Difference (math)
- Discipline
- Equality
- Equity
- Exclusion
- Injustice
- Oppression
- Organizer
- Race
- Racial bias
- Racial identity
- Racism
- Social justice
- Stereotypes



Marin City Black Lives Matter-George Floyd Protest
Marin County, California June 2, 2020 (Source: *Wikimedia Commons*)

Lessons Overview

Lesson 1: Introduction to Activism

This lesson focuses on activating students' prior knowledge about what it means to be an activist. The students reflect upon previously read texts featuring activists (see Resources for Building Background) to investigate the question, "How do we know when activism is needed?" After listening to the read aloud, *The Little Book of Little Activists* by Penguin Young Readers and engaging in peer discussion, students sort words and pictures into causes versus actions for activism.

Lesson 2: Racism and Racial Bias: Understanding and Identifying Examples

Through a read-aloud, students deepen their understanding of racism and examples of racial bias. Students also examine examples of biased beliefs, how racism is an unfair pattern, and how racial injustice still exists. Students discuss the benefits of diversity, how individuals should have pride in their racial identity, and how individual and collective action can bring about social change.

Lesson 3: School Suspension: Fair or Unfair

In this critical mathematics lesson, students inquire about the number of students being disciplined in schools based on race. This is a cross-disciplinary lesson that gives students the opportunity to

use their mathematical skills to discover a disproportionate number of students being suspended when including their race. Students analyze and make sense of data as they draw conclusions about discipline in our schools and how they can be an agent for change for this common problem.

Lesson 4: Interview an Activist

This lesson engages students in discussions of racial injustice and activism and has them acknowledge injustices that may exist in their community. In addition, students learn about organizations doing activism in their town. Students record their interview questions in any language and record their questions in their preferred format.

Lesson 5: Presenting Our Learning and Taking Action

In this lesson, students present to their peers what they learned about activism to combat racism and racial bias. Using their interview and research, students take on the role of an activist within their classroom and school community by informing others about local CBOs. Through this demonstration of activism, students encourage their peers to become activists who work for racial justice.

Assessment

Formative assessment includes observations of student participation in discussions and small-group work, and application of vocabulary and new concepts through activities such as visual sort, interpretation of illustrations from read-alouds, and turn-and-talks. Students participate in formative assessments through oral discussion, written response, or illustrations.

Summative assessment includes a two-part project. First, students summarize their interviews using

questions on a summary sheet. Students' responses should show an understanding of the CBO's role in the community as activists and advocates for change. Second, students work together in small groups to create definitions, examples, and visuals to share what they learned about anti-racist activism through a presentation. The definitions, examples, visuals, and presentation should reflect students' conceptual understanding about racism and activism and represent the information they learned from local community activists and experts.

Alignment to Standards

New Jersey Student Learning Standards for English Language Arts

RI.3.1: Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

SL.3.2: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

RL.3.7: Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

SL.3.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. D. Explain their own ideas and understanding in light of the discussion.

SLA.W7: Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

SLA.W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

SLSA.R7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

SA.SL: 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.

SL.3.4: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

New Jersey Student Learning Standards for Social Studies

6.1.4.A.11: Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.

6.1.4.A.12: Explain the process of creating change at the local, state, or national level.

6.1.4.A.15: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

6.1.4.A.10: Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.

New Jersey Student Learning Standards for Mathematics

3.OA.D.8: Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

3.OA.2: Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

Core Instructional Resources and Materials

Texts

- Penguin Young Readers, (2017). *The Little Book of Little Activists*. Viking Books for Young Readers.
- Celano, M., Collins, M., & Hazzard, A. (2018). *Something happened in our town: A child's story about racial injustice*. Magination Press. (Multiple copies of book for small group work)
- Gorman, A. (2021). *Change sings: A children's anthem*. Viking Books for Young Readers.

Videos

- Blisset, E. (2022). *My movie 11* [Video]. Google Drive. | drive.google.com/file/d/1_eEt1wq93AHRy5ZrW6KOP2EjytZtbDot/view?usp=sharing
- Blisset, E. (2022). *School suspension: Fair or unfair Act 2* [Video]. Google Drive. | docs.google.com/presentation/d/1_5m6LYkG9UN0EdC7IK4PTrSquEDmk8DYXvDWqsaKg/edit?usp=sharing
- Brinton, S. (2020, June 5). LIHerald.com. (2020). *What a little girl is teaching the world about racism* [Video]. LIHerald.com. | www.liherald.com/stories/what-a-little-girl-is-teaching-the-world-about-racism,125677
- Jbtemple. Philly Children's Movement. (2015, November 6). *I am, because you are* [Video]. Philly Children's Movement. YouTube. | phillychildrensmovement.org/2015/11/i-am-because-you-are
- Penguin Kids. (2021, January 26). *Amanda Gorman | Change sings picture book* [Video]. YouTube. | www.youtube.com/watch?v=M00O9FSYk8
- Scholastic. (2010, October 21). *Ruby Bridges remembers* [Video]. YouTube. | www.youtube.com/watch?v=5CgTYGI2mi8
- Walt Disney Animation Studios. (2017, February 17). *"Gondola" clip -- Disney's Zootopia*. [Video]. YouTube. | youtu.be/a6G8k5b01uE

Online Resources

- Blisset, E. (2022). *School suspension Act 3* [Google Slides]. | docs.google.com/presentation/d/1ISeHnzbn1h8rTubB84panXa8fiHDR9dOtPzUxKP_95s/edit?usp=sharing
- Celano, M., Collins, M., & Hazzard, A. (2022). *8 tips for talking to your child about racial injustice*. EmbraceRace. | www.embracerace.org/resources/young-kids-racial-injustice
- Civil Rights Data Collection. (2017). *Civil rights data collection*. (2017). Civil Rights Data Collection. | ocrdata.ed.gov/profile/9/district/28314/summary
- EmbraceRace. (2022). *Addressing racial injustice with young children*. EmbraceRace. | www.embracerace.org/resources/something-happened-in-our-town-addressing-racial-injustice-with-young-children
- LiteracyFootprints.com. (n.d.). *Day 1 & 2 Something Happened in Our Town* [Read-aloud lesson card]. | cdn.shopify.com/s/files/1/0071/0960/7481/files/LF-ReadAloud-LessonCards-Gr3-5_6-SomethingHappened-FINAL.pdf?v=1607608117
- Rollins, J. (2022). *Teacher Freebies*. Jazzrollins.com. | www.jazzrollins.com
- Start with a Book. (n.d.). *Read aloud tips for educators*. Start with a Book. | www.startwithabook.org/sites/default/files/441b228-read-aloud-tips.pdf
- Reading Rockets. *Read aloud tips for educators*. Startwithabook. | www.startwithabook.org/sites/default/files/441b228-read-aloud-tips.pdf
- Tap into Teen Minds. (n.d.). *3 act math tip sheet: How to run a 3 act task without a hitch*. Tap into Teen Minds. | tapintoteenminds.com/optin-3acttipsheet "3 act math tip sheet: how to run a three act task without a hitch." TapIntoTeenMinds.com. | math.sarasotacountyschools.net/wp-content/uploads/2018/10/3-Act-Math-Tip-Sheet.pdf
- University of California San Diego. (2022, September 14). *Anti-racism guide: Resources for education and activism*. University of California San Diego. | ucsd.libguides.com/antiracism

Additional Materials

- Activist Sort
- Base ten blocks
- Cause vs. Action Anchor Chart
- Chart paper or sticky notes
- Key term anchor chart or word wall
- Chromebooks (with Google Suite access)
- Chromebooks (with access to Flipgrid or another platform to record student questions)
- Flipgrid
- Google Slides (or another format to share information about CBOs)
- “Lesson 2 Exit Slip” (Extension)
- “Lesson 3 Exit Ticket”
- Lesson 4 Summary Sheet (post interview)
- Materials to make bookmarks
- Notes from interviews and research (“Unit 3 Lesson 4 Summary Sheet”)
- Number line
- Paper
- Paper/recording sheet for questions
- Pen/pencil
- Poster board
- Sample Questions for CBOs
- School Discipline Fair or Unfair Recording Sheet
- Scissors
- Subtraction anchor chart
- What Are Activists? Summary Sheet 1
- What Is Racism? Summary Sheet 2
- How Can We Be Activists? Summary Sheet 3
- CBO Interview Summary Sheet 4
- Thick vs. Thin Anchor Chart
- Word Wall

Suggested Read-Aloud List

Activism

- *Enough! 20 Protesters Who Changed America*, by Emily Easton
- *The Pink Hat*, by Andrew Joyner
- *The Youngest Marcher: The Story of Audrey Faye Hendricks, a Young Civil Rights Activist*, by Cynthia Levinson
- *We Are Water Protectors*, by Carole Lindstrom
- *A Is for Activist*, by Innosanto Nagara
- *Pride: The Story of Harvey Milk and the Rainbow Flag*, by Rob Sanders
- *Separate Is Never Equal: Sylvia Mendez and Her Family's Fight for Desegregation*, by Duncan Tonatiuh
- *Undocumented: A Worker's Fight*, by Duncan Tonatiuh
- *Malala's Magic Pencil*, by Malala Yousafzai

Racial Identity, Race, and Ethnicity

- *The 1619 Project: Born on the Water*, by Nikole Hannah-Jones and Renée Watson
- *The Colors of Us*, by Karen Katz
- *Let's Talk About Race*, by Julius Lester
- *The Proudest Blue: A Story of Hijab and Family*, by Ibtihaj Muhammad with S.K. Ali
- *Skin Like Mine*, by LaTashia M Perry

Racism and Systemic Oppression

- *Granddaddy's Turn: A Journey to the Ballot Box*, by Michael S. Bandy and Eric Stein
- *Let the Children March*, by Monica Clark-Robinson
- *White Socks Only*, by Evelyn Coleman
- *A Place Inside of Me: A Poem to Heal the Heart*, by Zetta Elliott
- *What If We Were All the Same!: A Children's Book About Ethnic Diversity and Inclusion*, by C.M. Harris
- *What I See: Anti-Asian Racism from the Eyes of a Child*, by Christine T. Leung
- *Tar Beach*, by Faith Ringgold
- *Voice of Freedom: Fannie Lou Hamer: Spirit of the Civil Rights Movement*, by Carole Boston Weatherford
- *Lillian's Right to Vote: A Celebration of the Voting Rights Act of 1965*, by Jonah Winter and Shane W. Evans

Slavery

- *Before She was Harriett*, by Lesa Cline-Ransome
- *Henry's Freedom Box: A True Story from the Underground Railroad*, by Ellen Levine

Extensions or Follow-Up Activities

Lesson 1: In preparation for interviews with activists from community-based organizations, students can practice revising “thin” questions (e.g., “Do you like being an activist?”) to “thick” questions (e.g., “What is the most rewarding part of being an activist?”).

Lesson 5: Students write thank you letters and make gifts for CBO representatives and, if possible, an invitation to a schoolwide assembly.

Preparing to Teach

This unit is intended for third-grade students who have a general understanding of and experience reading texts about the following topics:

- Racism
- Slavery
- Stereotypes
- Racial identity/individual identity
- Systematic oppression (i.e., voter suppression)
- Social justice

Teachers preparing to teach this unit should expose students to as many of the suggested read-alouds above as possible. Teachers can integrate these into their daily read-aloud routines during this unit. This unit is not intended to be an introductory unit on understanding injustice. Instead, it is meant to introduce students to the ways that community members collectively and individually work to combat injustice.

Prior to this unit, teachers should do research and identify local CBOs that take on issues of racial justice. These are likely to be idiosyncratic to the local area. However, some suggestions for where to start include anti-racist coalitions, local La Raza groups, local NAACP chapters, Black Lives Matters organizations, Latin American Legal Defense and Education Fund, Latinx and Black fraternities and sororities (i.e. Alpha Kappa Alpha Sorority, Inc., Delta Sigma Theta Sorority, Inc., Kappa Alpha Psi Fraternity, Inc., and Omega Psi Phi Fraternity, Inc.), and local faith communities serving racially minoritized communities. Most organizations would likely welcome a partnership with a local teacher. Teachers should reach out to these organizations and form relationships early to prepare for this unit. A list of national organizations can be found in the “Anti-Racism Guide: Resources for Education and Action” | ucsd.libguides.com/antiracism/getinvolved

Third Grade Rationale

Prior to third grade, students often talk about fairness, equality, and being kind to others. As third graders, New Jersey Student Learning Standard for Social Studies 6.1.4.A.11 expects students to understand and explain how the fundamental rights of the individual and the common good of the country depend upon all community members exercising their civic responsibilities at the community, state, national, and global levels. The aforementioned New Jersey State Standard calls for third graders to move beyond advocating for kindness and equality to a push for equity and understanding that activists affect change.

This necessitates learning why activists work for change. The Amistad Bill (A1301) (www.nj.gov/education/amistad/about/) requires attention to the history and experiences of African Americans and other marginalized groups. Additionally, the recognition of Juneteenth as an important day in U.S. history and the growing awareness of the Black Lives Matter movement means that students are cognizant of the fact that not every race is being treated fairly. Read-alouds chosen for this unit are written for elementary-aged students. Throughout the unit, students have the opportunity to receive information, respond, ask questions, and take action.

UNIT THREE, LESSON ONE

Introduction to Activism

Grade Level: Three

Subjects: Language Arts

Suggested Length: 1-2 days (45-minute sessions per day)

Lesson Overview

This lesson focuses on activating students' prior knowledge about what it means to be an activist. Students reflect upon previously read texts featuring activists (see Resources for Building Background) to investigate the question, "How do we know when activism is needed?" After listening to the read-aloud, *The Little Book of Little Activists*, by Penguin Young Readers, and engaging in peer discussion, students will sort words and pictures into causes versus actions for activism.

Content Objectives

Students will be able to do the following:

- Distinguish between issues of social justice and the actions activists take.
- Answer open-ended questions about activism, injustice, and the role of individuals in social change.

Language Objectives

Students will be able to do the following:

- Define key terms through collaborative conversation with peers.
- Use key terms during small-group discussions to verbally explain examples of when activism is needed.

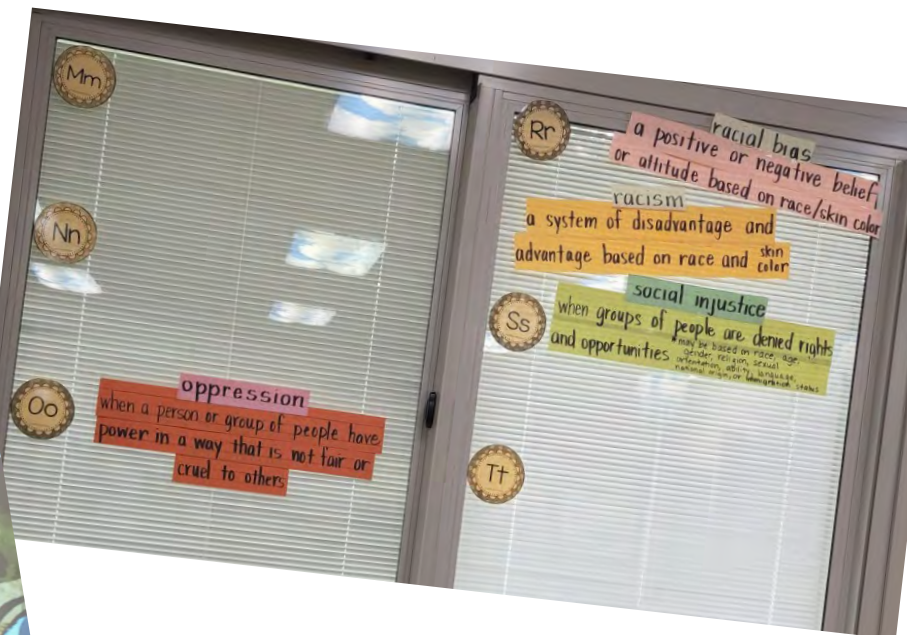
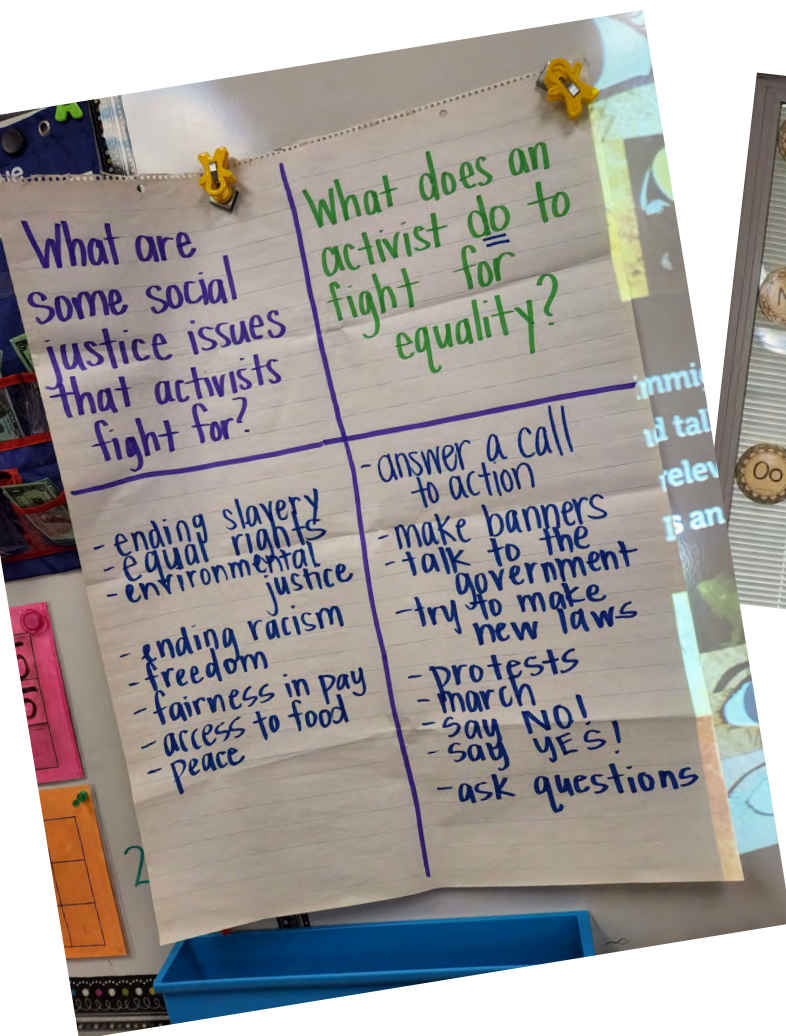
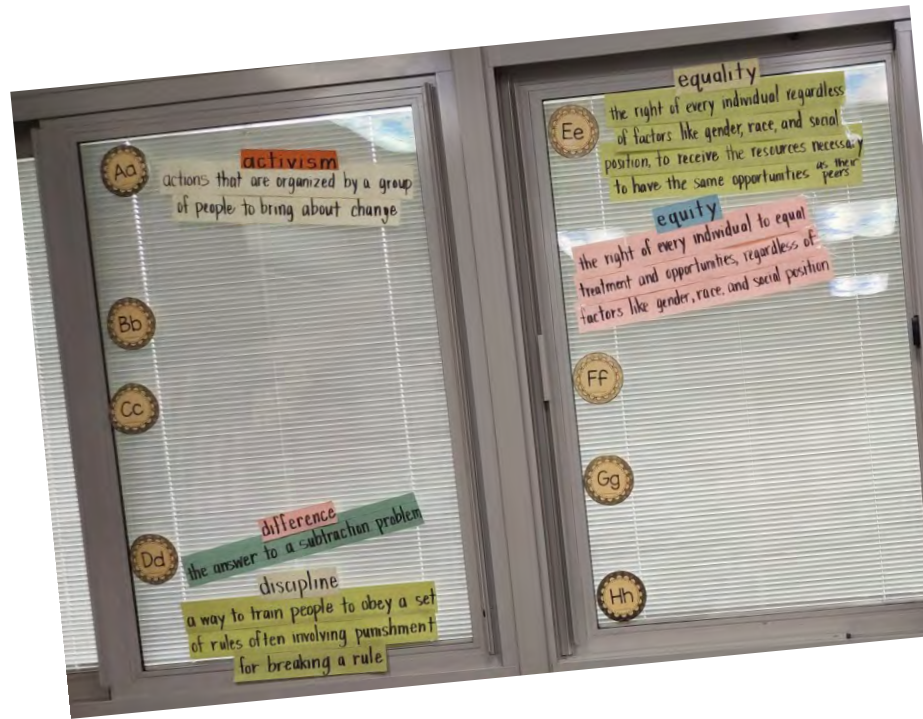
Essential Questions

- What is activism?
- How do we know when activism is needed?



Instructional Resources and Materials

- *The Little Book of Little Activists*, by Penguin Young Readers
- Document camera and projector (to ensure read-aloud text is visible to all students)
- “Key Term” anchor chart or word wall (see examples to the right)
- Scissors
- Pen/pencil
- Paper
- Display of previously discussed read-alouds (see list in Resources for Building Background)
- “Cause vs. Action” anchor chart (see example below)
- “Activist Sort” table and images
- “Exit Slip” handout



Above: “Word Wall” examples

Left: “Cause vs. Action” anchor chart example

Vocabulary/Conceptual Development

Use the definitions below to create a “Key Term” anchor chart or word wall. (See example in Instructional Resources and Materials.)

Activism: Actions that are organized and designed by a group of people to bring about change in social norms or society.

Social injustice: When groups of people are denied rights and opportunities. People may be denied rights and opportunities based on characteristics, such as race (racism), age (ageism), gender (sexism), religion, sexual orientation (heterosexism), ability (ableism), language, national origin, or immigration status (xenophobia).

Oppression: When a person or group of people who have power use their power in a way that is unfair or cruel to others.

Equality: The right of every individual to equal treatment and opportunities regardless of factors like gender, race, and social position.

Equity: The right of every individual to receive the resources necessary to have the same opportunities as their peers, regardless of their gender, race, and social position.

Centering Student, Family, and Community Knowledge and Experiences

In this lesson, students start to recognize how injustice exists in their own communities as well as the country. Teachers can ask themselves (and students, when applicable) the following questions:

- Who in their community works to make it better?
- How do they do that?
- Who are activists in your students’ families or community?
- What causes do they work for?

Potential Challenges

Students may have a hard time understanding the nuances of activism. Often young people think kindness is adequate for combatting injustice. Teachers must be clear and purposeful about emphasizing the following conceptual understandings:

- Activism takes place in the present as well as the past. Activism happens in your own community. Activism goes beyond the more widely learned focus on individuals from the past.
- Activism serves to address injustice.
- Injustice appears in different ways.
- Activists work with others to bring about change, not just provide aid and/or support.
- Students may not be clear on the difference between “equality” and “equity.”
- In the read-aloud text, the Spanish word 'jicama' is written with the letter j but appears in the book under the letter H and sounds like the letter /h/ sound of English. This may confuse some students. It could be used as a moment in the text to help Spanish-English emergent bilingual students build their metalinguistic awareness about different grapheme-phoneme relationships between English and Spanish.
- The read-aloud features small text and images, so students may struggle to see the powerful images. A document camera and projector are suggested to increase students' visibility of images and text.

Lesson Procedures

Introduction

Today we will take a look at some issues that cause people to take action. Before we do that, we need to make sure we understand some terms that are in a book we are reading today.

Be sure to have several familiar read-alouds displayed before reviewing the key terms.

Refer to the “Key Terms” anchor chart and/or word wall with pre-written key terms. Support students in reading, reviewing, and discussing each word.

- *Take a look at the first word on the first page. (Activism). Who can read it? Have you heard this word before? What do you know about this word? Who knows or has heard about an activist?*

Refer to *Malala’s Magic Pencil*, by Malala Yousafzai, or another previously read text.

As we read our book today, we will be gaining more information about and examples for the term “activism.”

Refer to additional past read-alouds about activists throughout history. Introduce the new read-aloud, *The Little Book of Little Activists*.

As I read, I want you to listen for the following two things:

- *What are some social justice issues that activists fight for?*
- *What does an activist do to fight for equality?*

Saying Something

Preselect three different places in the text that will be of interest to your students. When you arrive at these points in the text, ask students to turn and talk.

Strategically pair students based on home languages and encourage them to use all of their language resources in their turn and talk.

Remember that when we talk with our partners, we can use all of the language resources we share, like if we both know Spanish or speak Black English, to talk about the book.

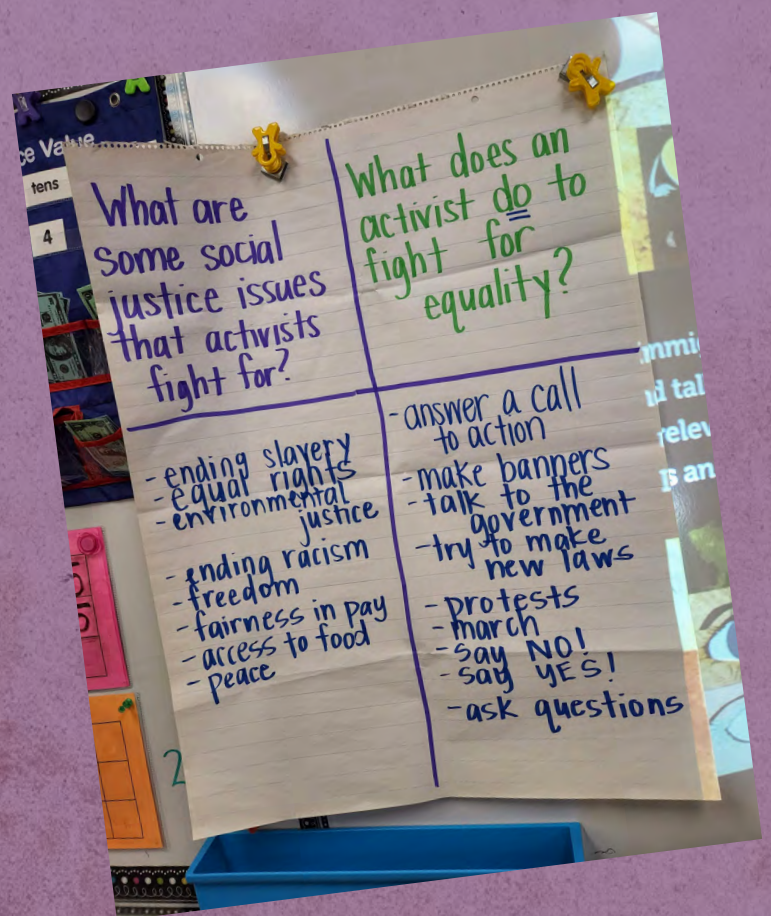
Encourage students to not only focus on the text, but also read the protest signs and look closely at the pictures. Have students discuss the following questions in their pairs:

- What message is this sign trying to tell others?
- Do you see any words being used repeatedly on the activists' signs?
- What are some social justice issues that activists fight for?
- What does an activist do to fight for equality?

Have several students share out. Fill out the Anchor Chart as they share.

Students in your classroom who share out may speak additional languages. Acknowledge students who choose to share in their home language. If a student shares in a home language that is not known by the entire class, ask another student to offer a translation. In the example below, Spanish is acknowledged.

Thank you for sharing that in Spanish. I know we have many brilliant Spanish-English bilinguals in this classroom. Can someone volunteer to offer a translation of [student name]'s' contribution?



Activist Sort

Give students a copy of a blank two-column “Activist Sort” table with the same headers as the anchor chart. You can either copy the attached handouts or create your own tables for students.

Students cut out examples (access to food, fairness in pay, peace march, protest, say yes, say no, question, etc.) and glue them into the appropriate column on the table.

Below are examples of students’ completed Activist Sort tables:



Activist Sort Activity

Cut out the activist and activism squares from the next page. Decide which are examples of causes that activists fight for and which are actions that activists take. Paste the squares into the “Cause” or “Action” column in the Activist Sort table below.

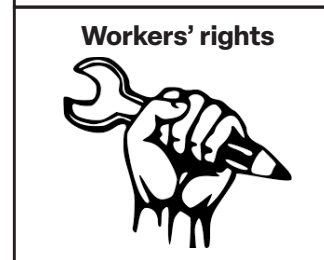
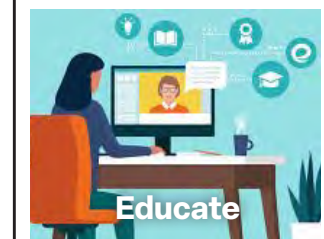
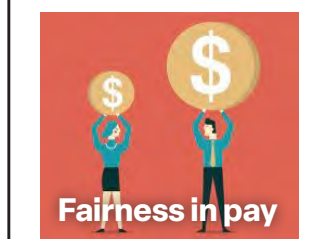
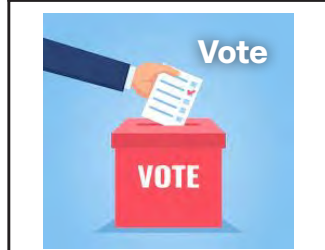
CAUSE

What does an activist fight for?

ACTION

What does an activist do?

Cut out the squares below. Decide which squares are examples of causes that activists fight for and which are actions that activists take. Paste the squares into the “Cause” or “Action” column on your “Activist Sort” table.

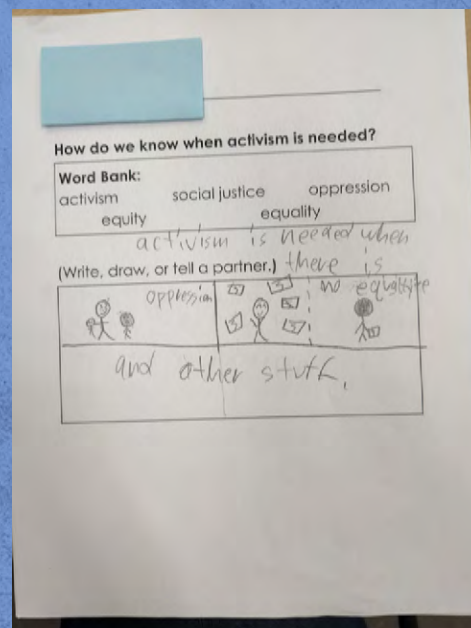
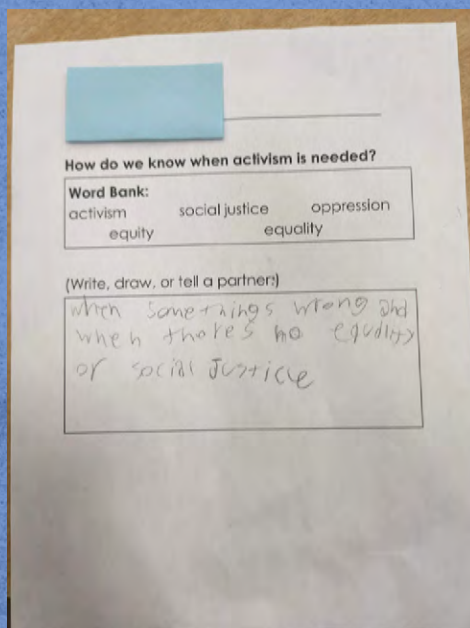
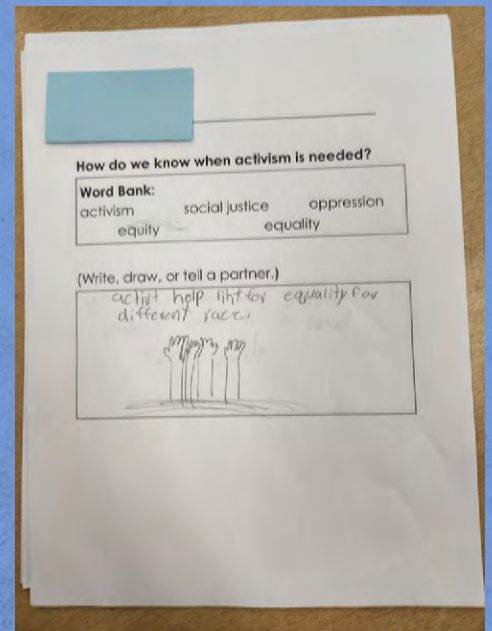
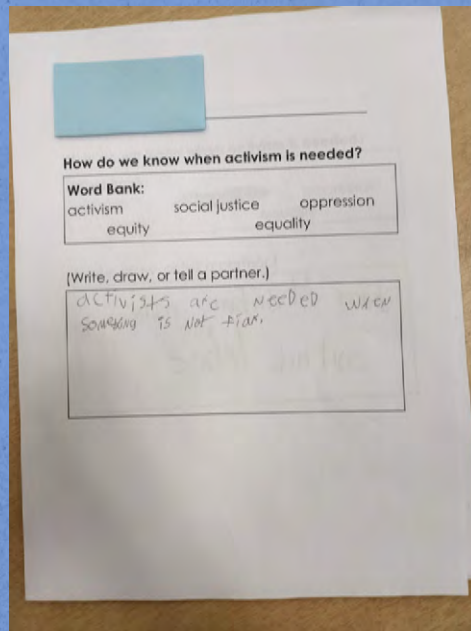
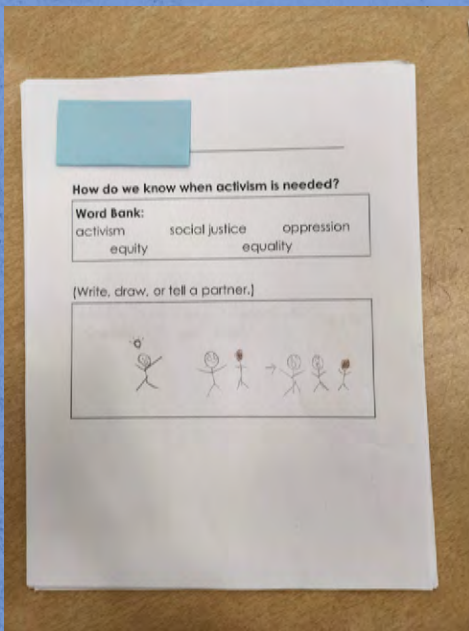


Closure

How do we know that activism is needed? Think about explaining using some of the key terms on our anchor chart, word wall, or Exit Slip.

Pass out the Exit Slips. Students can respond orally or in writing. Note if students are using the key terms from the lesson.

Possible student responses:



Assessment

As a formative assessment, students sort ideas into the “Cause” or “Action” columns. Students show evidence of understanding by correctly identifying issues and actions and stating a reason or justification for their choices.

As an additional formative assessment, students provide one reason (orally, in writing, or in pictures) that activism is needed. Students show evidence of understanding by completing an Exit Slip and answering the question, “How do we know that activism is needed?” with an appropriate response discussed in class.

Alignment to Standards

World-Class Instructional Design and Assessment (WIDA) English Language Development

Standard 1: English language learners communicate for Social and Instructional purposes within the school setting.

Standard 2: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

Standard 5: English Language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.

New Jersey Student Learning Standards for English Language Arts

RI.3.1: Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

SL.3.2: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

New Jersey Student Learning Standards for Social Studies

6.1.4.A.11: Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.

6.1.4.A.12: Explain the process of creating change at the local, state, or national level.

6.1.4.A.15: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

Resources for Building Background

Rollins, J. (2022). *Classroom De Rollins*. Jazz Rollins. | www.jazzrollins.com It is important that your students have a strong classroom community where each learner feels safe and able to speak their mind prior to beginning this unit. Educator Jazz Rollins provides printables to support a welcoming classroom community through

affirming classroom norms and principles. “CEAR Unit 3 Suggested Read-Alouds” list (see next page). It is critical that as many books on the CEAR Unit 3 suggested read-alouds list (or books with similar themes) are read to or by students prior to teaching this unit.

Extensions (Optional)

In preparation for interviews with activists from community-based organizations, students can practice revising “thin” questions (e.g., “Do you like being an activist?”) to “thick” questions (e.g., “What is the most rewarding part of being an activist?”).

References

Penguin Young Readers, (2017). *The little book of little activists*. Viking Books for Young Readers.

Suggested Read-Aloud List

Activism

- *Enough! 20 Protesters Who Changed America*, by Emily Easton
- *The Pink Hat*, by Andrew Joyner
- *The Youngest Marcher: The Story of Audrey Faye Hendricks, a Young Civil Rights Activist*, by Cynthia Levinson
- *We Are Water Protectors*, by Carole Lindstrom
- *A Is for Activist*, by Innosanto Nagara
- *Pride: The Story of Harvey Milk and the Rainbow Flag*, by Rob Sanders
- *Separate Is Never Equal: Sylvia Mendez and Her Family's Fight for Desegregation*, by Duncan Tonatiuh
- *Undocumented: A Worker's Fight*, by Duncan Tonatiuh
- *Malala's Magic Pencil*, by Malala Yousafzai

Racial Identity, Race, and Ethnicity

- *The 1619 Project: Born on the Water*, by Nikole Hannah-Jones and Renée Watson
- *The Colors of Us*, by Karen Katz
- *Let's Talk About Race*, by Julius Lester
- *The Proudest Blue: A Story of Hijab and Family*, by Ibtihaj Muhammad with S.K. Ali
- *Skin Like Mine*, by LaTashia M Perry

Racism and Systemic Oppression

- *Granddaddy's Turn: A Journey to the Ballot Box*, by Michael S. Bandy and Eric Stein
- *Let the Children March*, by Monica Clark-Robinson
- *White Socks Only*, by Evelyn Coleman
- *A Place Inside of Me: A Poem to Heal the Heart*, by Zetta Elliott
- *What If We Were All the Same!: A Children's Book About Ethnic Diversity and Inclusion*, by C.M. Harris
- *What I See: Anti-Asian Racism from the Eyes of a Child*, by Christine T. Leung
- *Tar Beach*, by Faith Ringgold
- *Voice of Freedom: Fannie Lou Hamer: Spirit of the Civil Rights Movement*, by Carole Boston Weatherford
- *Lillian's Right to Vote: A Celebration of the Voting Rights Act of 1965*, by Jonah Winter and Shane W. Evans

Slavery

- *Before She Was Harriett*, by Lesa Cline-Ransome
- *Henry's Freedom Box: A True Story from the Underground Railroad*, by Ellen Levine

Exit Slip for Unit Three, Lesson One

Name _____

How do we know when activism is needed?

WORD BANK

activism	social justice	oppression
equity		equality

Write, draw, or tell a partner.

UNIT THREE, LESSON TWO

Racism and Racial Bias: Understanding and Identifying Examples

Grade Level: Three

Subjects: Language Arts

Suggested Length: 3 days (45-minute sessions per day)

Lesson Overview

Through a read-aloud, students deepen their understanding of racism and examples of racial bias. Students also examine examples of biased beliefs, how racism is an unfair pattern, and how racial injustice still exists. Students discuss the benefits of diversity, how individuals should have pride in their identity, and how individual and collective action can bring about social change.

Content Objectives

Students will be able to do the following:

- Recognize, identify, and name examples of racism and racial bias.
- Answer open-ended questions about activism, injustice, and the role of individuals in social change.

Language Objectives

Students will be able to verbally elaborate on how specific aspects of a text's illustrations contribute to the written textual message using a sentence frame such as, "In this picture, I see _____, which makes me think _____."

Essential Questions

- How can we recognize and identify patterns of racism?
- How can we identify how racism is present in our rules and laws?

Instructional Resources and Materials

- *Something Happened in Our Town: A Child's Story About Racial Injustice*, by Marianne Celano, PhD, ABPP, Marietta Collins, PhD, and Ann Hazzard, PhD, ABPP, (multiple copies of the book for small-group work)
- Chart paper or sticky notes

Vocabulary/Conceptual Development

Exclusion: Keeping or shutting someone out of something that is important or valuable.

Race: A way that people in a society sort humans into groups based on physical traits or ancestry. Racial categories are not permanent or biological. Societies make up racial categories for social purposes to distribute power to certain groups. Race can determine where people live, the schools they attend, their access to health care, and whether or how they receive other resources.

Racial bias: A positive or negative belief or attitude based on race and skin color.

Racial identity: The racial background you identify with and feel you can relate to best.

Racism: A system of disadvantage and advantage based on race and skin color.

Centering Student, Family, and Community Knowledge and Experiences

Through a read-aloud and analysis of the text focused on different community members' perceptions of a police shooting, teachers help students consider how their experience influences their perceptions. Teachers can ask students the following questions:

- Have you ever witnessed an injustice?
- What are some things that you perceive as unfair or unjust? Why?
- Do you think every person in your community thinks that same way? Why or why not?
- Do all people have the same experience of injustice?

Note that it will be helpful for teachers to consider these questions for themselves before doing this lesson. When teachers have clarity about how experience can inform perception, they will be better prepared to lead this lesson.

Potential Challenges

Because many of the discussions in this lesson may be challenging, it is important to establish a set of community norms for discussion, active listening, and asking questions, etc. These norms should be established collaboratively as a community and reviewed frequently and as necessary during class discussions.

Some challenges during class discussions may include the following:

- Talking about police, police brutality, race, and racism may be triggering to students and/or adults.
- Students may share their own stories about police brutality.
- Students may not know that racism is a pattern and does not begin and end.
- Students may not have a full grasp of racial identity and the pride one can take in acknowledging their own racial identity.
- Students may have been told that race is not an issue that is current or relevant.

Lesson Procedures

Introduction

Review the community norms for discussion, active listening, and asking questions prior to starting this lesson.

In the previous lesson, we talked about activists who have made change throughout history. Now let's focus on one big injustice that many activists are working to combat—racism. Racism is part of history in the United States and continues to be a problem today. What do you already know about racism?

Collect students' thoughts on chart paper or openly discuss.

Minneapolis students walked out of school and met at Martin Luther King Jr. park for a protest against police killings of black people. Minneapolis, Minnesota, May 1, 2015. (Source: *Wikimedia Commons*)



Read-Aloud

Introduce the read-aloud *Something Happened in Our Town*. Give background information (see the “Read Aloud Tips for Educators” in the Resources for Building Background section) and explain that the book covers some very serious issues that students may be hearing about in the news and in their families.

Today we’re going to read Something Happened in Our Town. It’s about a very serious topic, that you may have heard people in your family or on the news talking about. The story is about how Josh, a Black boy, and Emma, a white girl, discuss with their families a police shooting of a Black man. We’ll read the story and find out how these families have important conversations about racial injustice.

Read the story aloud. Engage students by asking questions to get clarity on their perspectives and using facts to answer their questions.

Possible Student Findings:

- Characters are often colored in black or white, as are places around the world.
- Characters in one scene are playing with chess pieces, and a white piece knocks over a black piece. Why?
- A main character is illustrating pictures of police officers. Why?
- Students may notice characters’ faces and emotions during different parts of the story. For example, Josh looks super upset while his mother seems unfazed, almost unsurprised, about the shooting.
- Some characters make blanket statements, such as, “All police officers are good” or “All white people are racist.”

To help address students’ difficult statements, see “Addressing Racial Injustice with Young People” from the EmbraceRace website | www.embracerace.org/resources/something-happened-in-our-town-addressing-racial-injustice-with-young-children and “Read Aloud Tips for Educators” in the Resources for Building Background section.

Activist Sort

Have students discuss with turn-and-talk partners. Use the “Read Aloud Tips for Educators” to determine the specific questions you will ask.

Stop to ask questions throughout and encourage students to ask questions of their own. Provide the following sentence starters as needed for conversation on wonderings:

- I wonder if...
- I wonder how...
- I wonder why...
- I want to know more about...

Provide the following sentence starters as needed for conversation on what they noticed:

- I noticed...
- I think that...
- I want to know more about...

Strategically pair students based on home languages and encourage them to use all of their language resources in their pair talk.

Remember, we can use all of the language resources we share to talk about the book with our partners, like if we both know Spanish or speak Black English.

Have several students share out, and acknowledge students who choose to share in their home language. If a student shares in a home language not known by the entire class, ask for another student to offer a translation. Note that students in your classroom who share out may speak additional languages that you can acknowledge. In the example below, Spanish is acknowledged.

Thank you for sharing that in Spanish. I know we have many brilliant Spanish-English bilinguals in this classroom. Can someone volunteer to offer a translation of [student name's] contribution?

Textual Analysis and Group Work

Place students in small groups and give them one page of the text. (Give students a spread or two pages, if there are two pages that visually work together with text.) Give each small group different pages from the book as well as chart paper or sticky notes to record their observations and reactions. (If only one copy of the text is available, students can participate in a gallery walk around the classroom and use sticky notes.) Remind students that it is OK if they have different perspectives or don't agree with each other.

Just as you may not agree with a classmate's answer during a math discussion, you may not agree with someone's point of view. Let's refer back to our group norms and practice how we could handle this type of situation.

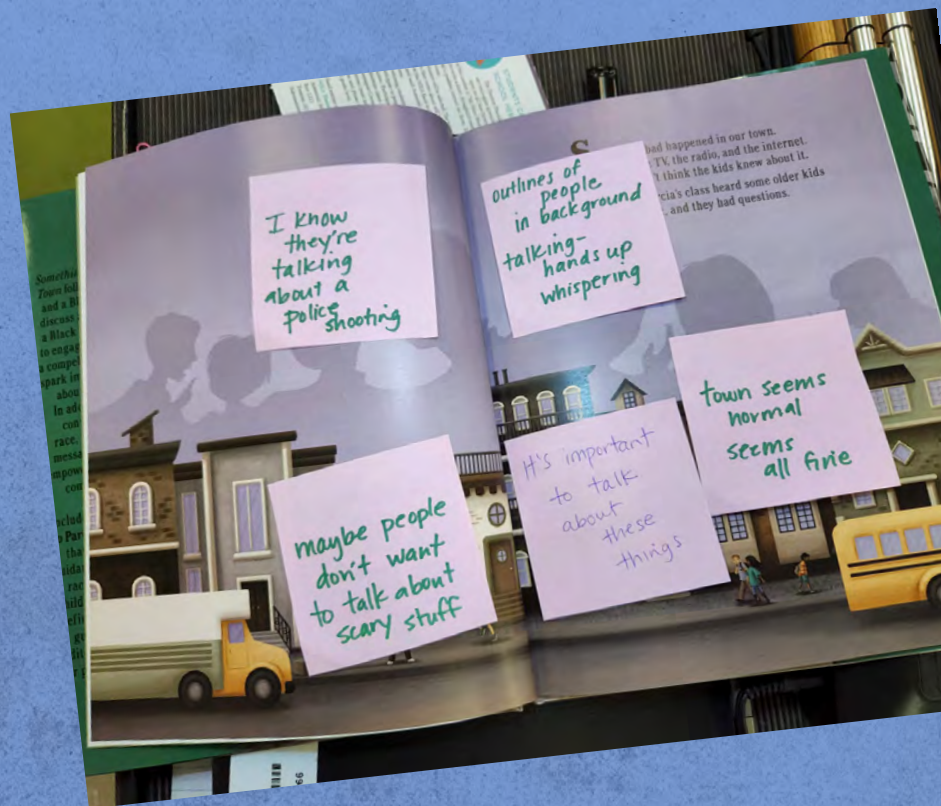
Provide the following sentence stem on an anchor chart:

"In this picture, I see _____ which makes me think _____."

Students discuss and then record with their group or on their own if their viewpoints differ.

Model with a page of your own.
Here's an example:

When I see this page, I notice the outlines of people in the background. I can tell they are all talking. Some have their hands up and others seem like they're whispering. I know they're talking about a police shooting. Even though they are talking about it, the town in the picture seems normal. Nothing seems out of place. To me, this page shows that sometimes people don't like to talk about these big, scary topics and want to pretend like nothing happened. I know though that it's important to talk about what's going on in the world around us.



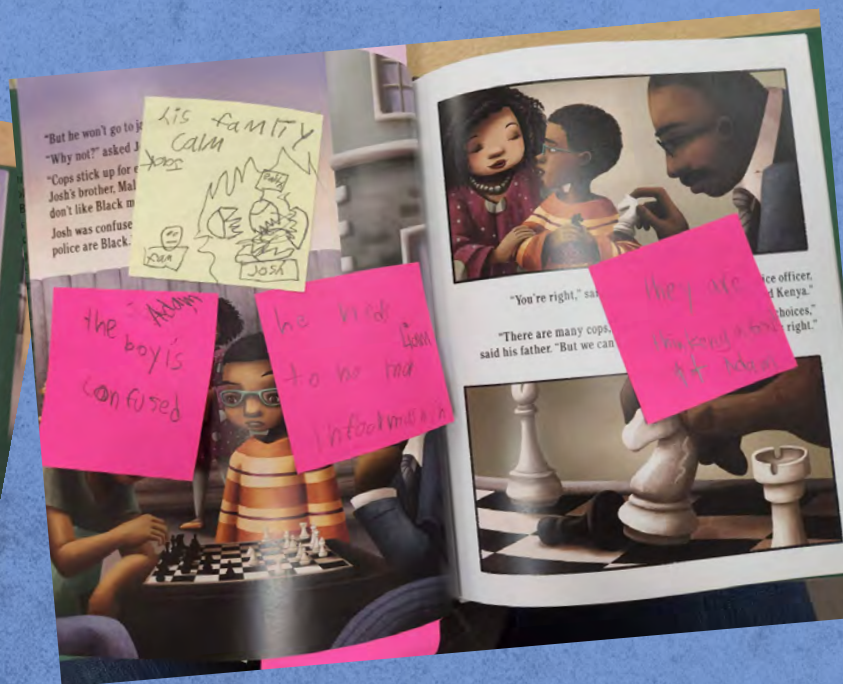
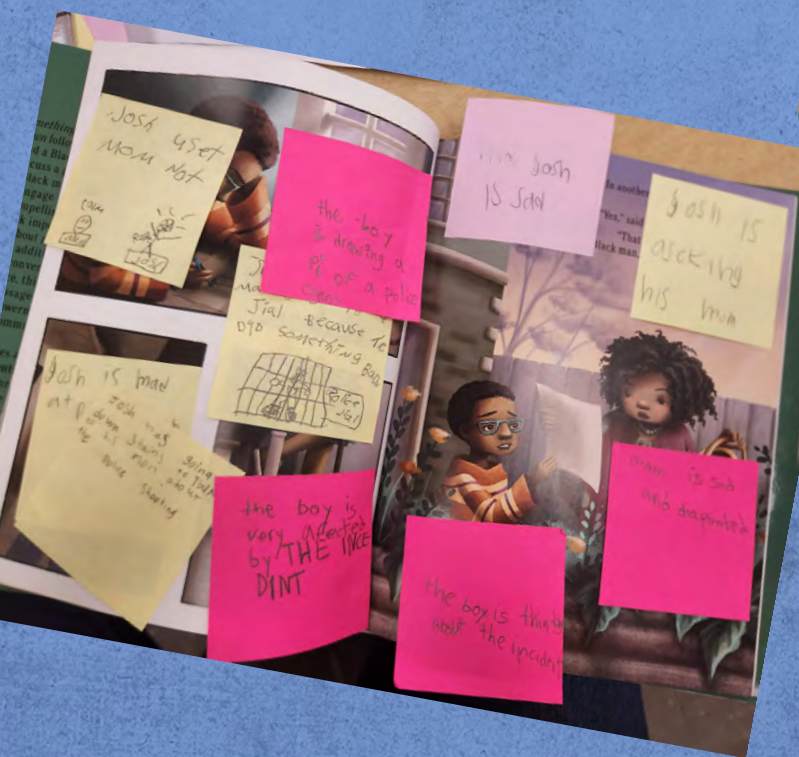
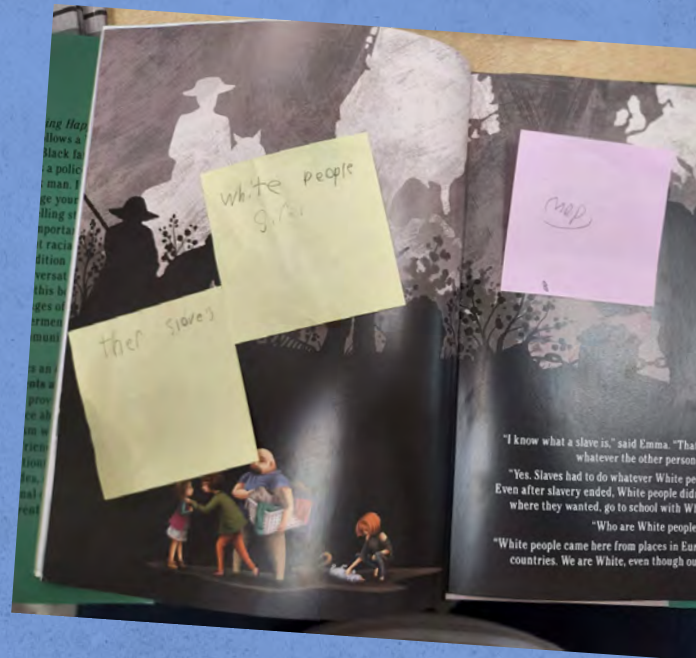
Closure

Place students in small groups and give them one page of the text. (Give students a spread or two pages, if there are two pages that visually work together with text.) Give each small group different pages from the book as well as chart paper or sticky notes to record their observations and reactions. (If only one copy of the text is available, students can participate in a gallery walk around the classroom and use sticky notes.) Remind students that it is OK if they have different perspectives or don't agree with each other.

What is racism to you? Each of us took away different meanings from the pages of the story we read today. What are some new thoughts that you have about racism?

Students may share their ideas or sticky notes as a group. You may also use a document camera to support this share. Record student responses. See the student examples below.

Through this discussion, look for evidence that students are starting to realize that racism goes beyond just being mean to someone because of their skin color, and that there are systems in place that create and maintain racial inequity.



Assessment

Formative assessment will include having students explain from their point of view how aspects of a text's illustrations contribute to what is conveyed by the words. Students show evidence of understanding

by sharing their ideas about their illustration on a sticky note. Students can state a reason or justification using part of the illustration as evidence.

Alignment to Standards

New Jersey Student Learning Standards for English Language Arts

RL.3.7: Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

SL.3.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

New Jersey Student Learning Standards for Social Studies

6.1.4.A.11: Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.

6.1.4.A.12: Explain the process of creating change at the local, state, or national level.

6.1.4.A.15: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

World-Class Instructional Design and Assessment (WIDA) English Language Development

Standard 1: English language learners communicate for Social and Instructional purposes within the school setting.

Standard 2: English language learners communicate information, ideas, and concepts

Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.

Resources for Building Background

Community Engaged Anti-Racist Education Project. (n.d.). *CEAR unit 3 suggested read-alouds*. Community School Partnership Network, Rutgers Graduate School of Education. | docs.google.com/document/d/1S3yw-qMPljccx27MdC_hIphz7zHKR3CmyqYOCme-8wA/edit *

EmbraceRace. (2022). *Addressing racial injustice with young children*. EmbraceRace. | www.embracerace.org/resources/something-happened-in-our-town-addressing-racial-injustice-with-young-children

Literacy Footprints. (n.d.). *Day 1: Something happened in our town: A child's story about racial injustice*. Literacy Footprints. | cdn.shopify.com/s/files/1/0071/0960/7481/files/LF-ReadAloud-LessonCards-Gr3-5_6-SomethingHappened-FINAL.pdf?v=1607608117

Rollins, J. (2022). *Classroom de rollins: Teacher freebies*. Jazzrollins LLC. | www.jazzrollins.com **

Start with a Book. (n.d.). Read aloud tips for educators. Start with a Book. | www.startwithabook.org/sites/default/files/441b228-read-aloud-tips.pdf

*It is critical that as many books on the “CEAR Unit 3 Suggested Read-Alouds” list (or books with similar themes) are read prior to teaching this unit.

** Prior to teaching this unit, it is important that your students have a strong classroom community where each learner feels safe and able to speak their mind. These “Teacher Freebies” from educator Jazz Rollins are printables that support a welcoming classroom community through affirming classroom norms and principles.

Extensions (Optional)

Activity

Students will identify racism in a *Zootopia* clip.

Can you identify racism in this video?

Show the “Gondola’ clip – Disney’s Zootopia” video. | youtu.be/a6G8k5b01uE

Students will submit an Exit Slip (from Lesson 2) , highlighting where they notice racism in the clip. Ask students to back up their responses with explicit examples from the video.

Provide the following sentence stem to support students:

“In the video I saw _____, which makes me think _____.”

Tell students that racism can mean a person is being unkind to someone because of their race. But it also means that people in power use laws, rules, and actions to hurt or oppress people of a certain race.

Understanding racism is a first step, but what can we do about it? How can we be activists for the characters in the story?

Students discuss as a class.

References

Celano, M., Collins, M., & Hazzard, A. (2018). *Something happened in our town: A child’s story about racial injustice*. Magination Press.

Walt Disney Animation Studios. (2017, February 17). “Gondola” clip – *disney’s zootopia*. [Video]. YouTube. | youtu.be/a6G8k5b01uE

UNIT THREE, LESSON THREE

School Discipline: Fair or Unfair

Grade Level: Three

Subjects: Mathematics

Suggested Length: 2 days (45-minute sessions per day)

Lesson Overview

In this critical mathematics lesson, students inquire about the number of students being disciplined in schools based on race. This is a cross-disciplinary lesson that gives students the opportunity to use their mathematical skills to discover a disproportionate number of students being suspended when including their race. Students analyze and make sense of data as they draw conclusions about discipline in our schools and how they can be agents for change in addressing disparities in school discipline.

Content Objectives

Students will be able to do the following:

- Compare and contrast the data presented and inquire about their noticing.
- Draw conclusions about data presented by finding the difference between suspension rates of groups of students.
- Answer open-ended questions about activism, injustice, and the role of individuals in social change.

Language Objectives

Students will be able to do the following:

- Discuss with a peer in any of their shared languages what they notice and wonder after watching a brief silent video.
- Infer verbally and in writing about injustices in the number of school suspensions per groups of students of different races using a sentence frame, "I infer there will be ____ school suspensions for [racial group] because ____."

Essential Questions

- How is racism a system of advantage and disadvantage?
- What are the material effects of racism?
- How can fighting for racial justice improve people's lives?

Instructional Resources and Materials

- Base ten blocks
- Number line
- Word wall
- Subtraction anchor chart
- Read-aloud review
- “School Discipline Fair or Unfair Recording Sheet” handout
- Act 1 Video | drive.google.com/file/d/1_eEt1wq93AHRY5ZrW6KOP2EjytZtbDot/view?usp=sharing
- Act 2 Slides
- Act 3 Slides
- Lesson 3 Exit Ticket

Vocabulary/Conceptual Development

Difference (math): The answer to a subtraction problem.

Discipline: A way to train people to obey a set of rules, often involving punishment for breaking a rule.

Racial bias: A positive or negative belief or attitude based on race and skin color.

Racism: A system of disadvantage and advantage based on race and skin color.

Social injustice: When groups of people are denied rights and opportunities. People may be denied rights and opportunities based on characteristics such as race (racism), age (ageism), gender (sexism), religion, sexual orientation (heterosexism), ability (ableism), or language, national origin, or immigration status (xenophobia).

Centering Student, Family, and Community Knowledge and Experiences

This critical math lesson focuses on interpretation of data and the injustices that students may face in the school system. By examining the disproportionate number of students of color being disciplined, teachers should consider how students may speak up and demand fair treatment in school. Teachers can ask themselves (and students, when applicable) the following questions:

- Are there injustices right here at school?
- Can schools do racist things?
- How can we make change in our own school?

Potential Challenges

Be aware of potential misconceptions and be prepared to counter them through questioning and reminders of examples from previously read texts, such as *The Little Book of Little Activists*, *Something Happened in Our Town*, and other suggested read-alouds: The following misconceptions may occur:

- Students may have the misconception that rules apply to everyone equally.
- Students may think that all rules have a purpose and should not be questioned.
- Students may not know how racism looks in systems and structures.

Students may have strong feelings about the issue of disciplinary disparity. It is important that teachers continue to focus on the actions that students can take to change things and help their classmates. Teachers should also provide language supports such as sentence frames to help students express what they wonder and notice.

Emergent bilinguals may be familiar with the term “difference” in terms of everyday use about not being the same, but not the mathematical use for subtraction.

Lesson Procedures

Read the “3 Act Math Tip Sheet” prior to teaching the Three-Act Task.
(See Resources for Building Background.)

Introduction

Hand out the “School Discipline Fair or Unfair Recording Sheet” to each student.

We are going to explore using math today. I’m not going to state our objective just yet because I want you to put on your discovery hats to figure out the task.

We have been learning about racism and activism. We’ve been identifying examples of racism and racial bias not only in the history of the United States but also in the present day. We’ve also been talking about how individual and collective action, or the work of groups of people, can bring about change.

Terminology Review

Review key terms for the lesson.

Racism: A system of disadvantage and advantage based on race and skin color.

Racial bias: A positive or negative belief or attitude based on race and skin color.

Difference (math): The answer to a subtraction problem.

Social injustice: When groups of people are denied rights and opportunities. People may be denied rights and opportunities based on characteristics, such as race (racism), age (ageism), gender (sexism), religion, sexual orientation (heterosexism), ability (ableism), or language, national origin, or immigration status (xenophobia).

Discipline: A way to train people to obey a set of rules often involving punishment for breaking a rule.

Racism Review

Review how racism presents itself in the read-alouds and ask students where else in the real world they think racism exists. (Chart student ideas on the board or chart paper.)

Ask students the following questions:

- Remember reading *The Little Book of Little Activists*?
- What examples of racism were activists fighting against in that book?
- How do we know it was racism?
- How was *Something Happened in Our Town* about racism?
- What did we learn about racism from that book?
- What are the real noticeable effects of racism?
- How do we know when something is racist?
- Does racism exist in your life? Can you share some examples?
- What can we do about racism?

Students may mention individual or interpersonal experiences or observations of racism. In addition, ensure that students recognize the ways that racism systematically disadvantages or harms people of color and advantages white people.



Black Lives Matter, Anti-racism rally at Canada Place, June 5, 2020
(Source: *Wikimedia Commons*)

Task Act 1: Noticings and Wonderings

I'm going to show you a short video. Please pay attention to what you notice or see happening in the video. After watching the video, I am going to ask you to record what you noticed on the recording sheet.

Provide the following sentence starters for conversation on noticings as needed:

- I noticed...
- I think that...
- I want to know more about...
- Something I'm confused about is...

Play the Act 1 video. Choose a few students to highlight what they notice in the video.

Examples of Noticings

- "I noticed there were four jars."
- "I think the jars had faces on them."
- "I want to know more about why all the jars were being filled with the same measuring cup."
- "I noticed that all the jars had different amounts of green liquid in them."

Now I will show you the same video again. This time I want you to watch with a curious mind and tell me what you wonder or want to know about what you see. After the video, I will ask you to record your wonderings on the recording sheet. Replay the Act 1 video.

Choose a few students to highlight their wonderings. Record the wonderings on the board or on chart paper.

Provide the following sentence starters as needed for conversation on wonderings:

- I wonder if...
- I wonder how...
- I wonder why...
- I want to know more about...

Possible student wonderings include the following:

- "I wonder why all the jars have faces?"
- "I want to know more about why the jars have different amounts of liquid."
- "I wonder how much more liquid is in the larger jar than all the other jars?"
- "I wonder how much more liquid do all the jars have in all?"

Notice

- Each jar has more than the last jar filled.
- Each has a different amount of liquid.
- ^{3rd} Faces are different colors.
- The scooped is the same for each scoop

Wonder

- How much more liquid does the red have than all the other containers?
- How much more does the last jar have than the first?
- How much together?
- How many scoops fill the jar?

These are all good questions that I hope we can answer. I'm going to choose one main question for us to investigate for now. "How much more liquid is in the larger jar compared to all the other jars?"

Task Act 2: Group Work

Ask the following question to promote critical thinking:

- *What important information do you need in order to answer the main question?*

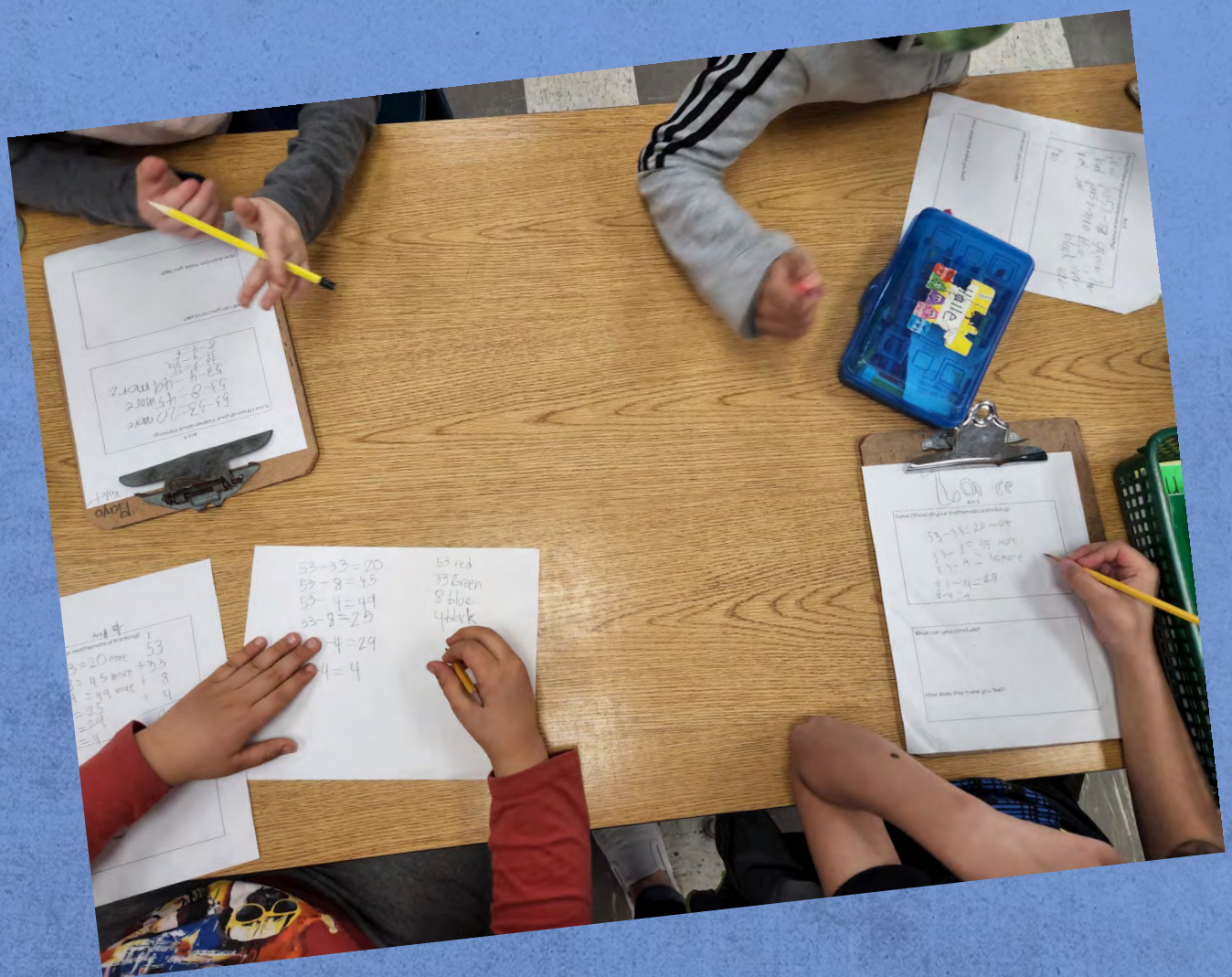
Have students work together or with partners based on home language and/or math level to make sure they have enough information to answer the main question. If students find they don't have enough information, have them ask you questions to gather more information.

Possible student inquiries include the following:

- "How much liquid is in each jar?"
- "How many scoops did each jar get?"

Present any missing information so that the task can be solved by showing the Act 3 slides. Students solve the main question on the recording sheet.

See the following image of student group work:



See the following images of completed task sheets:

What do you notice?
I notice that...

4 jars

each get full and more full

What do you wonder?
I wonder if...

~~the~~ the green liquid is money

I wonder why...

this they use green liquid

Act 2

Main Question

How much more liquid is in the fourth jar compared to all other jars

Act 3

What additional information is needed in order to answer the main question?

Solve (Show all your mathematical thinking)

$$\begin{array}{r} 2 \overline{) 53} \\ \underline{-4} \\ 29 \end{array}$$

$$\begin{array}{r} 1 \\ 53 \\ + 33 \\ + 8 \\ + 4 \\ \hline 98 \end{array}$$

53 - 33 = 20 more
53 - 8 = 45 more
53 - 4 = 49 more
33 - 8 = 25 more
33 - 4 = 29 more
8 - 4 = 4 more

What can you conclude?

that black students - are suspended 47% more than all of them

How does this make you feel?

combine

Act 1

What do you notice?
I notice that...

- a scoop
- many jars
- a green ball
- a girl
- artificial
- scoop teal powder inside
- marble, conifer tops
- high back row
- heads

What do you wonder?
I wonder if... the powder meant money

I wonder why... the faces were different colors

Act 2

Main Question

How much more liquid is in the fourth jar compared to all the other jars?

Act 3

What additional information is needed in order to answer the main question?

the amount in

Act 3

Solve (Show all your mathematical thinking)

$$\begin{array}{r} 53 \\ -33 \\ \hline 20 \end{array}$$

$$\begin{array}{r} 53 \\ - 8 \\ \hline 45 \end{array}$$

$$\begin{array}{r} 53 \\ - 4 \\ \hline 49 \end{array}$$

$$\begin{array}{r} 33 \\ - 8 \\ \hline 25 \end{array}$$

$$\begin{array}{r} 33 \\ - 4 \\ \hline 29 \end{array}$$

$$\begin{array}{r} 8 \\ - 4 \\ \hline 4 \end{array}$$

$$\begin{array}{r} 1 \\ 53 \\ 33 \\ 8 \\ + 4 \\ \hline 98 \end{array}$$

What can you conclude?

much more black kids get suspended than all the other kids

How does this make you feel?

upset confused

Act 3 Whole-Group Discussion

Choose a few students with different strategies to present their work and have the class discuss how their strategy was the same or different. Provide the following sentence starters as needed for sharing:

- Our strategies are similar because...
- Our strategies are different because...
- My strategy is like _____'s strategy because...
- My strategy is different from _____'s strategy because...

Show the final Act 3 slides that reveal the differences in the amount of scoops for each jar. The Act 3 slide reveals the school suspension heading and the race for each jar.

After revealing the first slide, ask the following questions:

- *What does it mean to be suspended?*
- *What do you need to do to be suspended?*
- *How can reasons for being suspended be unfair?*

After sharing data, ask the following questions:

- *Why do you think the data looks so unfair?*
- *How can we be activists to help change this data?*
- *How can we be activists to help change the stereotypes or ideas about students that create these unfair suspension rates?*

Day 2

Prior to class discussion, read “8 Tips for Talking to Your Child About Racial Injustice” (See Resources for Building Background.)

Whole Group Contextualizing Student Suspensions

Show the Act 3 slides (see following pages).

As you see from the slides, the liquid in the jars represent the number of students suspended in a year in a particular New Jersey school district. We see that out of the 100 students suspended

- 53 were Black,
- 33 were Latinx,
- 8 were White, and
- 4 were Asian.

Today we are going to infer about school discipline and race. Then we will discuss why our inferences may or may not be true and how we can be agents for change.

What do you notice after seeing these slides?

Possible student conclusions may include the following:

- “I notice Asian students were suspended less than all other races.”
- “I notice more Black students were suspended than all other races.”
- “I notice Black and Latinx students were suspended more than white and Asian students.”

How does this make you feel?

Students may express feelings of unfairness, anger, or confusion. Validate their feelings and encourage different points of view.

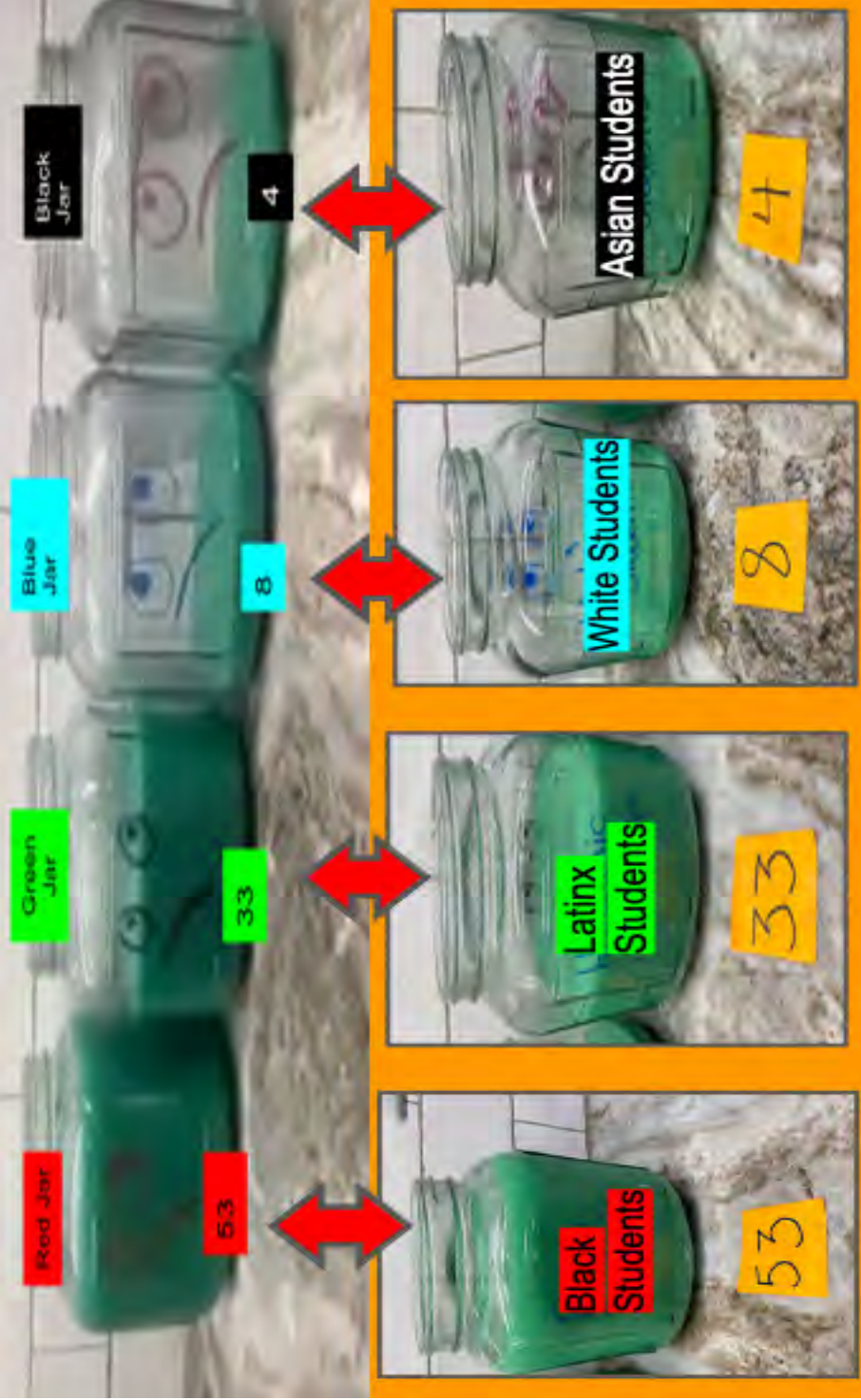
Slide One

This task was all about school suspension.

What does it mean to be suspended from school?

Slide Two

The number of liquid scoops in these jars represents the number of students suspended in a school year. Out of 100 students suspended...



Slide Three



45 more Black students are suspended from schools than white students.

Slide Four



49 more Black students are suspended from schools than Asian students

Slide Five



—



20 more Black students are suspended from schools than Latinx students

—

Slide Six



25 more Latinx students are suspended from schools than white students

Slide Seven



29 more Latinxx students are suspended from schools than Asian students

Why do you think the difference in suspension for Black and Latinx students is so much greater than white and Asian students?

Possible student responses may include the following:

- **School rules:** “School rules may be different from the rules in a student’s home or community. Some students grow up in families where it’s OK to speak your mind or greet everyone in the room. This behavior may be against school rules, and the students find it hard to adjust to school rules when their home culture is different.”
- **Racial bias:** “Some races are seen as problematic and therefore punished more harshly as a whole.”
- **Racial injustice:** “Students are being treated unfairly because of their race.”

Guided Discussion

Use the questions below to guide students through a discussion of how disparities are a result of bias, not actual group differences. Use various discussion techniques (turn and talk, small-group discussion, mix and mingle, or pair and share) to facilitate student engagement with the following questions:

- *Do you think this seems fair?*
- *Do you think it is likely that students misbehave more or less based on race? Or do you think the difference is more likely a result of bias?*
- *Have you ever noticed me or another teacher discipline a behavior for one child that they would accept from another child?*
- *Are we teachers always fair?*
- *How might this relate to the numbers of suspensions we just looked at?*
- *Record some general-consensus answers on chart paper.*
- *Balance acknowledging the reality of racism with messages about hope for change.*
- *Even though you are students, you can help by being agents for change. What are some ways we can be an agent for change on this matter?*

Possible student responses may include the following:

- **“Tell others or write letters to school administrators.”**
- **“Share stories of students who have been unfairly suspended.”**

What can we do about this? What can students do? What can teachers do?

On chart paper, record ways that students can be agents for change.

Closure

Students share their final understanding by completing the Exit Ticket.

Examples of student responses to the Exit Ticket:

What have we learned from today's activity?
After watching the video and looking at the information, I learned...

A lot of black students got suspended!

How can you be an agent for change?
I can be an agent for change by...

when I see someone being bullied by there ~~see~~ I should tell a adult!

What have we learned from today's activity?
After watching the video and looking at the information, I learned... that even schools are racist

How can you be an agent for change?
I can be an agent for change by...
talking to the mayor

What have we learned from today's activity?
After watching the video and looking at the information, I learned... black students are suspended more than latinx, white, and asian suspended combined

How can you be an agent for change?
I can be an agent for change by... asking the person who was affected by the incident questions

Exit Slip for Unit Three, Lesson Three

Name _____

What have you learned from today's activity?

After watching the video and looking at the information, I learned...

How can you be an agent for change?

I can be an agent for change by...

Assessment

Students will compute data (accurate addition or subtraction) for each of the different groups represented in the video as well as any comparisons between groups. Evidence of student understanding includes the correct subtraction to find the difference between the groups being suspended.

Students will participate in collaborative conversations to come to a final inference based on the data. This final conclusion will be collected via an Exit Ticket. Evidence of student understanding includes student inferences based on the data from evidence of the differences found in Act 3.

Alignment to Standards

New Jersey Student Learning Standards for Mathematics

3.OA.D.8: Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

3.OA.2: Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

New Jersey Student Learning Standards for Social Studies

6.1.4.A.11: Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.

6.1.4.A.12: Explain the process of creating change at the local, state, or national level.

6.1.4.A.15: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community state, national, and global challenges.

New Jersey Student Learning Standards for English Language Arts

SL.3.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. D. Explain their own ideas and understanding in light of the discussion.

World-Class Instructional Design and Assessment (WIDA) English Language Development

Standard 1: English language learners communicate for Social and Instructional purposes within the school setting.

Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.

Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics.

Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.

Resources for Building Background

Celano, M., Collins, M., & Hazzard, A. (2022). *8 tips for talking to your child about racial injustice*. EmbraceRace. | www.embracerace.org/resources/young-kids-racial-injustice
Community Engaged Anti-Racist Education Project. (n.d.). CEAR unit 3 suggested read-alouds. Community School Partnership Network, Rutgers Graduate School of Education. | docs.google.com/document/d/1S3yw-qMPljccx27MdC_hIphz7zHKR3CmyqYOCme-8wA/edit *

EmbraceRace. (2022). *Addressing racial injustice with young children*. EmbraceRace. | www.embracerace.org/resources/something-happened-in-our-town-addressing-racial-injustice-with-young-children

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Tap into Teen Minds. (n.d.). *3 act math tip sheet: How to run a 3 act task without a hitch*. Tap into Teen Minds. | tapintoteenminds.com/optin-3acttipsheet

* It is critical that as many books on the “CEAR Unit 3 Suggested Read-Alouds” list (or books with similar themes) are read prior to teaching this unit.

** Prior to teaching this unit, it is important that your students have a strong classroom community where each learner feels safe and able to speak their mind. Jazz Rollins has printable materials that support a welcoming classroom community through affirming classroom norms and principles.

References

Civil Rights Data Collection. (2017). Civil rights data collection. Civil Rights Data Collection. | ocrdata.ed.gov/profile/9/district/28314/summary

UNIT THREE, LESSON FOUR

Interview an Activist

Grade Level: Three

Subjects: Language Arts & Social Studies

Suggested Length: 3–4 days (45-minute sessions per day)

Lesson Overview

This lesson engages students in discussions of racial injustice and activism and takes students into their communities. Students learn about organizations in their towns that are working in activism. They record their interview questions in any language and record their questions in their preferred format.

Content Objectives

Students will be able to do the following:

- Generate interview questions for activists from local community-based organizations (CBOs) in order to learn more about how these activists address racism.
- Summarize the content derived from the interviews.
- Address a series of critical questions about the CBO activist that they interviewed.

Language Objectives

Students will be able to do the following:

- Record questions (orally, written, or recorded on a digital platform of their choice) using languages shared with the person to be interviewed from a local CBO.

Essential Questions

- How can one become an activist?
- Who are the activists in our community?
- What are the benefits of being an activist?

Instructional Resources and Materials

- Prior to this lesson, teachers should do research and identify local CBOs (see Notes for suggestions).
- Chromebooks (with access to Flipgrid or another platform to record student questions)
- Paper/recording sheet for questions
- “Ruby Bridges Remembers” video | www.youtube.com/watch?v=5CgTYGI2mi8
- Google Slides (or other format to share information about CBOs)
- “CBO Interview Summary Sheet 4” (post-interview handout)
- “Thick vs. Thin” anchor chart
- Sample Questions for CBOs

Vocabulary/Conceptual Development

Activism: Actions that are organized and designed by a group of people to bring about change in social norms or society.

Activist: A person who organizes and takes action to bring about change in society.

Organizer: A person who organizes a group of people for a common cause or goal. The goal is often to help the community in some way.

Social justice: The belief that everyone deserves fair rights and opportunities.

Stereotypes: A fixed and oversimplified idea about a group of people based on some feature of that group (skin color, gender, height, etc.) that is often untrue or only partly true.

Centering Student, Family, and Community Knowledge and Experiences

Students learn about organizations in their town that are doing activist work. Students will work on questions to ask a local activist and synthesize the information that they gather. Teachers may want to consider the best ways to honor the community members who they invite to their classes, and it's important that students receive this person as an expert.

Potential Challenges

Students may need extra reminders and ways of understanding that activists are more than just community helpers. “Activist,” “organizer,” and “volunteer” are terms that can be very different but also have overlapping definitions. A Venn diagram might help students distinguish the differences between these terms.

Not all CBOs work toward activism; some address an injustice through a charity/service lens and not by addressing policy. When teachers select the organizations, it is important to identify those that have some goals for changing systems or structural injustices. For example, some organizations provide a charitable service (e.g., food banks) and do not work to change the system that creates food insecurity. Other organizations work on issues like wages, food availability, etc., which are more focused on policy or structural change.

Teachers should make sure that students understand the following conceptual issues:

- It takes many people to bring about change.
- Activism serves to address an injustice.
- There are many different types of injustice.
- Change does not happen quickly.

As students develop questions in groups, emergent bilingual students may need additional support in the syntax of questions. Providing question frames can help those students be successful in this lesson. These question frames can include “When did you...?,” “Why did you...?,” or “How did you...?”

Students will have the opportunity to record their questions for interviews in any language and record their questions in a format with which they are comfortable. Teachers will need to consider how questions recorded in languages other than English will be translated so that they are comprehensible to community activists. Some possible ideas include the following:

- Identify students who can act as “translators.”
- Identify language-translation software.
- Set aside time to work with the group to translate questions.
- Reach out to families, educators, or other community resources to help translate questions.

Lesson Procedures

Read the “3 Act Math Tip Sheet” prior to teaching the Three-Act Task.
(See Resources for Building Background.)

Introduction

Reflect on previous discussions and learning about racism. Transition to the focus of today’s class.

We know about activists in the past, but what’s happening right here, where we live?

Explain that the class will be able to interview three local CBOs about the work they are doing and that students will be official interviewers!

Today you are going to watch as a child interviews Ruby Bridges, who at six years old was the first African-American child to desegregate the all-white William Frantz Elementary School in Louisiana in 1960. As you watch, think about these questions:

- *What does an interview look like?*
- *What do our questions need to sound like?*

Understanding the Interview

Play the “Ruby Bridges Remembers” video so students can better understand the interview process. Elicit students’ observations about the interview and create an anchor chart listing the types of questions asked and other factors that made the interview go well. This list will serve as an anchor for the students to prepare for their interviews.

Students should ask questions about the following:

- The background of the person being interviewed (reason for joining the CBO).
- The purpose or goal of the organization.
- Changes that the organization has made or is working to make.

Introduce CBOs

Use some basic background information to introduce the two to three CBOs that will be interviewed. This can be information on a Google slide, short video, or website if the CBO has one.

Group students based on their expressed interest and/or home language.

Writing and Recording Questions

Assist students in brainstorming a list of questions worth asking, emphasizing “thick” questions rather than “thin.” “Thin” questions typically elicit a yes or no response, while “thick” questions are open-ended and elicit a more thorough response. Record the students’ questions on an anchor chart.

The following are examples of questions to ask during the brainstorming process:

- What do we want to know about the organization?
- What do we want to know about the person we are interviewing?
- What questions can we ask the CBO to help us understand racism better?

Based on students’ responses from the brainstorm, guide them away from yes-or-no questions and toward ones that focus on the activism in response to racism. Refer to the following chart to support students in rephrasing yes-or-no questions into open-ended questions.

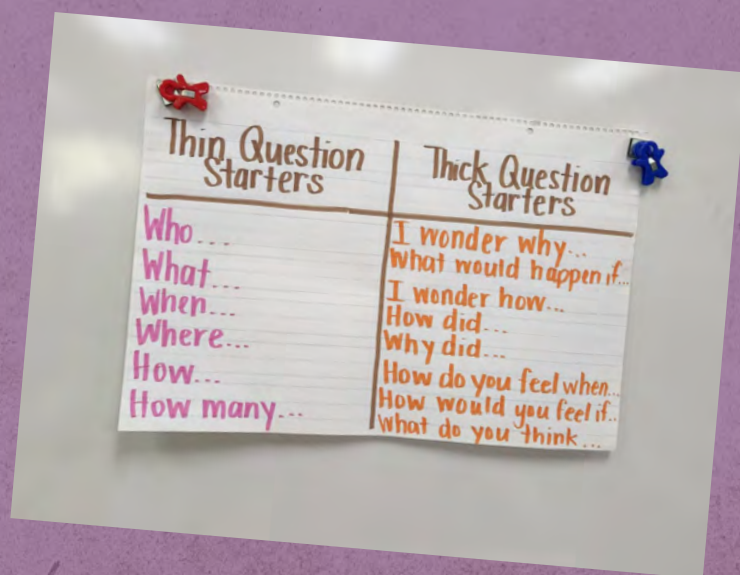
See the following sample anchor chart to the right.

Use the “I do, We do, You do” model to demonstrate an open-ended question. Do one or two together and then send students into groups to generate questions.

Examples of open-ended questions include the following:

- What are the issues that are most important to you and why?
- How does your work improve people’s lives or make our community more just or fair?
- What does a day of activism look like for you?
- What is something a student can do to take action?
- What is your organization focused on accomplishing?

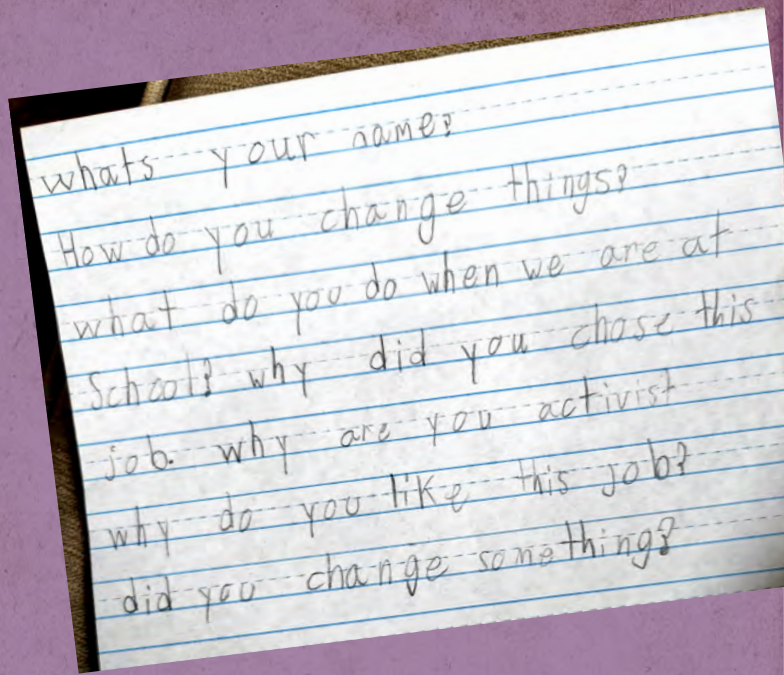
Students work in groups to draft questions. Encourage them to write their questions in English and/or their home languages. They can work together to translate the questions before sending them to the CBO or send them to the CBO in their home language. Students can record their questions on Flipgrid or another recording platform, write them on recording sheets, record the audio online, or use any other media.



See one student's brainstorm of questions to the right.

Whole Group Check-In

Students regroup as a whole class and share out their brainstormed questions. Use questioning to narrow the questions down if needed, and redirect students to ensure that their questions will elicit the information that they need or want. Guide students' questions to help them learn about how the CBO demonstrates activism.

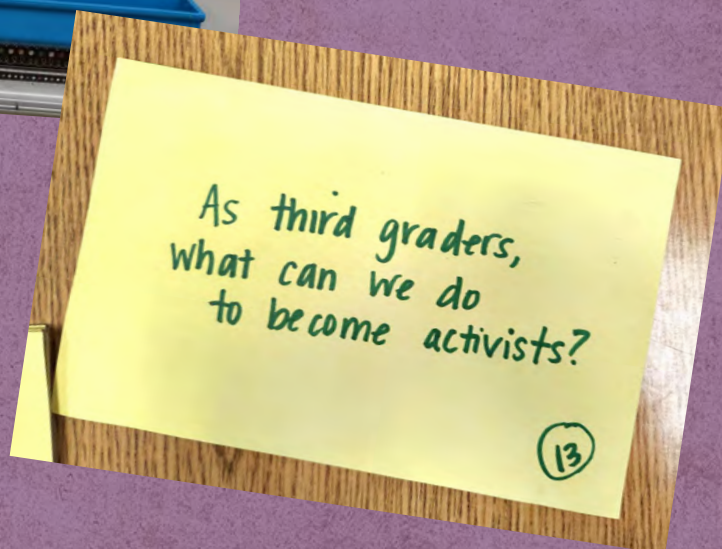
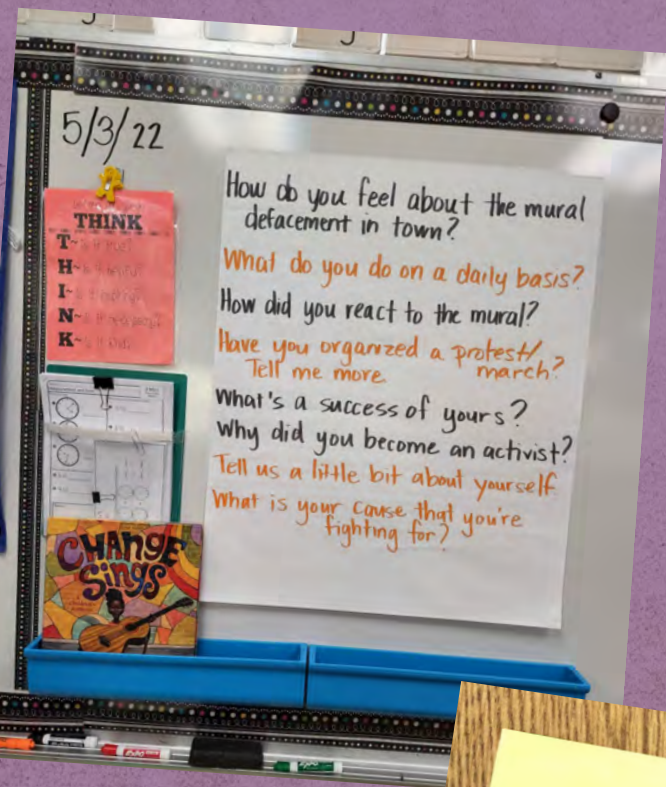


Choose a certain number of preplanned questions and number them for students to ask in a particular order. "Getting to know you" questions should come before ones about the CBO representative's activism.

See the example to the left of a class chart of brainstormed questions

If time allows, students can practice asking each other the questions in a mock interview. This could include reading them fluently or playing them via their chosen format.

See the example below of individual questions on a notecard for practice.



Interviewing a CBO

Schedule interviews in person or on another platform like Zoom or Google Meet, and prepare students for these interviews.

Student interviewers can be assigned roles, such as greeter, introducer, question-asker, notetaker, thanker, and closer. Generate a role sheet and a note-taking sheet based on the number of students in the group and the questions that were generated.

Closure

After the completion of the interviews, students meet with their small groups to summarize their findings using the summary sheet.

Read questions on the summary sheet beforehand and model writing responses. Students work in small groups to complete the “Unit 3 Lesson 4 Summary Sheet.”

Reconvene the class as a whole group and have students share out their summary findings.

Unit Three, Lesson Four CBO Interview Summary Sheet 4

Name _____

What is your community-based organization (CBO)? What do they do?

What does your CBO do to fight injustice?

Unit Three, Lesson Four CBO Interview Summary Sheet 4, page 2

Name _____

Who does your CBO help fight for?

Who does your CBO work alongside to accomplish its goals?

What do you find most important to share with others about your CBO?

Sample Questions for Community-Based Organizations

- 1. When did you decide that you wanted to be an activist?**
- 2. How many members are in the New Brunswick Area NAACP?**
- 3. How long have you worked for the NAACP?**
- 4. How old is your youngest activist?**
- 5. Have you ever been treated unfairly?**
- 6. What was the most important problem you had to fix?**
- 7. Do you have any advice on how to start a protest?**
- 8. Have you ever been a part of any big changes? If so, what were they?**
- 9. Have you ever helped anyone who was treated unfairly when they tried to vote?**
- 10. How often do you have to speak up for others?**
- 11. How many people work for your organization?**
- 12. Why did you join Black Community Watchline?**
- 13. What racial incidents have you personally experienced?**
- 14. What are some example of calls you've received?**
- 15. About how many people has your organization helped?**
- 16. Are you able to help everyone who calls?**
- 17. How does it make you feel when people call you with bad reports?**
- 18. How often do you get calls?**
- 19. How can we plan to be advocates for racial justice?**
- 20. Do you think racism will ever end?**

Assessment

Formative assessment includes students creating interview questions for a CBO. They show evidence of understanding by writing, in any language, at least two open-ended questions for a CBO.

Students summarize their interviews using questions on a summary sheet.

Students' responses should show an understanding of the CBO's role in the community as activists and advocates for change.

Alignment to Standards

New Jersey Student Learning Standards for English Language Arts

SLA.W7: Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

SLA.W10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

SLSA.R7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

SLSA.SL1: 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.

New Jersey Student Learning Standards for Social Studies

6.1.4.A.11: Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.

6.1.4.A.12: Explain the process of creating change at the local, state, or national level.

6.1.4.A.15: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community state, national, and global challenges.

World-Class Instructional Design and Assessment (WIDA) English Language Development

Standard 1: English language learners communicate for Social and Instructional purposes within the school setting.

Standard 2: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

Standard 5: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

Resources for Building Background

It is critical that as many books on the “CEAR Unit 3 Suggested Read-Alouds” list (or books with similar themes) are read prior to teaching this unit. | docs.google.com/document/d/1S3yw-qMPljccx27MdC_hIphz7zHKR3CmyqYOCme-8wA/edit

Rollins, J. (2022). Teacher Freebies. Jazzrollins.com. | www.jazzrollins.com

Before the unit begins, it is important that your students have a strong classroom community where each learner feels safe and able to speak their mind. Educator Jazz Rollins provides printables to support a welcoming classroom community through affirming classroom norms and principles.

Notes

Some suggestions for CBOs include anti-racist coalitions, local NAACP chapters, Black Lives Matter organizations, Black fraternities and sororities (i.e., Alpha Kappa Alpha Sorority, Inc., Delta Sigma Theta Sorority, Inc., Kappa Alpha Psi Fraternity, Inc., and Omega Psi Phi Fraternity, Inc.), and Black churches. Most organizations would likely welcome a partnership with a local teacher.

Consider reaching out to these organizations and forming relationships early to prepare for this unit. The “Anti-Racism Guide: Resources for Education and Activism” provides a list of national organizations | ucsd.libguides.com/antiracism/getinvolved

References

Scholastic. (2010, October 21). *Ruby Bridges remembers* [Video]. YouTube. | www.youtube.com/watch?v=5CgTYGI2mi8

University of California San Diego. (2022, September 14). *Anti-racism guide: Resources for education and activism*. University of California San Diego. | ucsd.libguides.com/antiracism

UNIT THREE, LESSON FIVE

Presenting Our Learning and Taking Action

Grade Level: Three

Subjects: Language Arts & Social Studies

Suggested Length: 5+ days (45-minute sessions per day)

Lesson Overview

In this lesson, students present to their peers what they learned about activism to combat racism and racial bias. Using their interview and research, students take on the role of activists within their classroom and school community by informing others about local community-based organizations (CBOs). Through this demonstration of activism, students encourage their peers to become activists who work for racial justice.

Content Objectives

Students will be able to do the following:

- Synthesize information from their interviews and other activities to create a presentation for their peers that encourages them to become activists.
- Explain the impact of an injustice in their community.
- Exercise their civic voice and responsibility by raising awareness of injustice and how the community might make positive change.

Language Objectives

Students will be able to do the following:

- Orally explain activism and racism in their own words and by using other visual and written formats.

Essential Questions

- How can we become activists ourselves?
- How can we share with others that we've learned about activism and racism?

Instructional Resources and Materials

- Poster board
- Markers
- Chromebooks (with Google Suite access)
- Flipgrid or other recording platform
- Notes from interviews and research (“Unit 3 Lesson 4 Summary Sheet”)
- *Change Sings: A Children’s Anthem*, by Amanda Gorman
- “Amanda Gorman | Change Sings” video | www.youtube.com/watch?v=M00O9FSYk8
- Short presentations from CBOs (this can be information on a Google slide or a short video if the CBO has one)
- What Are Activists? Summary Sheet 1
- What Is Racism? Summary Sheet 2
- How Can We Be Activists? Summary Sheet 3
- CBO Interview Summary Sheet 4
- Materials to make bookmarks
- “What a Little Girl is Teaching the World about Racism” video | www.liherald.com/stories/what-a-little-girl-is-teaching-the-world-about-racism,125677
- “I Am, Because You Are” video | phillychildrensmovement.org/2015/11/i-am-because-you-are

Vocabulary/Conceptual Development

Activist: A person who organizes and takes action to bring about change in society.

Injustice: a situation in which a person or a group of people are treated unfairly, ignored, or disrespected, and/or where a person is discriminated against based on their identity or membership in a particular group.

Oppression: When a person or group of people who have power use their power in a way that is unfair or cruel to others.

Equality: The right of every individual to equal treatment and opportunities regardless of factors like gender, race, and social position.

Stereotypes: A fixed and oversimplified idea about a group of people based on some feature of that group (skin color, gender, height, etc.) that is often untrue or only partly true.

Centering Student, Family, and Community Knowledge and Experiences

In this culminating activity, students take what they've learned throughout the unit and share their knowledge and experiences with their communities. Students have a voice in choosing the language and medium in which they present their work. Teachers should consider how they honor community knowledge and use these presentations to communicate and celebrate the expertise in the local community.

Potential Challenges

Students may need extra reminders and ways of understanding that activists are more than just community helpers. “Activist,” “organizer,” and “volunteer” are all terms that can be very different, but also have overlapping definitions. A Venn diagram might help students distinguish the differences between these terms.

Not all CBOs work toward activism; some address an injustice through a charity or service lens and not by addressing policy. When teachers select the organizations, it is important to identify those that have some goals for changing systems or structural injustices. For example, some organizations provide a charitable service (e.g., food banks) and do not work to change the system that creates food insecurity. Other organizations work on issues like wages and food availability, which are more focused on policy or structural change.

In addition, teachers should make sure students understand the following conceptual issues:

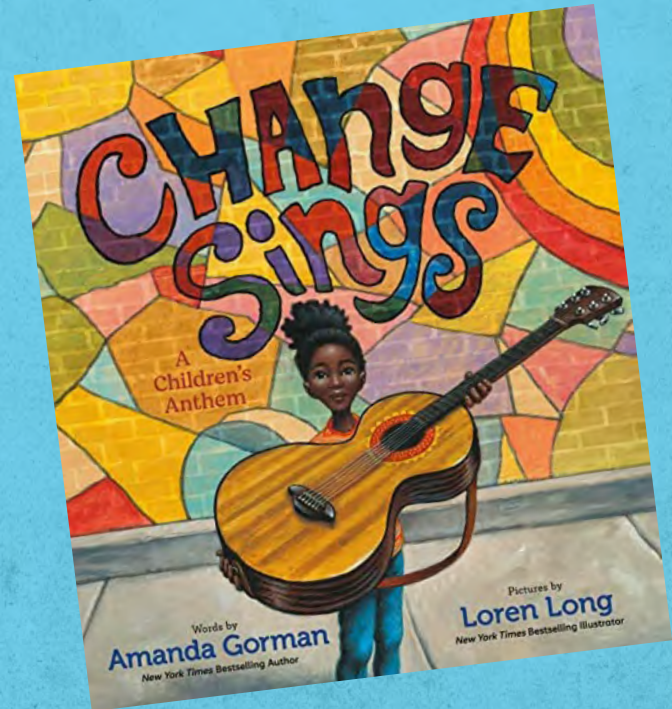
- It takes many people to bring about change.
- Activism serves to address an injustice.
- There are many different types of injustice.
- Change does not happen quickly.

Lesson Procedures

Introduction

Begin the lesson by sharing the “What a Little Girl is Teaching the World about Racism” video. Ask students the following questions:

- *What is this child chanting?*
- *What does it mean?*
- *Why is she chanting?*
- *How can we get the entire school interested in all that we have learned about racism and our local community organizations?*
- *What have you learned about racism?*
- *Why do you think it’s important to take action about racism?*



Explain that the students in the classroom can be activists themselves, sharing what they’ve learned with the school community. Let students know that they will be planning a way to share what they have learned with the school at a possible assembly. (See notes near the end of the lesson plan.)

Read aloud *Change Sings*, by Amanda Gorman, or watch the “Amanda Gorman | Change Sings” video as inspiration. Explain to students that the text will become a key part of their work.

Each one of you has the ability to make a difference. As I read Change Sings, pay attention to the words and pictures for ways you can change the world. I hope it inspires you to know that all of us have the power to change the world.

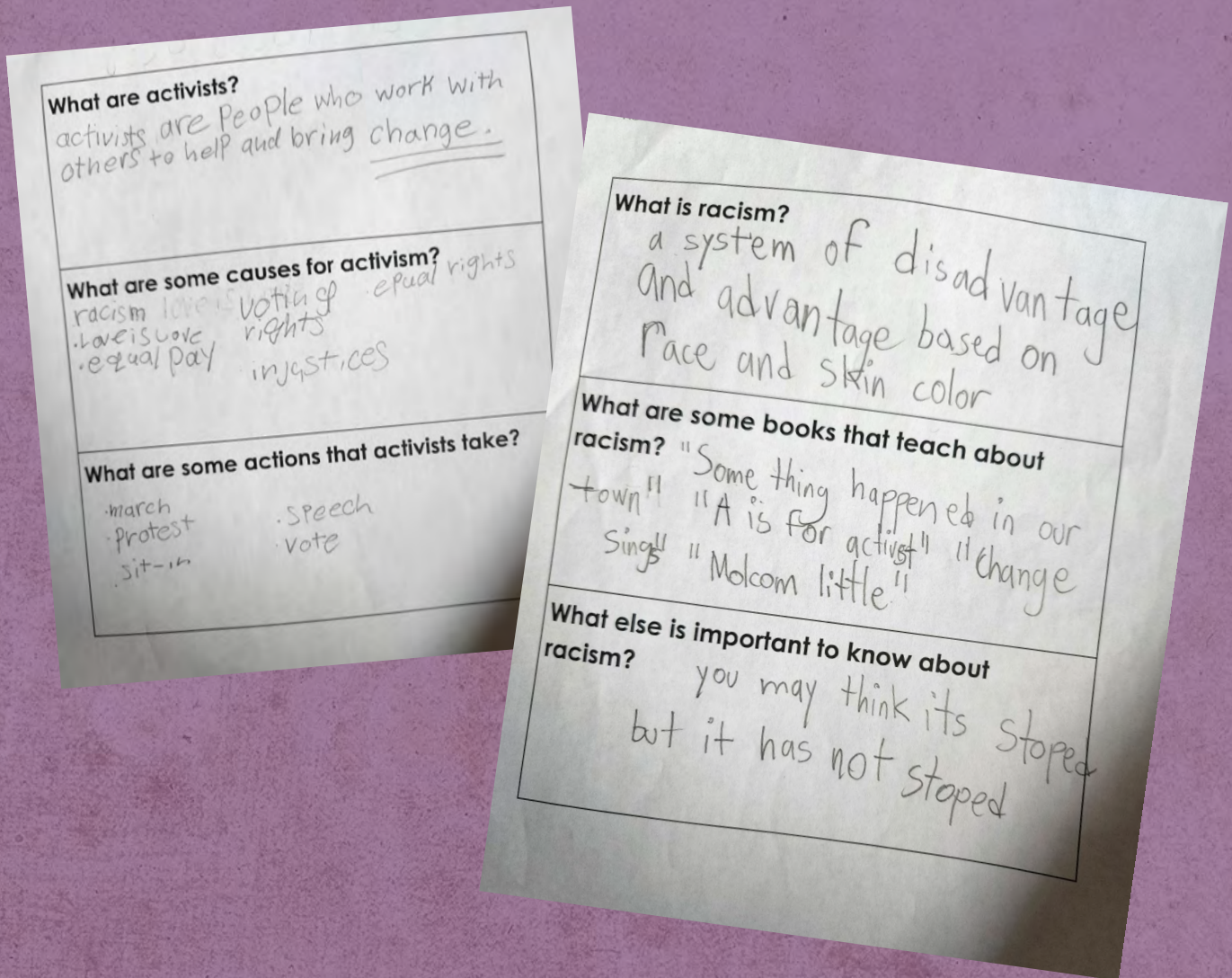
Brainstorm Activist Actions

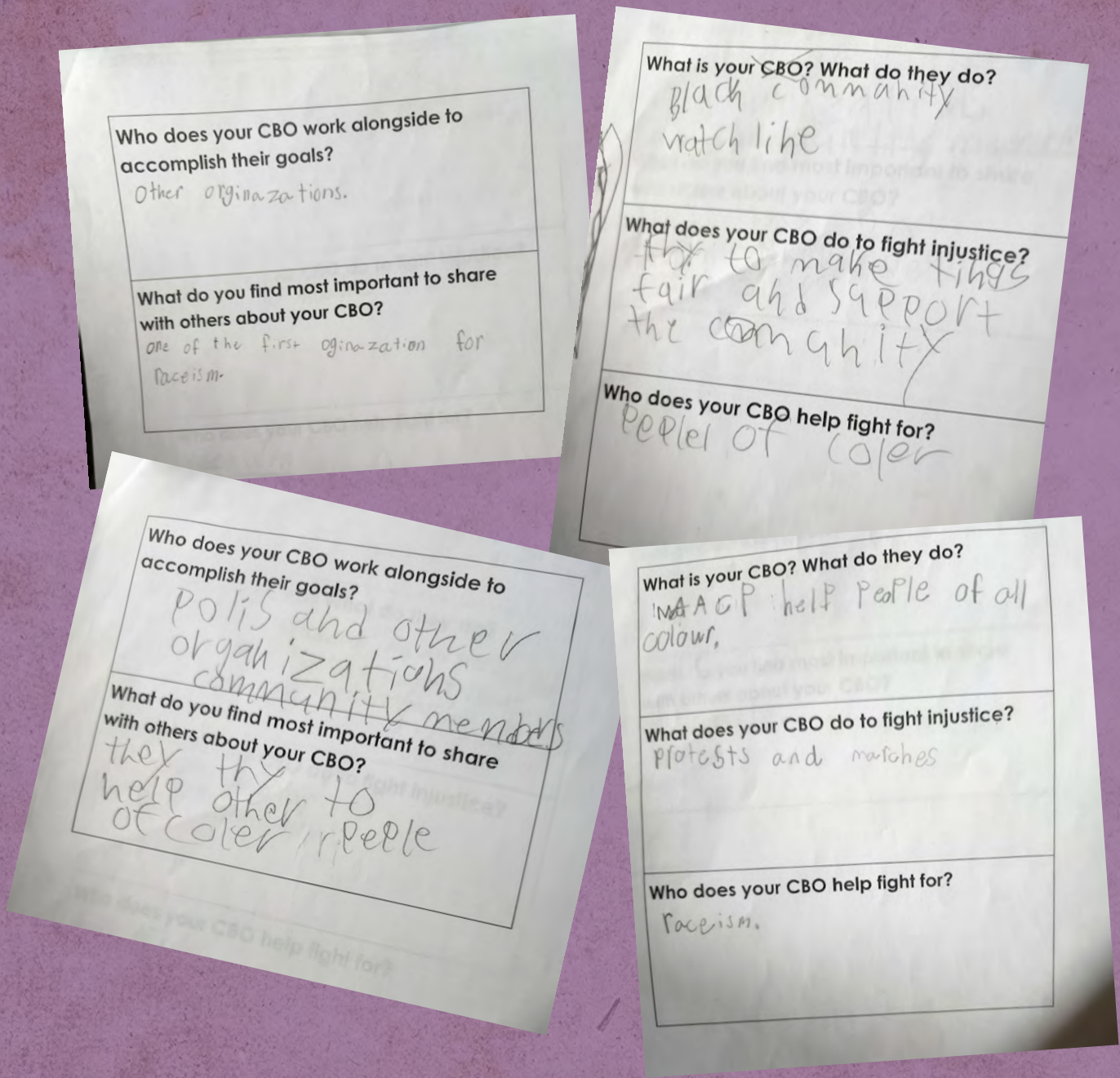
Have students brainstorm what they've learned and want to share with their peers. One suggested way to organize their shared learning is to group students into five themes:

- Activism
- Racism
- CBO Interview 1
- CBO Interview 2
- Taking Action Ourselves

Students can use the "Summary Sheets" to summarize what they've learned. See the Instructional Resources and Materials section for separate Summary Sheets.

See the following examples of completed student Summary Sheets:





Now that we've learned and want to share with others, how can we share this information with our school community?

Together each group of students will create a short summary of what they learned and a way to visually share this information at a schoolwide assembly or other public venue. For example, they can invite another class into their classroom. Students should be encouraged to use Google Slides, Flipgrid, video, skits, etc., to share their information.

Unit Three, Lesson Five

What Are Activists? Summary Sheet 1

Name _____

What are activists?

What are some causes for activism?

What are some actions that activists take?

Unit Three, Lesson Five

What Is Racism? Summary Sheet 2

Name _____

What is racism?

What are some books that teach about racism?

What else is important to know about racism?

Unit Three, Lesson Five

How Can We Be Activists? Summary Sheet 3

Name _____

How can we be activists?

Design a bookmark in the rectangle below that we can share with other 3rd graders to inspire activism:

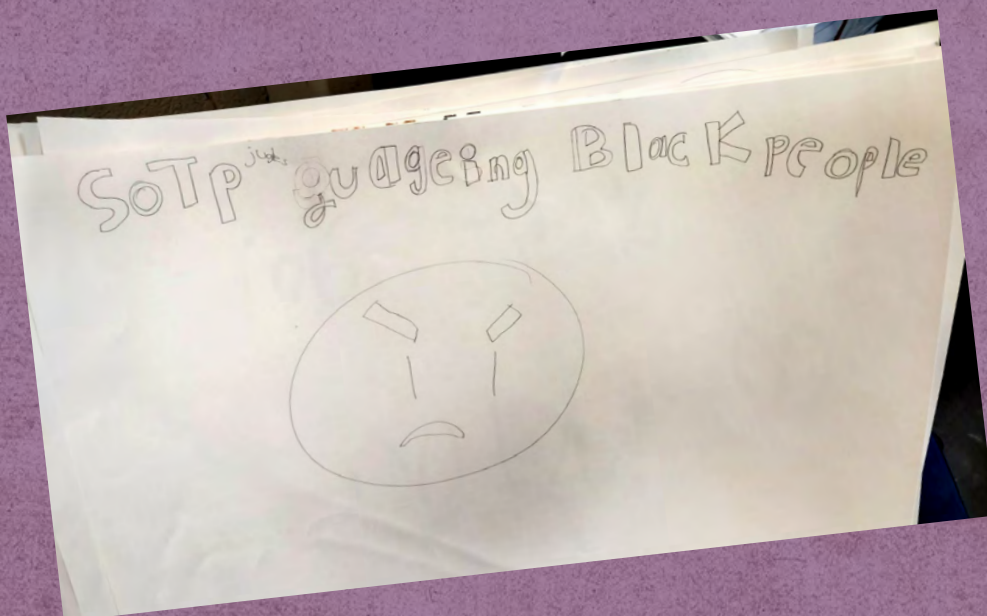
What else is important to know about taking action?

Activist Materials Creation

Each group of students will create definitions, examples, and visuals (pictures, words, picket signs) to share what they learned about racism.

Teachers can refer back to previous read-alouds from the “CEAR Unit 3 Suggested Read-Alouds” (see Lesson 1) if students need examples of picket signs, protests, etc., for visual supports.

See the following examples of student-created protest signs:



Bookmark Creation

Lastly, each student creates a bookmark to share ideas about how all students in the school can become activists. For example, students can protest to raise public awareness about an issue, distribute a survey, raise money, write a letter to public officials, create community service opportunities, or get the press involved.

Copy the bookmarks, which may be distributed to the peers who attend the presentations as a reminder of how students can be activists.

Closure

Have students practice closing their presentation with readings from portions of the “Amanda Gorman | Change Sings” video and the motions and words of the “I Am, Because You Are” video affirmation from Philly Children’s Movement. Students will do the reading and affirmation performance to close the assembly or presentation.

Assessment

For a summative assessment, students will work together in small groups to create definitions, examples, and visuals to share what they learned about anti-racist activism through a presentation. Formative assessment or evidence of student

understanding includes the definition/examples/visuals/presentation that reflect students' conceptual understanding about racism and activism and represent the information they learned from local community activists/experts.

Alignment to Standards

New Jersey Student Learning Standards for English Language Arts

SL.3.4: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

RI.3.1: Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

New Jersey Student Learning Standards for Social Studies

6.1.4.A.10: Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.

6.1.4.A.11: Explain how the fundamental rights of the individual and the common good of the country depend upon all citizens exercising their civic responsibilities at the community, state, national, and global levels.

6.1.4.A.12: Explain the process of creating change on a local, state, and national level.

World-Class Instructional Design and Assessment (WIDA) English Language Development

Standard 1: English language learners communicate for Social and Instructional purposes within the school setting.

Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.

Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.

Resources for Building Background

Before the unit begins, it is important that your students have a strong classroom community where each learner feels safe and able to speak their mind. Educator Jazz Rollins provides printables to support a welcoming classroom community through affirming classroom norms and principles.

Rollins, J. (2022). Teacher Freebies. Jazzrollins.com.
| www.jazzrollins.com

It is critical that as many books on the “CEAR Unit 3 Suggested Read-Alouds” list (or books with similar themes) are read prior to teaching this unit.

Extensions (Optional)

Students write thank you letters and make gifts for CBO representatives and, if possible, an invitation to a schoolwide assembly.

Notes

If an assembly is not possible, the teacher may support students in finding ways to digitally share their work to the school community. Work can be shared via Zoom, Google Meet, recorded videos, or other formats, such as inviting other classes or community members into the classroom.

References

- Brinton, S. (2020, June 5). What a little girl is teaching the world about racism. L.I. Herald.
| www.liherald.com/stories/what-a-little-girl-is-teaching-the-world-about-racism,125677
- Gorman, A. (2021). Change sings: A children’s anthem. Viking Books for Young Readers. Jbtemple.
Philly Children’s Movement. (2015, November 6). I am, because you are [Video]. Philly
Children’s Movement. YouTube. | phillychildrensmovement.org/2015/11/i-am-because-you-are
- Penguin Kids. (2021, January 26). Amanda Gorman | Change sings picture book [Video]. YouTube.
| www.youtube.com/watch?v=M00O9FSYk8

UNIT FOUR

The Power of Music for Social Movements



UNIT FOUR

The Power of Music for Social Movements

Grade Level: 3-5

Subjects: Music

Suggested Length: : 6-7 Days (45- to 60-minute lessons per day)

Unit Summary

This unit introduces students to songs that bring awareness to injustices and call for collective action. Through a series of lessons, they consider how music is uniquely effective in spreading messages and helping us organize collective action to address injustices in our communities.

Three examples of activist music are introduced from different social movements. Students listen to several examples of activist music and describe their emotions and thoughts. Through this experience, they begin to develop an understanding of how music is an effective tool for bringing awareness to injustices and encouraging collective action.

Students analyze activist songs with a particular focus on their expressive qualities (mood, tempo, instruments used, lyrics) to better understand the intent of the song. They also build an understanding of what constitutes an injustice (as compared to something they simply do not like) and identify injustices in their classroom, school, and/or community. Finally, students work with a small group to modify the lyrics to a selected song in order to communicate an injustice upon which they wish to take action.



Community-Engaged Anti-Racist (CEAR) Principles in Unit Four

Principle 2: Centers Student, Family, and Community Knowledge, Perspectives and Experiences

After exploring examples of activist music from several social movements, students identify injustices within their classroom, school, and/or communities.

Principle 3: Welcomes and Expands Students' Linguistic Resources

This unit includes language supports and encourages students to use their full linguistic repertoires. Additionally, at least one of the songs is offered in a language represented in the classroom community. Students are encouraged to write their lyrics in English and the home languages of students within their small group.

Principle 7: Cultivates and Celebrates Joy

Through the selection of songs using the *Selecting Visual and Performing Arts Media Reflection Tool*, students engage with songs that celebrate joy, empowerment, and taking action.

Principle 8: Engages Students in Resistance and Action

Students see music as a tool for resisting inequities and taking action by exposing themselves to and analyzing activist music, identifying inequities in their own community, and writing lyrics to raise awareness and take action.

CEAR Practices

Varied Media and Texts: The music selected represents different social movements, styles of music, and linguistic and cultural backgrounds.

Varied Forms of Expression: Students listen to music, respond to it, and create their own lyrics.

Small-Group/Partner Work: Students work in partners or small groups during lessons to complete tasks and ultimately create their activist song.

Critical Literacy: Students discuss how we define injustice and how it is different from something we may not like. Issues of power and privilege and historical contexts are explored.

Historical Connections to the Present: Students begin to explore historical connections to the songs selected from different social movements (Civil Rights, Chicano Movement and United Farm Workers, and Standing Rock).

Language Objectives for Each Lesson: Language objectives are included in each lesson plan.

Planning Using Backwards Mapping: This unit was planned using backwards design.



Content Objectives

Students will be able to do the following:

- Describe their thoughts and emotions when listening to activist music. (Lesson 1)
- Identify ways in which music uniquely spreads messages and inspires listeners to organize collective action. (Lesson 1)
- Analyze the expressive qualities (mood, tempo, instruments used, lyrics) of a selected song. (Lesson 2)
- Identify the injustice(s) the songwriter is communicating through musical expression. (Lesson 2)
- Distinguish an injustice from something we just may not like and identify specific characteristics of injustices. (Lesson 3)
- Identify injustices within our classroom, school, and/or local communities. (Lessons 3)
- Rewrite two to three verses to “A Change Is Gonna Come” by Sam Cooke to address a local injustice collectively selected by their group. (Lesson 4)
- Use a preparation checklist to develop original verses to go along with the recording. (Lesson 4)
- Rehearse to prepare their original verses for performance. (Lesson 4)
- Perform self-written verses to “A Change Is Gonna Come.” (Lesson 5)
- Discuss factors that influence how audiences respond to protest songs. (Lesson 5)

Language Objectives

Students will be able to do the following:

- Describe their emotions in response to the examples of activist music using feeling words (happy, angry, energized, etc.) and/or words to convey physical sensations (relaxed, tense, etc.) from a classroom-generated list. (My body felt_____. The song made me feel_____). (Lesson 1)
- Interpret the context of the song by responding to W questions (who, what, etc.) with the support of a *Question Words* chart. (Lesson 1)
- Interpret the meaning of the lyrics of activist songs by responding to W questions (who, what, etc.) with the support of a *Question Words* chart. (Lesson 2)
- Identify and describe injustices going on in their classroom, school, and/or the community by responding appropriately to question words (e.g., who does this affect, how does it affect people, why is it happening) with the support of a *Question Words* chart. (Lesson 3)
- Utilize full linguistics resources to include multiple languages in the writing of original lyrics to express advocacy for social change. (Lesson 4)
- Provide specific qualitative feedback to peers about their performances using sentence frames. (Lesson 5)

Essential Questions

- How can music be used as a tool for communicating messages and bringing people together for collective action? (Lesson 1)
- What is the relationship between music and the daily experiences of people in our communities? (Lesson 1)
- How do the elements of music (mood, tempo, instruments used, lyrics) inform our understanding of the meaning of a song? (Lesson 2)
- How do we interpret the meaning of lyrics in activist music? (Lesson 2)
- What is the difference between an injustice and something we simply do not like? (Lesson 3)
- What injustices exist within our classroom, school, and/or community? (Lesson 3)
- What do we need to learn about injustices in our classroom, school, and/or local community to write lyrics to existing activist music? (Lesson 4)
- What do we need to consider when writing new lyrics for an existing song? (Lesson 4)
- How do we know when a performance is ready to present? (Lesson 4)
- What factors influence how audiences respond to activist music? (Lesson 5)

Centering Student, Family, and Community Knowledge and Experiences

Teachers are encouraged to use the *Selecting Visual and Performing Arts Media Reflection Tool* to make choices about media and facilitate conversations about injustices that are historically and culturally responsive to students' backgrounds and experiences.

Each lesson includes reflection questions to support teachers in learning from and with

their students as they consider various injustices in activist music, identify injustices in our communities, and examine how activist music is used as a tool to encourage collective action.

Students have the opportunity to explore, write, sing about, and propose a solution to an injustice they identify in their community.

Vocabulary/Conceptual Development

Vocabulary is introduced and practiced through group discussion and connecting students to their own understanding of the words. In addition, and where applicable, more technical definitions will be provided. Students will learn the following vocabulary terms:

Unit Vocabulary

- Activist Music
- Collective Action
- Injustice
- Lyrics
- Mood
- Refrain
- Social Movement
- Stanza
- Syllabic Meter
- Tempo
- Verse



Sam Cooke (Source: *Wikimedia Commons*)

Lessons Overview

Lesson 1: The Power of Music for Social Movements

Visual and/or performing arts can be used to amplify messages about injustices and promote collective action. In this lesson, students listen to an example of activist music and describe their emotions and thoughts. Through this experience, they begin to develop an understanding of how music can be used as an effective tool to bring awareness to injustices and encourage collective action.

Lesson 2: The Meaning of the Music: Analyzing Activist Music

Many examples of activist music raise awareness of an injustice and create opportunities for resistance and collective action within communities. In this lesson, students use “A Change Is Gonna Come,” introduced in Lesson 1, and a new song, “No nos moverán,” to analyze the expressive quality of songs (mood, tempo, instruments used, lyrics) to better understand the intent of activist music as well as begin to identify the injustice(s) addressed within the songs.

Lesson 3: Injustices: A Closer Look

In this lesson, students discern between an injustice and something they simply do not like. They use

music and personal examples to collectively identify injustices in their school and local communities. In small groups, students brainstorm injustices that they can identify in their classroom, school, and/or community.

Lesson 4: “A Change Is Gonna Come”: Writing Our Own Lyrics

Students work in small groups to write new verses to Sam Cooke’s song “A Change Is Gonna Come” that will address classroom, school, and/or community injustices identified by the students. They will further explore the injustice, write the lyrics, and use a preparation checklist to prepare for their performance.

Lesson 5: “A Change Is Gonna Come”: Performing Our Songs

Students share and celebrate their new lyrics for “A Change Is Gonna Come.” Each group shares its verses by singing them for the class. Students give and receive feedback. Finally, the class sings the whole song together in a piece of activist performance art that represents the students’ concerns and hopes for their classroom, school, and/or local community.

Assessment

Formative assessment will include observations of student participation in whole- and small-group discussions; collectively completing lyrics analysis surveys; creating an *Identifying Injustices* chart; counting syllabic meter; responding to reflection questions; using the *Preparing for Our Performance Checklist*; and participating in peer review using the *Audience Response Form*.

The summative assessment will include the creation of new lyrics to a selected song using the *Preparing for Our Performance Checklist*. Based on the criteria on the performance rubric, students receive feedback on their lyrics and performance from the teacher.

Alignment to Standards

New Jersey Student Learning Standards for Visual and Performing Arts

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

1.3A.5.Pr5a: Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance.

1.3A.5.Pr5b: Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time.

1.3A.5.Pr4d: Explain how context (e.g., personal, social, cultural, historical) informs performances.

Anchor Standard 6: Conveying meaning through art.

1.3A.5.Pr6a: Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.

Anchor Standard 7: Perceiving and analyzing products.

1.3A.5.Re7b: Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (i.e., social, cultural, historical).

1.3A.5.Re9a: Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre, articulation) are used in performers' and personal interpretations to reflect expressive intent.

Anchor Standard 9: Interpreting intent and meaning.

1.3A.5.Re9a: Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre, articulation) are used in performers' and personal interpretations to reflect expressive intent.

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

1.3A.5.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

1.3A.5.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

New Jersey Student Learning Standards for English Language Arts

RI.4.1: Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RI.4.3: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

SL.4.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts building on others' ideas and expressing their own clearly.

A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

B. Follow agreed-upon rules for discussions and carry out assigned roles.

C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

New Jersey Student Learning Standards for Social Studies

6.1.4.A.3: Determine how "fairness," "equality," and the "common good" have influenced new laws and policies over time at the local and national levels of United States government.

6.1.4.A.9: The examination of individual experiences, historical narratives, and events promotes an understanding of individual and community responses to the violation of fundamental rights.

World-Class Instructional Design and Assessment (WIDA) English Language Development

Standard 1: English language learners communicate for Social and Instructional purposes within the school setting.

Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.

Core Instructional Resources and Materials

Texts

Smithsonian Folkways Recordings. (2005). *Rolas de aztlán: Songs of the chicano movement*.

Videos

Abramson, L. (n.d.). Meditation for kids – loose like spaghetti. [Video.] InsightTimer. | [insighttimer.com/lisaabramson/guided-meditations/loose-like-spaghetti-for-kids-and-young-children](https://www.insighttimer.com/lisaabramson/guided-meditations/loose-like-spaghetti-for-kids-and-young-children)

Cole, A. (Producer). (2019). Mindfulness. (Season 1, Episode No. 4.) [Series episode]. *The mind: Explained*. Netflix. | www.netflix.com/title/81098586

Cooke, S. (2016, January 22). *Sam cooke - a change is gonna come (official lyric video)*. YouTube. | www.youtube.com/watch?v=wEBlaMOmKV4

Crowder-Biearman, L. (n.d.). *Elevator breath*. [Video.] InsightTimer. | [insighttimer.com/mindfulleigh/guided-meditations/elevator-breath](https://www.insighttimer.com/mindfulleigh/guided-meditations/elevator-breath)

Fitzgerald, I. M. (n.d.). *Full body scan meditation for kids*. [Video.] InsightTimer. | [insighttimer.com/isabellemaryfitzgerald/guided-meditations/full-bodyscan-guided-meditation-for-children](https://www.insighttimer.com/isabellemaryfitzgerald/guided-meditations/full-bodyscan-guided-meditation-for-children)

GoNoodle. (2016, August 24). *Rainbow breath - learn to raise your energy: Meditation for kids: Breathing exercises*. [Video]. YouTube. | youtu.be/O29e4rRMv4

Zaragoza, R. (2017, October 31). *Raye zaragoza - in the river lyric* [Video.] YouTube. | youtu.be/1cloyBrCeil

Songs

Cooke, S. (1964). *A change is gonna come* [Song]. On *Ain't that good news*. RCA Victor Records.

La Rondalla Amerindia de Aztlán. (1974). *No nos moverán* [Song]. On *Rolas de aztlán: Songs of the chicano movement*. Smithsonian Folkways Recording.

Zaragoza, R. (2017). *Fight for you* [Song]. On *Fight for you*.

Additional Materials

- “A Change Is Gonna Come” PowerPoint
- “A Change Is Gonna Come” printable lyrics
- *Analyzing “A Change Is Gonna Come”* handout
- *Analyzing “No Nos Moverán”* handout
- *Audience Response Form* handout
- Audio devices to listen to “A Change Is Gonna Come” and “No Nos Moverán”
- Chart paper
- *Feedback Form for “A Change Is Gonna Come” Lyric Performance*
- “In the River” printable lyrics
- *Injustice Reflection Questions* handout
- Markers
- “No Nos Moverán” PowerPoint
- “No Nos Moverán” printable lyrics
- *Preparing for Our Performance Checklist*
- *Question Words*
- *Writing Our Own Lyrics* handout

Resources for Building Background

Highway Queens. (n.d.). *Album review: Raye zaragoza – fight for you.* | highwayqueens.com/2017/07/06/album-review-raye-zaragoza-fight-for-you

Ratcliffe, G. (2021, September 30). Raye zaragoza weaves indigenous and environmental activism into her music. *Broadview Magazine.* | broadview.org/raye-zaragoza-woman-in-color

Smithsonian Folkways Recordings. (n.d.). *Rolas de aztlán: Songs of the chicano movement.* | folkways.si.edu/rolas-de-aztlan-songs-of-the-chicano-movement/american-folk-latin/music/album/smithsonian

We shall not be moved/no nos moverán. (n.d.). Retrieved February 2, 2022 | faculty.trinity.edu/dspener/no-nos-moveran/home_english.html

Zaragoza, R. (n.d.). Raye Zaragoza. | www.rayezaragoza.com

Extensions or Follow-Up Activities

This unit could be incorporated into and/or partnered with social studies lessons. This would encourage students to develop an understanding of the historical context and the social movements that led to the composition of these songs.

Notes

In preparation for this unit, it would be helpful for students to have some familiarity with the featured songs. Prior to beginning the unit, consider finding opportunities for students to listen to and engage with the songs.

UNIT FOUR, LESSON ONE

The Power of Music for Social Movements

Grade Level: 3-5

Subjects: Music

Suggested Length: 1 day (45- to 60-minute session)

Lesson Overview

Visual and/or performing arts can be used to amplify messages about injustices and promote collective action. In this lesson, students listen to an example of activist music and describe their emotions and thoughts. Through this experience, they begin to develop an understanding of how music can be used as an effective tool to bring awareness to injustices and encourage collective action.

Content Objectives

Students will be able to do the following:

- Describe their thoughts and emotions when listening to activist music.
- Identify the ways in which music can uniquely spread messages and inspire listeners to organize collective action.

Language Objectives

Students will be able to do the following:

- Describe their emotions in response to the examples of activist music using feeling words (happy, angry, energized, etc.) and/or words to convey physical sensations (relaxed, tense, etc.) from a classroom-generated list. (My body felt_____. The song made me feel_____).
- Interpret the context of the song by responding to W questions (who, what, etc.) with the support of a *Question Words* chart.



Jimi Hendrix (Source: *Wikimedia Commons*)

Essential Questions

- How can music be used as a tool for communicating messages and bringing people together for collective action?
- What is the relationship between music and the daily experiences of people in our communities?

Instructional Resources and Materials

- Song 1: “A Change Is Gonna Come,” by Sam Cooke
- “A Change Is Gonna Come” video (with on-screen lyrics)
| www.youtube.com/watch?v=wEBlaMOmKV4
- “A Change Is Gonna Come” printable lyrics
- *Question Words* chart
- “A Change Is Gonna Come” PowerPoint

Vocabulary/Conceptual Development

Activist Music: Music that highlights an injustice and brings people together to take collective action to make the world a more fair place

Collective Action: An action taken together by a group of people whose goal is to improve their condition and achieve a common objective

Injustice: A situation in which a person or a group of people are treated unfairly, ignored, or disrespected, and/or where a person is discriminated against based on their identity or membership in a particular group

Social Movement: An effort by a large group of people to achieve a particular goal, usually a social or political one

Centering Student, Family, and Community Knowledge and Experiences

Consider these questions and the *Selecting Visual and Performing Arts Media Reflection Tool* to make choices about media and facilitate discussions about injustices that are historically and culturally responsive to students' backgrounds and experiences.

- What global and/or national issues might my students be connected to?
- What languages are represented in my classroom?
- What experiences do my students have with activism and/or activist music?
- Have they been to protests?

Potential Challenges

Exposure to and/or appreciation for activist music will vary. Consider potential biases and/or preconceived ideas held by all learning-community members (i.e., educators, students, families, etc.) about certain types of music (hip-hop, rap, rock, reggae, etc.) that do not create space for acceptance, counternarratives, and appreciation.

Lesson Procedures

Introduction

Welcome students around the circle and explain that they will listen to a song while attendance is taken. Today we will be participating in a mindful listening exercise.

When I call your name for attendance, please respond with one word that describes your emotions or physical sensations after listening to the music.

Turn the classroom lights off. Then, invite students to lie on their backs with their eyes closed. Ask them to observe how their bodies feel prior to listening. Now, play a recording of “A Change Is Gonna Come.” While the music plays, use the following questions to invite student description:

- *How does your body feel as you listen to the music?*
- *What emotions do you feel?*
- *What images appear in your mind? OR What do you “see” as you listen?*

Use the following sentence frames as needed for support:

- **My body felt _____.**
- **The song made me feel _____.**

Introduce activist music to the students.

This song is an example of activist music. What is activist music? Does anyone have examples of activist music?

Possible student responses may include the following:

- **“Music that is about something important.”**
- **“Music that brings people together to accomplish something,” etc.**

Record the students’ ideas as well as the teacher-guided ones below on an anchor chart for later reference as a support for students. This conceptual understanding is key to the unit.

Invite students to define activist music.

Let’s use these ideas to define activist music as music that highlights an injustice and brings people together to take collective action to make the world a more fair place. Activist music has helped to enact meaningful change in various ways around the world.

Usually, activist music is connected to a social movement, an effort by a large group of people to achieve a particular goal, usually a social or political one.

Introduce the learning activity to students

Today we are going to listen to an activist song and consider why music is such an effective way of bringing people together to take collective action.

A Closer Look

Ask students to discuss music as a tool for awareness.

Let's talk about how music is a powerful tool for bringing awareness to injustices and encouraging collective action.

Place students into pairs or small groups and ask them to review the lyrics from “A Change Is Gonna Come” and use the following questions to discuss the ways in which the music/lyrics help amplify the activist message:

- *Imagine that you're a live-streamer on Twitch or YouTube. You've noticed an injustice in your community, and you want to tell your followers about it so they can help you make a change. What might be different if you also wrote a song about it?*
- *What is unique or special about music as a delivery method?*
- *How does music help improve the way that a message is communicated?*

Exploring the Context

Review question words using the *Question Words* chart if needed. Add additional languages spoken in your classroom to the chart. As you review the question words and questions for Lesson 1, encourage the use of students' full linguistic resources and write translations to support comprehension. As you move through the unit, consider adding additional questions that are used throughout the lessons and/or generated by students.

Use the “A Change Is Gonna Come” PowerPoint to facilitate a discussion using the questions and notes on the slides to support students' understanding of the relationship between music and the daily experiences of people in our communities. Reference the *Question Words* chart as needed.

Closure

Explain to students that they will be learning more about activist music.

Over the next four lessons, we will learn more about activist music and practice writing our own activist lyrics. Next lesson, we'll take a closer look at two activist songs and analyze their lyrics, tempo, mood, and instruments used.

Can you name any songs that share a message about bringing people together to make a change or raising awareness about an injustice in the community?

Share your answers on Google Classroom, and we'll share your responses with the class next lesson.

10 songs for social change

- Blowin' in the Wind – Bob Dylan. ...
- Fight The Power – Public Enemy. ...
- Strange Fruit – Billie Holiday. ...
- A Change is Gonna Come – Sam Cooke. ...
- Imagine – John Lennon. ...
- Redemption Song – Bob Marley. ...
- Man in the Mirror – Michael Jackson. ...
- One – U2.



Amnesty International

<https://www.amnesty.org.au> › What's new

10 songs for social change - Amnesty International

Assessment

Through whole- and small-group discussions, students describe their emotions and thoughts while listening to activist music. They share responses and

questions generated when exploring how music can be used as a tool to increase awareness of an injustice and taking collective action.

Alignment to Standards

New Jersey Student Learning Standards for Visual and Performing Arts

Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

1.3A.5.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

New Jersey Student Learning Standards for Social Studies

SS 6.1.4.A.9: The examination of individual experiences, historical narratives, and events promotes an understanding of individual and community responses to the violation of fundamental rights.

World-Class Instructional Design and Assessment (WIDA) English Language Development

Standard 1: English language learners communicate for social and instructional purposes within the school setting.

Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of social studies.

Resources for Building Background

Selecting Visual and Performing Arts Media Reflection Tool

To support New Jersey visual and performing arts educators in selecting media that align to Community-Engaged Anti-Racist Principles and Practices and demonstrate the arts as a tool for change, please use this reflection tool. For media selections in which you answered no to any of these questions, consider how you will facilitate conversations with students that encourage critical thinking and the acknowledgment of these limitations.

Extensions (Optional)

This lesson (and the unit more broadly) could be incorporated into and/or partnered with social studies lessons. This would encourage students to develop an understanding of the historical context and social movements that led to the composition of activist songs.

Notes

This unit uses songs chosen by the curriculum developers. However, we encourage educators to use the Selecting Visual and Performing Arts Media Reflection Tool to consider the selection of songs that align with student interest and/or content standards.

References

- Cooke, S. (1964). A change is gonna come [Song]. On *Ain't that good news*. RCA Victor Records.
- Cooke, S. (2016, January 22). *Sam cooke - a change is gonna come* (official lyric video). YouTube.
| www.youtube.com/watch?v=wEBlaMOMKV4

Community-Engaged Anti-Racist (CEAR) Education Project

Selecting Visual and Performing Arts Media

Reflection Tool

The Arts as Communication

- Does the media include unique symbol systems and metaphors that convey and inform life experience?
- Does the media include multiple language options that are spoken/written by native speakers?
- Does the media include diverse representation of race, ethnicity, national origin, culture, language, gender identity, biological gender, gender expression, age, social classes, physical features, sexual orientation, and ability, reflecting today's diverse families?

The Arts as Creative Personal Realization

- Does the media highlight performers/presenters/producers and audience members demonstrating their creative capacity as a lifelong satisfaction?
- Is the media being performed or shared by the original creators? If not, do the performers or platforms have permissions or rights to perform or share?

The Arts as Culture, History, and Connectors

- Does the media highlight individuals and communities expressing their ideas, experiences, feelings, and deepest beliefs and insights into their own culture and society?
- Does the media challenge white supremacy and multiple forms of oppression and provide historical, social, and cultural context from a critical perspective?
- Does the media demonstrate relationships between music and the other arts, other disciplines, varied contexts, and daily life?

The Arts as Means to Well-Being

- Does the media include creators, performers/presenters/producers, and audience members (responders) taking action on issues that improve mental, physical, and emotional well-being?
- Does the media challenge dominant narratives and/or stereotypical representations of individuals or communities?
- Does the media create opportunities to share joy in people's stories and experiences instead of focusing solely on pain and suffering?

The Arts as Community Engagement

- Does the material selected demonstrate individuals collaborating and connecting with others on issues of importance?
- Does the media include a call to action and/or challenge an intended audience to take action?

The Community-Engaged Anti-Racist (CEAR) Visual and Performing Arts Media Reflection Tool was adapted from the National Core Arts Standards, 2020 New Jersey Student Learning Standards—Visual and Performing Arts, and Kids' Inclusive and Diverse Media Action Project. It was created as part of the Rutgers Graduate School of Education CEAR Education Project.

Haines, C., Mills, J. E., Kaldor, T., Clark, K., Donohue, C., Buckleitner, W., Christner, C., Grabarek, D., & Nemeth, K. (n.d.). *The DIG checklist for inclusive high-quality children's media*. Kids' Inclusive and Diverse Media Action Project. <https://www.joinkidmap.org/digchecklist>

National Coalition for Core Arts Standards. (2014). National core arts standards: Dance, grades pre-k to 12. National Coalition for Core Arts Standards.

New Jersey Department of Education. (2020, June). 2020 new jersey student learning standards —Visual and performing arts introduction. New Jersey Department of Education.

“A Change Is Gonna Come”

Written and Performed by Sam Cooke

From *Ain't That Good News*, 1964

I was born by the river,
In a little tent
Oh, and just like the river,
I've been running ever since.

It's been a long, a long time coming,
but I know, oh-oo-oh,
A change gonna come,
Oh, yes it will.

It's been too hard living
But I'm afraid to die
'Cause I don't know what's up there
Beyond the sky

It's been a long, a long time coming,
but I know, oh-oo-oh,
A change gonna come,
Oh, yes it will.

I go to the movie
And I go downtown.
Somebody keep telling me
don't hang around.

It's been a long, a long time coming,
but I know, oh-oo-oh,
A change gonna come,
Oh, yes it will.

Then I go to my brother
And I say, brother, help me please
But he winds up knockin' me
Back down on my knees

Oh, there been times that I thought
I couldn't last for long
But now I think I'm able, to carry on.

It's been a long
A long time coming
But I know, oh-oo-oh, a change gonna come
Oh, yes it will.

Question Words

What? ¿Qué?	Who? ¿Quién?	How? ¿Cómo?	When? ¿Cuándo?	Why? ¿Por qué?
Lesson 1 What is the Civil Rights Movement? What is racial segregation? What is racism?	Lesson 1 Who is Sam Cooke?	Lesson 1 How did segregation affect Sam Cooke?	Lesson 1 When did Sam Cooke write “A Change Is Gonna Come”?	
Lesson 2 What do you see? What are they doing? What is a strike?	Lesson 2 Who do you see?		Lesson 2 When have people sung “No Nos Moverán”?	Lesson 2 Why do people continue to sing this song?
Lesson 3 What makes something an injustice? What is the history of this injustice?	Lesson 3 Who does this injustice affect?	Lesson 3 How does this injustice impact people or groups of people differently?		Lesson 3 Why hasn't it changed? Why does this injustice impact some people but not everyone?

UNIT FOUR, LESSON TWO

The Meaning of the Music: Analyzing Activist Music

Grade Level: 3–5

Subject: Music

Suggested Length: 1 day (45- to 60-minute session)

Lesson Overview

Many examples of activist music raise awareness of an injustice and create opportunities for resistance and collective action within communities. In this lesson, students use “A Change Is Gonna Come,” introduced in Lesson 1, and a new song, “No Nos Moverán,” to analyze the expressive quality of songs (mood, tempo, instruments used, lyrics) to better understand the intent of activist music as well as begin to identify the injustices addressed within the songs.

Content Objectives

Students will be able to do the following:

- Analyze the expressive qualities (mood, tempo, instruments used, lyrics) of a selected song.
- Identify the injustices the songwriter is communicating through musical expression.

Language Objectives

Students will be able to interpret the meaning of the lyrics of activist songs by responding to W questions (who, what, etc.) with the support of a Question Words chart (see Lesson 1).

Essential Questions

- How do the elements of music (mood, tempo, instruments used, lyrics) inform our understanding of the meaning of a song?
- How do we interpret the meaning of lyrics in activist music?

Instructional Resources and Materials

- Song 1: “A Change Is Gonna Come,” by Sam Cooke (from Lesson 1) video | www.youtube.com/watch?v=wEBlaMOmKV4
- “A Change Is Gonna Come” printable lyrics (from Lesson 1)
- Song 2: “No Nos Moverán,” popularized by El Teatro Campesino and performed in this recording by La Rondalla Amerindia de Aztlán video | folkways.si.edu/rolas-de-aztlan-songs-of-the-chicano-movement/american-folk-latin/music/album/smithsonian
- “No Nos Moverán” printable lyrics
- Question Words chart (from Lesson 1)
- “No Nos Moverán” PowerPoint
- Analyzing “No Nos Moverán” handout (Projected and/or copies for all students.)
- Analyzing “A Change Is Gonna Come” handout (Copies for all students.)
- Pencil/clipboard or marker/whiteboard
- Audio devices to listen to “A Change Is Gonna Come” and “No Nos Moverán” in small groups

Vocabulary/Conceptual Development

Injustice: A situation in which a person or a group of people are treated unfairly, ignored, or disrespected, and/or where a person is discriminated against based on their identity or membership in a particular group.

Lyrics: The words of a song.

Mood: The emotional feeling of a song (hopeful, happy, sad, stressful, peaceful).

Tempo: The speed of music (presto–fast, andante–medium, adagio–slow).

Andante grazioso (♩ = 120)

(Source: Wikimedia Commons)

Centering Student, Family, and Community Knowledge and Experiences

Consider these questions and the *Selecting Visual and Performing Arts Media Reflection Tool* in making choices about media and discussions about injustices that are historically and culturally responsive to students' backgrounds and experiences.

- What music do my students listen to, and how might there be connections to activist music?
- Are the songs that I am choosing for this lesson and unit utilizing my students' languages?

Potential Challenges

As students listen to a song in Spanish and English, be prepared to facilitate important conversations that highlight multilingual music and connect it, if possible, to the multilingual classroom community. When prompted in future lessons, students will write their own lyrics in languages represented in their groups.



Lizzo (Source: *Wikimedia Commons*)

Lesson Procedures

Introduction

As students enter the classroom, play “A Change Is Gonna Come.”

Welcome students and encourage them to make connections to the previous lesson. Reference the chart, if one was created, from the previous lesson.

What did we talk about in the last lesson?

Sample responses may include the following:

- “We listened to activist music”
- “We talked about how it made us feel,” etc.

Prompt students to reflect on the last lesson.

Yes, we listened to an example of activist music and talked about why music is such an effective way of bringing people together to take collective action. Did anyone think of songs that share a message about bringing people together to make a change or raising awareness about an issue in the community?

Explain to students what will happen during the lesson.

Today we are going to dig deeper into another song and focus on specific elements so we can understand the meaning of activist songs.

Before we can start analyzing the lyrics of an activist song, there are some words we need to be familiar with when talking about music. What are some of the elements that make up a song?

Sample responses may include “words or lyrics,” “instruments,” “tone,” or “tempo.”

Explain the importance of these elements.

Yes, all of these help us as listeners understand the intent and meaning of the song.

Song Analysis (Whole Group)

Introduce the activity.

Let's begin with a new song, "No Nos Moverán." Listen to the song and look at the lyrics.

Play the song with English/Spanish lyrics showing.

What do you notice about the song?

Sample responses may include the following statements:

- "It is in another language" (Spanish).
- "It is more upbeat and faster than 'A Change Is Gonna Come.'"
- "It has a variety of instruments."

What languages do you or people you know listen to music in?

Allow time for students to share their responses.

Introduce the background of the song.

Let's learn more about the context of where and when "No Nos Moverán" was sung.

Use the "No Nos Moverán" PowerPoint to facilitate a discussion using the questions and notes on the slides to support students' understanding of the relationship between music and the daily experiences of people in communities. Refer to the *Question Words chart* as needed (see Lesson 1).

Introduce the next activity.

Now that we explored a little bit about "No Nos Moverán" we will practice analyzing the lyrics for this song together.

Distribute the *Analyzing "No Nos Moverán"* handout and/or project it so all students can see it. Use this to support a whole-class discussion that can serve as a model for what students will do in their small groups for "A Change Is Gonna Come." The handout consists of open-ended questions with multiple possible responses.

As students answer the questions, use the responses to learn about their experience of the music and understanding of injustices to assess their relationship to the topic. (For example, if they can't identify the injustice, be prepared to use the resources provided below in "Resources for Building Background.")

While facilitating this discussion, use the following formal definitions to connect to students' informal definitions of the following vocabulary words from *Analyzing "No Nos Moverán"*:

- **Tempo:** The speed of music (presto–fast, andante–medium, adagio–slow).
- **Mood:** The emotional feeling of a song (hopeful, happy, sad, stressful, peaceful).
- **Lyrics:** The words of a song.
- **Injustice:** A situation in which a person or group of people are treated unfairly, ignored, or disrespected and/or where a person is discriminated against based on their identity or membership in a particular group.

Chart students' responses and include translations, as needed, for most common home languages to support comprehension.

Song Analysis (Small Groups)

Form small groups of 3-5 students, taking into consideration the full linguistic resources of students and their ability to support one another effectively within each group. Students who may be more comfortable communicating in a language other than English will be partnered, when applicable, with another student who speaks their primary language to support the use of their full linguistic resources.

Students will need access to audio devices so they can collectively listen to the song for specific questions. Prompt students to work collaboratively to complete the analysis survey in *Analyzing "A Change Is Gonna Come."*

Whole Group Debrief/Sharing

Facilitate a whole class discussion using *Analyzing "No Nos Moverán"* and students' responses to focus the conversation.

Closure

Explain what students can expect in the coming sessions.

Over the next several lessons, we are going to identify the elements of an activist song and begin to think about injustices in our communities that we might want to bring attention to. We will write lyrics that include symbols to raise awareness about an injustice and consider ways to take action.

Let's keep thinking about this question: What are some injustices in our classroom, school, or local community that affect you or those you care about?



St. Paul, Minnesota, September 3, 2017, protest against systematic racism and state sanctioned police and corporate violence.
(Source: *Wikimedia Commons*)

Assessment

By collectively completing an analysis survey, students demonstrate their understanding of the various elements of music: lyrics, mood, tempo, choice of instruments, and how these impact their interpretation of the song's meaning.

Through whole class and small group discussions, students identify the injustice(s) the songwriter is communicating through musical expression.

Alignment to Standards

New Jersey Student Learning Standards for Visual and Performing Arts

Responding: Anchor Standard 7: Perceiving and Analyzing Products

1.3A.5.Re7b: Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (i.e., social, cultural, historical).

1.3A.5.Re9a: Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre, articulation) are used in performers' and personal interpretations to reflect expressive intent.

New Jersey Student Learning Standards for English Language Arts

RI.4.1: Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RI.4.3: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

New Jersey Student Learning Standards for Social Studies

6.1.4.A.9: The examination of individual experiences, historical narratives, and events promotes an understanding of individual and community responses to the violation of fundamental rights.

World-Class Instructional Design and Assessment (WIDA) English Language Development

Standard 1: English language learners communicate for Social and Instructional purposes within the school setting.

Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.

Resources for Building Background

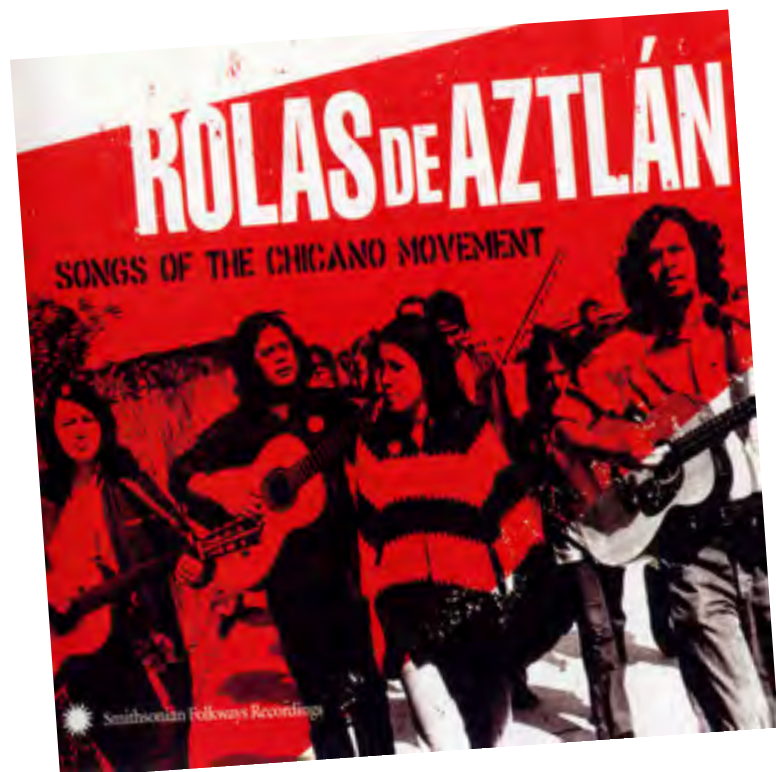
To learn more about the history and compositional context of “No Nos Moverán” or “We Shall Not Be Moved,” please see the webpage “We shall not be moved/No nos moverán” at | faculty.trinity.edu/dspener/no-nos-moveran/home_english.html

Refer to the “A Change Is Gonna Come” PowerPoint for additional building-background resources (see Lesson 1).

References

La Rondalla Amerindia de Aztlán. (1974). No nos moverán [Song]. On Rolas de aztlán: Songs of the chicano movement. Smithsonian Folkways Recording.

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Rolas de aztlán: Songs of the chicano movement. Smithsonian Folkways Recording.

“No Nos Moverán” (Traditional)

Performed by La Rondalla Amerindia de Aztlán
Translated into Spanish by Luis Valdéz and Agustín Lira
From *Gramática Cantada*, 1974

No, no, no nos moverán.
No, no, no nos moverán.
Como un árbol firme junto al río,
No nos moverán.

Unidos en la huelga,
No nos moverán.
Como un árbol firme junto al río,
No nos moverán.

Unidos en la lucha,
No nos moverán.
Como un árbol firme junto al río,
No nos moverán.

Unidos venceremos.
No nos moverán
Como un árbol firme junto al río,
No nos moverán.

No, no, no we shall not be moved.
No, no, no we shall not be moved.
Like a tree planted firmly next to the river,
We shall not be moved.

United in the strike,
We shall not be moved.
Like a tree planted firmly next to the river,
We shall not be moved.

United in the struggle,
We shall not be moved.
Like a tree planted firmly next to the river,
We shall not be moved.

United, we will triumph.
We shall not be moved.
Like a tree planted firmly next to the river,
We shall not be moved.

La Rondalla Amerindia de Aztlán. (1974). No nos moverán [Song]. On *Rolas de aztlán: Songs of the chicano movement*. Smithsonian Folkways Recording.
Smithsonian Folkways Recordings. (n.d.). *Rolas de aztlán: Songs of the chicano movement*.
| folkways.si.edu/rolas-de-aztlan-songs-of-the-chicano-movement/american-folk-latin/music/album/smithsonian

Analyzing “No Nos Moverán”

1. Listen to the song again and answer the following questions:

- **What** is the mood of the song? (hopeful, happy, sad, stressful, peaceful)?
- **What** instruments do you hear in the song?
- **How** would you describe the tempo of the song (presto, andante, adagio/running, walking, crawling)?
- **How** are the tempo and the mood of the song connected?

2. **What** is the meaning of the simile “Como un árbol firme junto al río, / No nos moverán. (Like a tree planted firmly next to the river, / We shall not be moved)”?

3. **What** is the central injustice identified in this song? **What** might help you learn more about the injustice?

4. Does the song inspire you to do anything about this injustice? If so, **how**?

“No Nos Moverán” (Traditional)
Performed by La Rondalla Amerindia de Aztlán
Translated into Spanish by Luis Valdéz and Agustín Lira
From Gramática Cantada, 1974

Analyzing “A Change Is Gonna Come”

1. Listen to the song again and answer the following questions:

- **What** is the mood of the song? (hopeful, happy, sad, stressful, peaceful)?
- **What** instruments do you hear in the song?
- **How** would you describe the tempo of the song (presto, andante, adagio/running, walking, crawling)?
- **How** are the tempo and the mood of the song connected?

2. **What** is the meaning of the following lines?

- “Oh, and just like the river / I’ve been running ever since.”
- “Then I go to my brother / And I say, brother, help me please / But he winds up knocking me / Back down on my knees.”

3. **What** is the central injustice identified in this song? **What** might help you learn more about the injustice?

4. Does the song inspire you to do anything about this injustice? If so, **how**?

“A Change Is Gonna Come”
Written and performed by Sam Cooke
From *Ain’t That Good News*, 1964

UNIT FOUR, LESSON THREE

Identifying Injustices

Grade Level: 3-5

Subjects: Music

Suggested Length: 1 day (45- to 60-minute session)

Lesson Overview

In this lesson, students will discern between an injustice and something they simply do not like. They will use music and personal examples to collectively identify injustices in their school and local communities. In small groups, students will brainstorm injustices that they can identify in their classroom, school, and/or community.

Content Objectives

Students will be able to do the following:

- Distinguish an injustice from something they just may not like and identify specific characteristics of injustices.
- Identify injustices within their classroom, school, and/or community.

Language Objectives

Students will be able to do the following:

- Identify and describe injustices happening in their classroom, school, and/or the community by responding appropriately to questions (e.g., who does this affect?, how does it affect people?, why is it happening?) with the support of a *Question Words* chart (see Lesson 1).

Essential Questions

- What is the difference between an injustice and something we simply do not like?
- What injustices exist within our own classroom, school, and/or community?

Instructional Resources and Materials

- Chart paper (Use to co-create with students an *Identifying Injustices* chart)
- Markers
- Song 3: “In the River,” by Raye Zaragoza (with lyrics and context) video
| youtu.be/1cloyBrCeil
- “In the River” printable lyrics
- Mindful Minute, by Alex Brumel
| docs.google.com/document/d/1J2I-YI2eAkkkHijfcIQ4EWLRHLkG7RTf8iJW4hCONnY/edit
- *Question Words* chart (see Lesson 1)

Vocabulary/Conceptual Development

Injustice: A situation in which a person or a group of people are treated unfairly, ignored, or disrespected and/or where a person is discriminated against based on their identity or membership in a particular group.

Centering Student, Family, and Community Knowledge and Experiences

Consider the following questions when making choices about injustices that are historically and culturally responsive to students’ backgrounds and experiences.

- What global and/or national issues might my students be connected to?
- Are there school or classroom injustices that are specific to my students?
- Are there injustices occurring in the community that my students or their families are aware of even if I am not?
- What languages are represented in my classroom?
- Do students in my class experience language discrimination? Do their families?

Potential Challenges

Students may struggle with the distinction between injustices and things they do not like or wish were different. The class will have and identify with different communities and backgrounds, and students may struggle to find a common injustice to explore.

Lesson Procedures

Introduction

Begin the class by leading a minute of mindfulness practice using the “Mindful Minute” Google Doc. Classroom mindfulness practice is one way to support students in conversations about injustice, which can be stressful, and enhance their attention skills.

An Injustice or Something That I Simply Do Not Like?

Next, discuss the meaning of an injustice. Let’s talk about the difference between an injustice and something we simply don’t like. Here’s an experience I recently had when I went to the coffee shop.

When I arrived at the coffee shop, there was a long, long line. I can get very impatient waiting in line. While I was waiting, I realized that the cashier taking the order was looking irritated and saying, “I don’t understand what you are saying. Can you speak English?” I listened closer and could hear the person ordering speak in English and also in a language I didn’t know. The cashier said, “I can’t help you; I don’t understand what you are saying.” The customer walked away in frustration.

Let’s think about this scenario. We have three people in the scenario.

Ask students the following questions, giving them an opportunity to respond. Possible responses to the questions are listed in parenthesis after each question:

- *Who are the three people? (The customer, me, and the cashier)*
- *Can you identify what it is that I didn’t like in this scenario? (Waiting in line. I get impatient, and most people don’t like waiting in line.)*
- *Who is experiencing the injustice? (The customer)*
- *What was the injustice they were experiencing? (They were being treated disrespectfully because they spoke a language other than English.)*
- *Who is being unjust? (The cashier, who is treating someone disrespectfully because they don’t speak a language they understand)*

Connect this experience to the topic of today's lesson.

In this scenario, I didn't like waiting in line, but the customer experienced an injustice. We will talk more today about what makes something an injustice as compared to something we just don't like.

Sometimes when you are observing an injustice, it can be difficult to act. Yet, taking action to address injustices is incredibly important. What are some actions I could have taken to stand up for the person experiencing the injustice?

Sample responses may include talking to the cashier and telling them they didn't treat the person justly or respectfully and should have worked to understand them better; asking the person experiencing the justice if they want support with their order.

A Closer Look at Injustices

Connect today's learning to the prior lesson.

Let's talk about what we've learned so far in activist music and see if we can identify what makes something an injustice.

(Chart responses with the title: "Identifying Injustices.")

What makes something an injustice?

Sample responses might include the following:

- **An injustice happens frequently over time (systemic and historical)**
- **People are treated unfairly because they are a member of a particular group or community**
- **The rules are set up unfairly (e.g., some people are allowed certain privileges and others have less) or are unfairly carried out (e.g., the rules are enforced differently for different groups)**
- **Injustices can affect groups of people, other living creatures, the environment, etc.**

Introduce the next activity.

Let's listen to "In the River," by Raye Zaragoza. | www.youtube.com/watch?v=I4eosRdP5gQ

After listening to the song, ask students,

Is this an injustice? Why or why not? We can use our ideas on the Identifying Injustices chart to help us.

Use any of the following guiding questions, as needed, to reinforce and reflect on the video and create a meaningful conversation. Use the Question Words chart as a resource, as needed, to review question words.

- *Can we specifically name the injustice?*
- *Who does this injustice affect?*
- *How does this injustice impact people or groups of people differently?*
- *What is the history of this injustice?*
- *Why hasn't it changed?*
- *Why does this impact some people but not everyone?*
- *What negative impact does the injustice have?*
- *Does it benefit anyone? How?*

Ask students to consider what we can all do about injustice. Use the following guiding questions:

- *Can people intervene or stand up against injustices?*
- *What does it take to correct injustices so that we live in a world that is fair and equitable?*
- *Can you think of a time when young people successfully challenged injustice and worked collectively for a more just world?*

Sample responses may include "Young people participating in sit-ins against segregation, children organizing against climate change, girls fighting to be allowed to play on Little League teams."

Brainstorming Injustices in Our Classroom, School, and/or Community

Our original activist music will bring awareness to an injustice in our classroom, school, and/or community. Let's make a list of your ideas about injustices in our classroom, school and/or community and use our Identifying Injustices chart to decide if it is an injustice. In small groups, you'll use the Identifying Injustices chart to better understand your own injustice and how we can collectively take action to change it.

Model the process with one idea using the *Identifying Injustices* chart from above. If possible, be prepared with an example that has affected the local community recently (e.g., have there been recent protests, concerns over health or safety, or local environmental issues?).

Use the guiding questions below to elicit possible injustices:

- *Is there something unjust or unfair happening in our school?*
- *Is there anything unjust or unfair for speakers for whom English might not be their first language?*
- *Is there anything that is unjust or unfair for people with disabilities?*
- *Does everyone have access to a safe place to play?*
- *What about our local community? Are there injustices that you have heard about in our community?*
- *Are there situations that are unequal for students in our class?*

Divide students into small groups to come up with one or two injustices. These will be the groups students work in for the rest of the unit to further understand their injustice and ideas for collective action and write their lyrics.

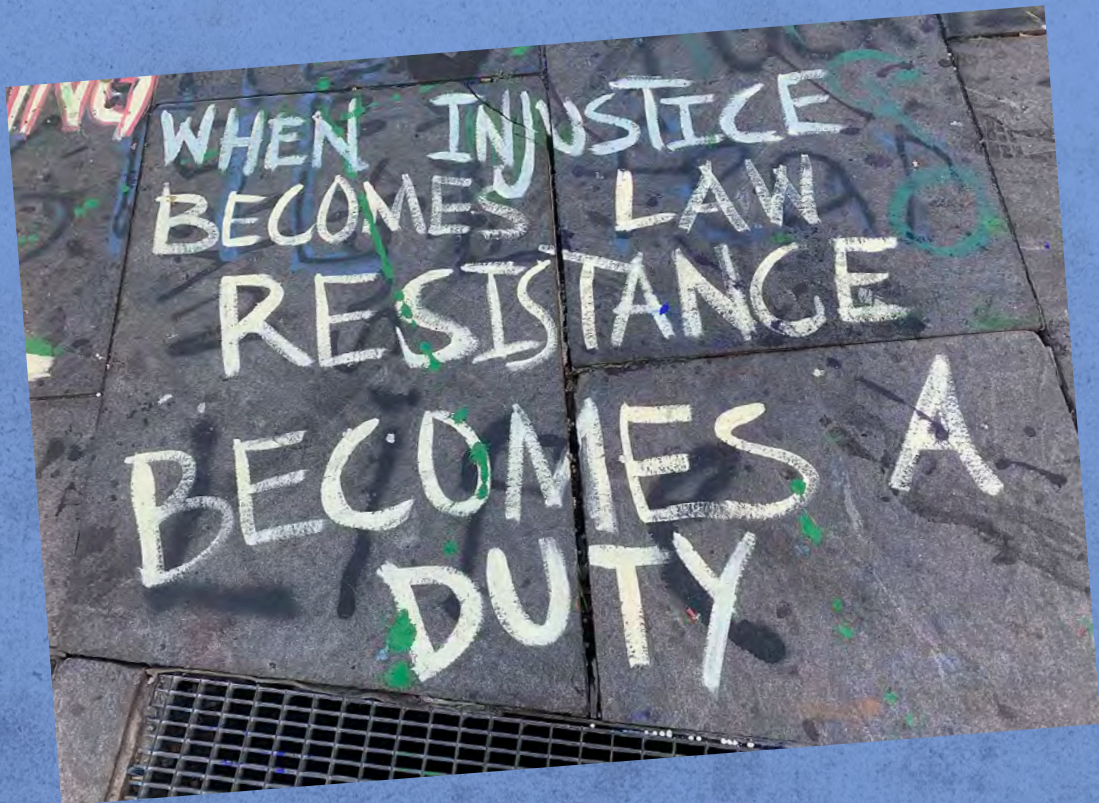
Bring students back to the whole group. Facilitate the creation of a complete list of injustices using the *Identifying Injustices* chart, which can be a starting place for Lesson 4.

Closure

Inform students what they can expect during the next session.

In our next class, you'll work in small groups to create songs about the injustices that you brainstormed today.

Before we leave class, let's practice using movement and words to bring awareness or express our feelings about this injustice. Let's take this one [insert an injustice from your list]. First you will take a few seconds to think about a pose that might express how you feel about this injustice. When I say go, everyone will strike a pose. Then if I call on you, if you'd like, you can share a phrase or make a sound (clap, snap, stomp) to express how you feel about this injustice. Acknowledge the different feelings students expressed. In our next class, we'll draw on these feelings to create our songs about the injustices you identified today.



(Source: Wikimedia Commons)

Assessment

Through the creation of an *Identifying Injustices* chart, with sample responses and guiding questions as support, students identify the characteristics and further clarify the meaning of an injustice.

Through the creation of a list of examples in alignment with the characteristics on the *Identifying Injustices* chart, students identify injustices in their school, classroom, and/or community.

Alignment to Standards

New Jersey Student Learning Standards for Visual and Performing Arts

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

1.3A.5.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

New Jersey Student Learning Standards for English Language Arts

SL.4.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts building on others' ideas and expressing their own clearly.

- A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- B. Follow agreed-upon rules for discussions and carry out assigned roles.
- C. Pose and respond to specific questions to clarify or follow up on information and make comments that contribute to the discussion and link to the remarks of others.
- D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

New Jersey Student Learning Standards for Social Studies

6.1.4.A.3: Determine how “fairness,” “equality,” and the “common good” have influenced new laws and policies over time at the local and national levels of United States government.

6.1.4.A.9: The examination of individual experiences, historical narratives, and events promotes an understanding of individual and community responses to the violation of fundamental rights.

World-Class Instructional Design and Assessment (WIDA) English Language Development

Standard 1: English language learners communicate for Social and Instructional purposes within the school setting.

Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.

Resources for Building Background

For more information about the artist Raye Zaragoza, review the following resources:

- Official website of Raye Zaragoza: | rayezaragoza.com
- Article: “Raye Zaragoza weaves indigenous and environmental activism into her music,” by Glynis Ratcliffe | broadview.org/raye-zaragoza-woman-in-color
- Album Review: “Raye Zaragoza – Fight for You” | highwayqueens.com/2017/07/06/album-review-raye-zaragoza-fight-for-you

References

Zaragoza, R. (2017, October 31). *Raye zaragoza - in the river lyric* [Video.] YouTube. | youtu.be/1cloyBrCeil



Raye Zaragoza (Source: *Wikimedia Commons*)

“In the River”

Written and Performed by Raye Zaragoza
From Fight for You, 2017

There's got to be some hope
There's got to be some hope
There's got to be some way
For you to send your dogs away
And to leave the land alone

It's got to be a crime
Somewhere in your heart you'll find
We're fighting for our right to keep our future bright
And protect the ones we love

In the river is our sisters and our brothers
We are camping out for each other
We are stronger when we band together
And we're standing up for the water
Don't poison the future away

You've got to have a soul
Mother Earth protects us all
If you treat her with disrespect
Then what message have you left
For your children and their home

In the river is our sisters and our brothers
We are camping out for each other
We are stronger when we band together
And we're standing up for the water
Don't poison the future away

How can you take, take, take and not appreciate the soil
Don't let this black snake contaminate our drinking water
This is for our sons and daughters
In the river is our sisters and our brothers

We are camping out for each other
We are stronger when we band together
And we're standing up for the water
Don't poison the future away

UNIT FOUR, LESSON FOUR

“A Change Is Gonna Come”: Writing Our Own Lyrics

Grade Level: 3–5

Subject: Music

Suggested Length: 2-3 days (45- to 60-minute sessions per day)

Lesson Overview

Students work in small groups to write new verses to Sam Cooke’s song “A Change Is Gonna Come” that will address classroom, school, and/or community injustices identified by the students. Students further explore the injustice, write the lyrics, and use a preparation checklist to prepare for their performance.

Content Objectives

Students will be able to do the following:

- Rewrite two to three verses to “A Change Is Gonna Come” to address a local injustice collectively selected by the group.
- Use a preparation checklist to develop the verses along with the original recording.
- Rehearse to prepare original verses for performance.

Language Objectives

Students will be able to do the following:

- Utilize full linguistics resources to include multiple languages in the writing of original lyrics to express advocacy for social change.

Essential Questions

- What do we need to learn about injustices in our classroom, school, and/or local community to write lyrics to existing activist music?
- What do we need to consider when writing new lyrics for an existing song?
- How do we know when a piece of music is ready to be performed?

Instructional Resources and Materials

- *Injustice Reflection Questions*
- *Writing Our Own Lyrics* handout
- Writing supplies (clipboard, paper, pencil, etc.)
- *Question Words* chart (see Lesson 1)
- *Preparing for Our Performance Checklist*

Vocabulary/Conceptual Development

Lyrics: The words of a song.

Syllabic Meter: The pattern of syllables that make up the rhythm of a poem or lyric.

Injustice: A situation in which a person or a group of people are treated unfairly, ignored, or disrespected and/or where a person is discriminated against based on their identity or membership in a particular group.

Verse: The “storytelling” sections of a song; the rhythm and melody do not change, but the lyrics do.

Centering Student, Family, and Community Knowledge and Experiences

Consider these questions to encourage students to delve deeper into the injustices they selected and write their lyrics.

- Why is this injustice important to your group?
- What do you know about this injustice? What do you need to know?
- How might this injustice impact your group members differently?

Potential Challenges

To write lyrics, students need to have and/or develop a deep understanding of the injustice they identify and be familiar with the melody and form of “A Change Is Gonna Come.” They also need to have a functional understanding of syllabic meter or at least a sense of how to fit their lyrics to the existing rhythmic framework.

The injustices identified by students will impact members of the class community differently, so it is important to consider strategies for navigating those conversations based on the particular needs, interests, and experiences of the community.

Encourage students to think about the systemic nature of injustices (how injustices are reinforced through structures) in addition to how injustices harm individual people. Both are key to addressing injustices and taking collective action. We must not only focus on the individual level; we must push ourselves and our students to think about the structures that reproduce injustices.

Questions that can support this type of systemic thinking and discussion include, but are not limited to, the following:

- What might be the root causes of this injustice?
- How might this injustice have started?
- Can we go back in history and find specific laws or practices that are connected to this injustice?
- Are there policies or practices that might be continuing this injustice?

An example related to language discrimination is provided in this lesson with sample responses.



(Source: *Wikimedia Commons*)

Lesson Procedures

Prior to Lesson: Review the students' list of injustices from the previous lesson. Narrow it down to two or three injustices that you are prepared to support students in researching and exploring through writing their own lyrics. During this lesson, you can use the language discrimination example from Lesson 3 to facilitate a discussion of injustice or develop one based on an injustice students brainstormed.

Part 1 Introduction

Today we will begin a project to create our own lyrics that relate to an injustice we identified as a class. First we will review the process together. Then we will work together in our small groups and write two to three new verses to "A Change Is Gonna Come."

Modeling the Lyric-Writing Process: Understanding the Injustice

Let's go back to the injustice we discussed during our last class. I gave an example that focused on how someone who is becoming multilingual by learning English was treated in the coffee shop. Let's dig deeper into the roots of this injustice.

Facilitate a whole class discussion using the Injustice Reflection Questions resource and make connections to the Question Words chart you have been adding to throughout the unit. Introduce the questions to the class. Let's use these Injustice Reflection Questions to talk about the injustice.

Writing and Recording Questions

The following sample responses relate to the example in the coffee shop (from Lesson 3). Please adjust based on the injustice you select.

Who does this injustice affect? In what ways?

Sample responses may include the following:

- People who are learning a new language (in this example, English).
- People we may identify as having an accent.
- People who may speak varieties of English that differ from those we often learn in school.
- Some immigrant populations.

What do we know about the history of this injustice? What has caused the injustice (e.g., unfair laws, prejudice, fear)?

Sample responses may include the following:

- English-speaking countries sending individuals and armies to take over lands.
- Groups of people who have the power to decide what is the “correct” language.
- Lack of access to education that values varieties of English and/or languages other than English
- Educational systems where English is the preferred, valued, and only language used.

How long has the injustice been around?

Sample responses may include as long “as there have been people living” and/or “as long as we’ve had language.”

What do you want to know about the history of this injustice?

Sample responses may include “how language discrimination started” and/or “the history of language in my country or community.”

How could you find out more about the history of this injustice?

Sample responses may include the following:

- Learning more about how many people in the world speak other languages.
- Understanding the history of why English became the language of power in the United States and other countries.
- Understanding the languages of power in other countries.

Who could help you learn more about this injustice?

Sample responses may include the following:

- Language historians (people who study the history of languages).
- Our parents/guardians, grandparents and other family members, community members, librarians, and/or multilingual community-based organizations.

What rules, laws, or practices might keep this injustice in place?

Sample responses may include the following:

- Many states have English as their official language.
- Our society has prioritized mainstream English, even though many multilingual speakers have been here since the nation's beginning and even before, such as First Nation communities. (This includes varieties of languages, such as Black English, not often prioritized in our school or society).
- English-only educational systems

What negative impact does this injustice have?

Sample responses may include the following:

- People stop speaking the language they speak at home or their home language, if it's not English or the valued variety of English.
- People lose their home languages (if not seen as the correct English) and possibly the ability to communicate with parents and/or grandparents in one of the home languages.
- People having to hide their accent or a variety of language they speak at home, such as Black English, in places like school.
- People not bringing their whole self (identity) to places because of fear that they will face rejection or discrimination.

Does an injustice benefit anyone? How?

Sample responses may include the following:

- Those who speak mainstream English or the dominant language.
- People who speak English may be treated better and with more respect as well as served faster, as we saw in the example in the coffee shop.

What do we want to tell people about this injustice?

Sample responses may include the following:

- Being able to communicate in more than one language is an asset (something that is positive and helps you).
- English is not the only or best language of communication.
- There are many ways to speak English.
- No one should face discrimination because they know more than one language.

What actions can we take to intervene or stand up against this injustice?

Sample responses may include the following:

- Speaking up when we see a person being treated unjustly or disrespectfully.
- Advocating for multiple languages to be represented in our schools and local contexts.

Modeling the Lyric-Writing Process: Understanding Syllabic Meter

Introduce the syllabic meter activity.

To write our own lyrics to the song “A Change Is Gonna Come,” it is important that we understand how many syllables are in each line and then match that format exactly in our lyrics.

As a whole group, use the *How Many Syllables? Activity*, (in Part 1) of *Writing Our Own Lyrics*, to introduce and/or review syllabic meter.

Modeling the Lyric-Writing Process: Writing Our Lyrics

*Now let’s look at the ideas we discussed and these sample original lyrics. Let’s use the *Preparing for Our Performance Checklist* to check the lyrics. We will need to sing it too.*

*When I go for my coffee
Injustice abounds
Oh, I hate how they treat folks
In my own little hometown*

(“A Change Is Gonna Come” chorus)

*’Cause when somebody speaks a
New language to you
It doesn’t mean their feelings
Aren’t valid or untrue*

(“A Change Is Gonna Come” chorus)

*We are all so deserving
Of love and respect
No matter where we come from
But we just aren’t there yet*

(“A Change Is Gonna Come” chorus)

After sharing the lyrics, discuss their connection to language.

These sample lyrics are only written in English. How could we incorporate the different languages in our classroom into these sample lyrics?

One possible student response may be to include words from different languages spoken by students in the classroom.

Identifying Our Small Group's Injustice

Finally let's look at two or three of the injustices that we brainstormed in class. Take a few minutes with your group to decide which one of the injustices you would like to work with. You will begin by using the Injustice Reflection Questions to learn more about the history of the injustice, what impact it has on our local community, and the collective action people are taking to address it.

Closure

In our next class, you will use what you've learned to write original lyrics to "A Change Is Gonna Come." You can write in any language you wish, including multiple languages (e.g., some words or lines in English and others in Spanish, Mandarin, Arabic, etc.). In the meantime, you are encouraged to collaborate with your groupmates outside of school or during lunch/recess and ask me any questions that come up.

Part 2 Introduction

Musicians, we will have more time to work with our groups to write two or three original verses to “A Change Is Gonna Come.” I’ll be coming around to answer questions and support you as you use the Injustice Reflection Questions to learn more about the injustice your groups have identified and as you write your lyrics. You may find that you need to consult additional resources (community-based organizations, the Internet, etc.). Remember that your group can use multiple languages to write your lyrics.

Writing Lyrics in Small Groups

Each group will first use *Writing Our Own Lyrics* to reflect on the injustice they identified. They will use the Injustice Reflection Questions to guide their discussion about the injustice and research the injustice to learn more about it.

Small groups will then collaboratively write their own lyrics using the directions under *Our Group’s Lyrics* to guide them.

Finally they will use the *Preparing for Our Performance Checklist* to help them prepare for the performance of their new lyrics.

Check in with and support groups in completing *Writing Our Own Lyrics*, using the questions to facilitate a deeper understanding of the injustice. Ensure students are correctly utilizing the appropriate rhyme scheme and meter in order to fit their lyrics to the song.

Closure

I’ll collect your lyrics to review them before our next class. I might make some suggestions for you to consider when we first get together. You’ll have some time to meet with your group for finishing touches and to practice singing your verse before we have our performance. I’m so proud of the work that you’ve all done and can’t wait for us to get to share our lyrics with each other next time!

Assessment

Students write their new lyrics using their understanding of syllabic meter and the reflection questions. During group time, teachers check in with groups and redirect students to the reflection questions and/or provide suggestions for resources.

Students reflect on their readiness for performing their lyrics by using the *Preparing for Our Performance Checklist*.

Alignment to Standards

New Jersey Student Learning Standards for Visual and Performing Arts

Performing: Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

1.3A.5.Pr5b: Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time.

1.3A.5.Pr5a: Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance.

1.3A.5.Pr4d: Explain how context (e.g., personal, social, cultural, historical) informs performances.

World-Class Instructional Design and Assessment (WIDA) English Language Development

Standard 1: English language learners communicate for social and instructional purposes within the school setting.

Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of social studies.

Extensions (Optional)

This lesson (and the unit more broadly) could be incorporated into and/or partnered with social studies lessons. This would encourage students to develop an understanding of the historical context and the social movements that led to the composition of these songs.

Injustice Reflection Questions

What is the specific injustice we want to write about?

Who does this injustice affect? In what ways?

What do we know about the history of this injustice?

- What has caused the injustice? (e.g., unfair laws, prejudice, fear, etc.)
- How long has it been around?
- What do you want to know about the history of this injustice?
- How could you find out more about the history of this injustice?
- Who could help you learn more about this injustice?

What rules, laws or practices might keep this injustice in place?

What negative impact does it have?

Does it benefit anyone? How?

What do we want to tell people about this injustice?

What actions can we take to intervene or stand up against this injustice?

Writing Our Own Lyrics

Part 1: How Many Syllables?

Looking at the verse and chorus from “A Change Is Gonna Come” by Sam Cooke, how many syllables are in each line?

NUMBER OF
SYLLABLES

Verse

_____ I was born by the river
_____ In a little tent
_____ Oh, and just like the river
_____ I’ve been running ever since

Chorus

_____ It’s been a long
_____ A long time coming
_____ But I know a change gonna come
_____ Oh, yes it will

Sample Original Lyrics

Below is an example of some newly written verses to “A Change Is Gonna Come.” We will use the Preparing for Our Performance Checklist to determine if these lyrics are singable, amplify a message about injustice, and promote collective action. This is the same checklist that you and your group will use to assess the lyrics you write together.

**When I go for my coffee
Injustice abounds
Oh, I hate how they treat folks
In my own little hometown**

(“A Change Is Gonna Come” chorus)

**’Cause when somebody speaks a
New language to you
It doesn’t mean their feelings
Aren’t valid or untrue**

(“A Change Is Gonna Come” chorus)

**We are all so deserving
Of love and respect
No matter where we come from
But we just aren’t there yet**

(“A Change Is Gonna Come” chorus)

Writing Our Own Lyrics

Part 2: Injustice Reflection Questions

Use these questions to talk with your group and better understand the injustice before writing your lyrics.

What is the specific injustice we want to write about?

Who does this injustice affect? In what ways?

What do we know about the history of this injustice?

- **What has caused the injustice (e.g., unfair laws, prejudice, fear)?**
- **How long has it been around?**
- **What do you want to know about the history of this injustice?**
- **How could you find out more about the history of this injustice?**
- **Who could help you learn more about this injustice?**

What rules, laws, or practices might keep this injustice in place?

What negative impact does it have?

Does it benefit anyone? How?

What do we want to tell people about this injustice?

What actions can we take to intervene or stand up against this injustice?

Our Group's Lyrics

Review and listen to the lyrics of the song. Write your new lyrics below. Remember, just like any type of writing, it may take a couple of drafts to get your lyrics in a form where it is ready to share with others. Your lyrics can be written in the various languages of your group members. When you are finished, use the *Preparing for Our Performance Checklist* to review your lyrics and make any needed changes.

Preparing for Our Performance Checklist

Use this checklist to help you prepare for your performance.

Our lyrics identify and communicate the injustice.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
YES	NO	NOT SURE

Our lyrics propose action we can take and/or explain why it might be difficult to take action.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
YES	NO	NOT SURE

Our lyrics are “singable” and have the same amount of syllables in each line as “A Change is Gonna Come.”

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
YES	NO	NOT SURE

Our lyrics express a tone and emotion that is appropriate for our injustice.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
YES	NO	NOT SURE

Our group has practiced singing our lyrics and is ready to perform.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
YES	NO	NOT SURE

UNIT FOUR, LESSON FIVE

“A Change Is Gonna Come”: Performing Our Songs

Grade Level: 3–5

Subject: Music

Suggested Length: 5+ days (45-minute sessions per day)

Lesson Overview

Students share and celebrate their new lyrics for “A Change Is Gonna Come.” Each group shares its verses by singing them for the class. Students give and receive feedback. Finally the class sings the whole song together in a piece of activist performance art that represents the students’ concerns and hopes for their classroom, school, and/or local community.

Content Objectives

Students will be able to do the following:

- Perform original verses to “A Change Is Gonna Come.”
- Discuss factors that influence how audiences respond to activist music.

Language Objectives

Students will be able to do the following:

- Provide specific qualitative feedback to their peers about their performances using sentence frames.

Essential Questions

- What factors influence how audiences respond to activist music?

Instructional Resources and Materials

- *Writing Our Own Lyrics handout* (see Lesson 4)
- *Audience Response Form* (for students to provide feedback to each group)
- *Feedback Form for “A Change Is Gonna Come” Lyric Performance* (for the educator to provide feedback to each group)
- *Identifying Injustices* chart (see Lesson 3)

Vocabulary/Conceptual Development

Stanza: A section of a poem (like a paragraph in poetry).

Refrain: The line or lines that are repeated in a song or poem.

Activist Music: Music that highlights an injustice and brings people together to take collective action to make the world a more fair, equitable, and sustainable place.

Centering Student, Family, and Community Knowledge and Experiences

Consider these questions in encouraging students to consider the various injustices featured in the original lyrics:

- Is this an injustice you’ve heard about?
- What languages are represented in the lyrics?
- Are the languages spoken in our class represented in the new lyrics?
- What is something new we’ve learned about our communities from listening to the new lyrics?

Potential Challenges

Students may be unfamiliar with or personally unaffected by the injustices highlighted in the lyrics. Be prepared to support students in considering why injustices impact various individuals or groups differentially. Clearly name injustices and issues of power, and make connections to historical contexts.

Lesson Procedures

Introduction and Performance Preparation

Today we will rehearse with our groups for a few minutes, and then we will perform our new verses with one another. Please gather with your group, make any last edits that you'd like to make before presenting, and practice singing your verses a few times.

Encourage students to review the *Writing Our Own Lyrics* handout from the previous lessons. Ensure they have the final draft of their lyrics and have reviewed the *Preparing for Our Performance Checklist* on the *Writing Our Own Lyrics* handout.

Check in with each group to determine the order of performances (e.g., first, second, third, etc.).

Performance Time

Review the order of each group.

Now it's time to perform the lyrics from our original activist song. We will begin by singing the first verse and chorus as a class, and then our first group will perform. Each group will sing its first verse, then the class will sing a chorus together, then the group will sing its second (and possibly third) verse, and the class will sing a chorus together.

Pass out the *Audience Response Form*. Instruct students to use this form to provide written feedback to the groups. Review the questions they will respond to and how they will complete the *Audience Response Form*.

Provide musical accompaniment for each group with a guitar, piano, ukulele karaoke track, etc. After each group presents, lead a brief discussion about its song's theme(s) and execution. Challenge audience members to use the *Identifying Injustice* chart to name the injustice amplified in the group's song. Ask audience members to also discuss factors that influenced how they responded to it. (These may include students' identities, personal connections/experiences, mood, lyrics/word choice, a specific verse, etc.).

Use the *Audience Response Form* to guide the conversation. Use the following sentence frames, as needed, to help students provide feedback to their peers.

- What is the message of the verse(s)? "The message of the verse is _____."
- Did the new verses inspire you to learn more and/or take action? How so? If they did not, explain why not.
- Do you like how these lyrics fit into the song? Why or why not?
- "Yes, I do." "No, I don't." "I think that _____"

After each group has performed its verse, begin with the original first stanza and lead a choral sing-along of the whole song with all of the original lyrics.

Closure

At the end of next week's class, we will set aside a few minutes to receive our performance reviews for today's performances. I'll be providing feedback on your lyrics, performance, and activist messages. Thank you for your hard work and remember: Musical activism is only ONE way that we can take action in response to the injustices in the world around us. Let's all be activists every day, in every way that we can. I'm so proud of the musicians and activists that you all are.

Assessment

Using the *Audience Response Form*, students give and receive feedback to and from peers on their lyrics and performances.

As a class, students discuss factors (i.e. identity and experiences, mood, lyrics, specific verses, etc.)

that influenced how they responded to their peers' original activist songs.

Based on the criteria on the Feedback Forms for “A Change Is Gonna Come” Lyric Performance, students receive feedback on their lyrics and performance from the teacher.

Alignment to Standards

New Jersey Student Learning Standards for Visual and Performing Arts

Performing: Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

1.3A.5.Pr5a: Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance.

Performing: Anchor Standard 6: Conveying meaning through art.

1.3A.5.Pr6a: Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.

Responding: Anchor Standard 9: Interpreting intent and meaning.

1.3A.5.Re9a: Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre, articulation) are used in performers' and personal interpretations to reflect expressive intent.

New Jersey Student Learning Standards for English Language Arts

SL.4.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts building on others' ideas and expressing their own clearly.

- A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- B. Follow agreed-upon rules for discussions and carry out assigned roles.
- C. Pose and respond to specific questions to clarify or follow up on information and make comments that contribute to the discussion and link to the remarks of others.
- D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

Group Name:

Group Members:

Feedback Form for “A Change Is Gonna Come” Lyric Performance

Aspect of performance	Things we did well	Things we could improve	Score from 1-5***	Questions for the teacher
Lyrics identify and communicate the injustice.				
Lyrics propose action we can take and/or why it might be difficult to take action.				
Lyrics are “singable” and have the same amount of syllables in each line as “A Change is Gonna Come.”				
Performance expresses a tone and emotion that is appropriate for our injustice.				
Ensemble performed in an organized and musical fashion (we practiced!)				

Notes from teacher:

- *** Points summary:
 1 = We didn't do our work :(
 2 = We still need help (that's OK!)
 3 = We're starting to get it (practice makes perfect!)
 4 = We can do it (woo-hoo!)
 5 = We have mastered it and could teach a friend (wow!)

Audience Response Form

Read the questions in the top row and the sentence stems that will help you format your answer to each question. Keep the questions in mind as each group performs. After each group performs, write your answers to the questions in the corresponding row (Group 1, Group 2, etc.). Use the sentence stems in the top row to help you answer the questions for each group, entering your answers in the appropriate row.

Q: What is the message of the verse (s)?
A: The message of the verse is

Q: Did the new verses inspire you to learn more and/or take action? How so? If they did not, explain why not.
A: Yes, they did. No, they didn't.
I want to

Q: Do you like how these lyrics fit into the song? Why or why not?
A: Yes, I do. No, I don't.
I think the lyrics

Group 1				
Group 2				
Group 3				
Group 4				
Group 5				

UNIT FIVE

Making Change Through Activism



UNIT FIVE

Making Change Through Activism

Grade Level: 5

Subjects: Language Arts & Social Studies

Suggested Length: Five 60-minute lessons

Unit Summary

The focus of this unit is activism. Students explore historical activist movements and look closely at their foundations, leaders, goals, strategies, and achievements, before making connections to current movements and issues. The unit aims to highlight social justice issues and center marginalized Black, Indigenous and People of Color (BIPOC) voices of empowerment and resistance through a close look at activist movements fighting for the rights of migrant farm workers and LGBTQ+, BIPOC populations.

The unit begins with a focus on the big concept of human rights and the use of activism when those rights are violated. Students then take a close look at the migrant farm workers movement of the 1960s and its leaders César Chávez and Dolores Huerta,

analyzing key primary sources such as speeches, photos, posters, and letters to learn about the movement's strategies and accomplishments. Through research and a jigsaw share activity, students explore and make connections across three other key activist movements of the 20th and 21st centuries: LGBTQ+ rights and the Stonewall uprising, Indigenous People's rights and the Dakota Pipeline protests at Standing Rock, and the Black Lives Matter movement.

The unit culminates with the students reflecting on important issues facing their own communities and students becoming activists themselves as they brainstorm and develop an activist artifact to form a part of change around an issue they care about.

Community-Engaged Anti-Racist (CEAR) Principles in Unit Five

Principle 1: Embraces Intersectionality and Multiple Identities

Through the analysis of classroom rules, students take into consideration voices that might be silenced or missing. A central idea to this unit is to think of multiple perspectives and identities when thinking about fairness.

Principle 2: Centers Student, Family, and Community Knowledge, Perspectives, and Experiences

The focus on students' personal experiences with language provides opportunities to engage families and the community regarding their own linguistic experiences and perspectives.

Principle 3: Welcomes and Expands Students' Linguistic Resources

Students are encouraged to share and express themselves using their full linguistic repertoires, celebrating home languages and translanguaging practices.

Principle 4: Implements Culturally and Historically Responsive Practices

Students reflect on their own, their family's, and their community's experiences with language.

Principle 5: Critically Analyzes and Disrupts Traditional Notions of Power and Knowledge

Students are deliberately challenged to disrupt traditional notions of power by realizing that even at a young age, they have a voice and a pathway to power. Through specific and intentional questioning, they are taught to think about the responsibility of having power and what groups of people are often targeted for unfair treatment and why.

Principle 6: Counters Dominant Narratives

The unit disrupts ideas that there is only one dominant, named language and cultural practice and only one correct way to speak a language.

Principle 8: Engages Students in Resistance and Action

Students take action and counter injustice in their school community by creating a more linguistically inclusive print-rich environment.

CEAR Practices

Critical Literacy: Students analyze texts, art, and media through a critical lens.

Reflection Tools: Students reflect on learning and evolving perspectives through discussion and writing; they consider what movement or organization's core beliefs are in line with their own in selecting an activism project.

Small Group & Partner Work/Collaboration: Students collaborate frequently in pairs and groups to share perspectives, discuss and reflect, and enhance community.

Historical Connections to the Present: Students make connections across activist groups from the past with current social justice movements.

Inquiry Based Learning: Students uncover information and knowledge by examining, analyzing, and reflecting on sources.

Language Objectives for Each Lesson: Language objectives are an integral part of each lesson.

Multilingual Resources: Students are provided materials in home languages when available; activist movement materials (United Farm Workers) in Spanish are centered.

Planning Using Backwards Mapping

Translanguaging Practices: Home languages and translanguaging are welcomed and celebrated, to engage with content and create students' own activist artifacts.

Varied Media & Texts: Students engage with a variety of media and texts, including audio, video, images, poetry, music, speeches, newspapers, and nonfiction articles, historical and current.

Varied Forms of Expression: Students are encouraged to express and communicate their own activist artifact however they choose.

Content Objectives

Students will be able to do the following:

- Reflect on the meaning and importance of human rights and activism and make connections to their lives and communities. (Lesson 1)
- Annotate a complex text, identify the main idea, paraphrase, and share to deepen understanding. (Lesson 1)
- Identify important information in videos and compare the activism of César Chávez and Dolores Huerta. (Lesson 2)
- Make connections between human rights and activism for migrant workers and explain their reasoning. (Lesson 2)
- Identify and analyze various forms of activism through examining primary sources from the Delano Grape Strike. (Lesson 3)
- Evaluate the effectiveness of different methods of activism. (Lesson 3)
- Analyze activist movements to identify their key issues, demands, and strategies for achieving their goals. (Lesson 4)
- Compare and reflect on the goals and strategies of different activist movements. (Lesson 4)
- Draw on the activist movements, texts, and strategies examined throughout the unit to inform the creation of their own activist artifact. (Lesson 5)
- Collaborate in a group to create an activist product that shares an important issue with others. (Lesson 5)

Language Objectives

Students will be able to do the following:

- Orally summarize and explain the main ideas of the Articles (using video, images, and text) of human rights. (Lesson 1)
- Make oral predictions and connections during discussion of the book *Amelia's Road*. (Lesson 2)
- Identify and record important information through note-taking about videos of César Chávez and Dolores Huerta using a graphic organizer. (Lesson 2)
- Orally reflect on working conditions seen in photos using the frame: "I see, I think, I wonder." (Lesson 3)
- Identify and analyze key information from primary sources and take notes using a note-taking guide. (Lesson 3)
- Read articles and engage with videos to identify and record key notes about different activist movements. (Lesson 4)
- Orally summarize and share the main ideas and strategies of different activist movements. (Lesson 4)
- Discuss issues in their school/communities and explain why they are important. (Lesson 5)

Essential Questions

- What are human rights and why are they important? (Lesson 1)
- How are human rights and activism connected? (Lesson 1)
- How should workers be treated at their jobs and why is it important? (Lesson 2)
- How can working together with a large group of people help to create change? (Lessons 2 and 3)
- How do activists use different methods and strategies to achieve their goals? (Lessons 3 and 4)
- What can we learn from comparing different activist movements in history? (Lesson 4)
- What issues are important in our communities and how can we work together to address injustice? (Lesson 5)
- How can different activist strategies/methods best support change for an issue I care about? (Lesson 5)

Centering Student, Family, and Community Knowledge and Experiences

As students engage with activist movements of the past and present, they are encouraged to reflect, share their knowledge, experiences, and linguistic practices, and make connections to their lives and

communities. Students draw on their experiences and interests as they identify an issue they care about to focus on for their own activism.



West Orange High Climate Strike, September 2019
(Source: *Wikimedia Commons*)

Vocabulary/Conceptual Development

Key vocabulary and concepts related to activism are introduced and supported throughout the unit as students engage with a variety of resources and materials. Discussion, home languages, images, videos, and texts are used to support understanding, and sentence starters and frames are offered for students to incorporate vocabulary into their productions. When annotating texts, students are guided to mark words they don't know as well as words that look like cognates with home language(s) to support the development of metalinguistic awareness and connections across languages. Following is a list of key vocabulary that is highlighted in the lessons; however, teachers may need to adapt or expand the focus on vocabulary to meet the needs of their specific group of students.

Unit Vocabulary

- Human Rights
- Activism
- Migrant Farm Workers
- Strike
- Boycott
- Workers Union/Labor Union
- Working Conditions
- LGBTQ+
- Native Americans
- Oil Pipeline



Garment workers on strike in New York City, circa 1913
(Source: *Wikimedia Commons*)

Lessons Overview

Lesson 1: What Are Human Rights? Students read and annotate select Articles of the Universal Declaration of Human Rights to consider what human rights are and why they are important. Students think critically about when and how human rights are violated, and for whom, and discuss the ways in which people stand up to defend human rights in their communities. Activism is introduced as a key way to defend human rights and fight for change.

Lesson 2: César Chávez, Dolores Huerta, and Migrant Farm Workers Students are introduced to the topic of migrant farm workers through a read aloud of *Amelia's Road*, by Linda Jacobs Altman, and are encouraged to make connections between migrant farm workers and human rights. The activism of César Chávez and Dolores Huerta for migrant farm workers is explored through videos, note-taking, and discussion.

Lesson 3: The Delano Grape Strike: Examining Primary Sources Students continue learning about the activism of César Chávez and Dolores Huerta through a focus on the Delano Grape Strike. Students look at photos to reflect on the working conditions of farm workers, watch a video about the

Delano Grape Strike, and rotate through stations examining primary sources from the movement. To conclude, the class considers the power of individual action and collective action, reflecting on the United Farm Workers poster slogan, "I am somebody; together we are strong."

Lesson 4: A Snapshot of Different Activist Movements Students use a graphic organizer to recall and record the key points of the United Farm Workers movement and use it as a note-taking guide as they engage with materials about Black Lives Matter, the Stonewall Uprising, and the Standing Rock Dakota Pipeline protests. Through a jigsaw share and whole class discussion, students think critically and reflect on the demands and strategies of the diverse activist movements.

Lesson 5: My Activism: An Issue I Care About In this final lesson, students draw on their exploration of various activist movements to inform the creation of their own activist piece. Following a class brainstorm about important issues affecting students' communities, groups of students choose an issue to focus on and develop an activist artifact about the cause, positioning students as active agents of change.

Assessment

Formative assessment includes observations of student participation in discussions and small group and partner work; comprehension checks in whole class discussion; identifying and discussing key ideas from videos; note-taking and jigsaw sharing; exit cards; and oral reflections.

Summative assessment includes students drawing on the unit content and critical analysis of the strategies and accomplishments of activist movements to inform the development of their own activist artifact around an issue they care about; communication of and reflection on their own activism; and an oral presentation of their artifact.

Alignment to Standards

New Jersey State Learning Standards for English Language Arts

NJSLSA.R1: Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RL.5.10: By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.

RI.5.3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

RI.5.7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

RI.5.9: Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.

NJSLSA.SL1: 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.

NJSLSA.SL2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

B. Follow agreed-upon rules for discussions and carry out assigned roles.

C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

New Jersey Student Learning Standards for Social Studies

6.1.5.CivicsHR.2: Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspired social activism in subsequent generations.

6.1.5.CivicsHR.3: Cite examples from a variety of sources to describe how national and international leaders, businesses, and global organizations promote human rights and aid individuals and nations in need.

6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.

World-Class Instructional Design and Assessment (WIDA) English Language Development

Standard 1: English language learners communicate for social and instructional purposes within the school setting.

Standard 2: English language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts.

Standard 5: English language learners communicate information, ideas and concepts necessary for academic success in the content area of social studies.

Core Instructional Resources and Materials

Texts

- Altman, L. J. (1993). *Amelia's Road*. Lee & Low Books.
- Britannica Kids. (n.d.) *Stonewall Riots*.
| kids.britannica.com/students/article/Stonewall-riots/313707
- Naciones Unidas. (1948, December 10). *La Declaración Universal de Derechos Humanos*. | www.un.org/es/about-us/universal-declaration-of-human-rights
- United Nations. (2015). *Illustrated Version of the Universal Declaration of Human Rights*. | www.un.org/en/udhrbook/ (Articles 2, 3, 7, 18, 23, 25, 26)
- Voice of America Learning English. (2016, November 1). *Why Are Facebook Users 'Checking In' at Standing Rock Indian Reservation?* Voice of America.
| learningenglish.voanews.com/a/trending-today-million-check-in-standing-rock-indian-reservation/3574948.html

Videos

- Biography. (2021, October 5). *Dolores Huerta – Activist & Co-Founder of United Farm Workers | Hispanic Heritage Month* | Biography [Video]. YouTube.
| www.youtube.com/watch?v=iMTTFWH143k
- BrainPOP. (2020, June 29). *Black Lives Matter Protests* [Video]. YouTube. | www.youtube.com/watch?v=xv3dAJUTCT0&t=1s
- Dr. Ham. (2016, January 18). *Civil Rights Music Video "We Shall overcome" by Peter Seeger* [Video]. YouTube. | www.youtube.com/watch?v=4gmTxc2wGTI
- Hope Vance. (2015, October 24). *Amelia's Road Video* [Video]. YouTube. | www.youtube.com/watch?v=2fhuOrldNww
- L.A. Works. (2021, March 31). *César Chávez Day* [Video]. YouTube. | www.youtube.com/watch?v=vDj6qa-MO8s

- NBC Bay Area. (2020, November 19). *Dolores Huerta: The Civil Rights Icon Who Created the Slogan "Si Se Puede" (Yes We Can)* [Video]. YouTube.
| www.youtube.com/watch?v=d7h_W-Fy06s
- See Us Unite. (2021, May 3). *The Delano Grape Strike* [Video]. YouTube. | www.youtube.com/watch?v=KjH0UZGQag8
- UN Human Rights. (2011, December 7). *What is a human right?* [Video]. YouTube. | www.youtube.com/watch?v=JpY9s1Agbsw
- Vox. (2016, December 5). *The fight over the Dakota Access Pipeline, explained* [Video]. YouTube. | www.youtube.com/watch?v=qJZ1-LAFOTo&t=25s

Additional Materials

- Post-its
- Highlighters
- Chart paper
- Exit cards (any scrap paper)
- Photo Pack - Migrant Farm Workers
- Delano Grape Strike Primary Sources - Station Rotation
- Primary Sources Note Taking Guide
- I Am Somebody UFW Flyer
- Timer
- Graphic Organizer - César Chávez and Dolores Huerta
- Activist Movement Table
- "We Shall Overcome" Lyrics
- Computer or tablet for small group work with videos
- Poster, paper, markers, computer, arts and craft supplies as needed and available for the activist artifact student groups choose to create
- Piece of paper for snowball activity

Resources for Building Background

Resources for Building Background

- Abbott, F. (2016). *The United Farm Workers and the Delano Grape Strike*. Digital Public Library of America. | dp.la/primary-source-sets/the-united-farm-workers-and-the-delano-grape-strike/teaching-guide#tabs
- AFL-CIO. (n.d.) *César Chávez*. | aflcio.org/about/history/labor-history-people/cesar-chavez
- American Federation of Teachers. (2016) *Immigrant and Refugee Children. A guide for educators*. | www.nilc.org/wp-content/uploads/2016/06/ICE-Raids-Educators-Guide-2016-06.pdf
- Amnesty International. (n.d.). *Universal Declaration of Human Rights*. | www.amnesty.org/en/what-we-do/universal-declaration-of-human-rights/
- BLM@School Curriculum Committee. (n.d.). *Curriculum Resource Guide - Shared Folders*. | drive.google.com/drive/u/1/folders/1LGslwJwhXvpVnDgw0uC-n794l6EGzpuH
- Breiseth, Lydia. (2018, December). *How to Support Immigrant Students and Families: Strategies for Schools and Early Childhood Programs*. Colorín Colorado. | www.colorincolorado.org/immigration/guide
- CBC Kids News. (2020, January 6). *Want to be a youth activist? Here are some tips* [Video]. YouTube. | www.youtube.com/watch?v=IIFx3m2oPC4
- César E. Chávez National Monument. (2021, May 26). *The Terrain of Farmworker Life*. National Parks Service. | www.nps.gov/articles/000/terrain-of-struggle.htm?utm_source=article&utm_medium=website&utm_campaign=experience_more&utm_content=large
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Extensions (Optional)

This unit affords much opportunity for extension and expansion. Each of the activist movements examined can be extended to multiple lessons. The final lesson and culminating activity, in which students become activists, can be extended and deepened over multiple lessons and weeks. Students can connect with local organizations and activists to learn about their work and become involved; share their activist artifact and issue with other classes in their school; interview and engage family members; and connect with local and national student activist groups.

Notes

Some lessons may take more than one day to complete; teachers should use their discretion and knowledge of students to make decisions about extending certain parts of lessons, supporting specific content and language, or choosing certain activities over others. Teachers may want to connect with a local activist organization prior to the unit and invite a guest speaker to work with students, or decide to focus on one movement in particular.

UNIT FIVE, LESSON ONE

What Are Human Rights?

Grade Level: 5

Subjects: Language Arts & Social Studies

Suggested Length: 1 day (60-minute session)

Lesson Overview

Students read and annotate selected articles of the Universal Declaration of Human Rights (UDHR) to consider what human rights are and why they are important. Students think critically about when and how human rights are violated, and for whom, and discuss the ways in which people stand up to defend human rights in their communities. Activism is introduced as a key way to defend human rights and fight for change.

Content Objectives

Students will be able to do the following:

- Reflect on the meaning and importance of human rights and activism and make connections to their lives and communities.
- Annotate a complex text, identify the main idea, paraphrase, and share to deepen understanding.

Language Objectives

Students will be able to orally summarize and explain the main ideas of select articles of the UDHR using video, images, and text.

Essential Questions

- What are human rights and why are they important?
- How are human rights and activism connected?

Instructional Resources and Materials

- “La Declaración Universal de Derechos Humanos” video | www.un.org/es/about-us/universal-declaration-of-human-rights
- “What is a Human Right?” video | www.youtube.com/watch?v=JpY9s1Agbsw
- “Illustrated Version of the Universal Declaration of Human Rights” (Articles 2, 3, 7, 18, 23, 25, 26) | www.un.org/en/udhrbook/
- Post-its
- Highlighters
- Chart paper
- Exit cards (scrap paper)

Vocabulary/Conceptual Development

Activism: Action people take to address injustice and bring about political or social change.

Human rights: The basic rights and freedoms that belong to every person in the world, no matter where you are from.



Eleanor Roosevelt holding poster of the Universal Declaration of Human Rights. November 1949. (Source: *Wikimedia Commons*)

Centering Student, Family, and Community Knowledge and Experiences

This lesson highlights the fact that all humans have rights. It encourages students to make connections between the human rights as written in the UDHR and what they see, experience, and know about rights both in and out of their communities. Students are asked to think critically about when and how rights are violated. The discussion should welcome and respond to the knowledge and experiences students bring around this topic.

Potential Challenges

Students may need clarification of the different meanings of a *right*, a *law*, and a *rule*, with examples to give context. Emergent bilinguals especially may need clarification around what it means for a right to be “violated.” (The most common meaning of “violate” in Spanish—*violar*—is rape.)

Students may believe that they do not have rights because they are children. Consider highlighting some of the rights they have in school, such as the right to free speech, freedom of expression, disability rights, and LGBTQ+ rights.

Lesson Procedures

Introduction and Brainstorm

Write *human rights* on the board. Introduce the topic, which is the first in the new unit, “Making Change Through Activism.”

Give each student a Post-it and instruct them to write one thought they have about human rights on it. It can be something they know, a definition, an example of a human right, or a question.

Invite students to the board to stick their Post-it, then give them a few minutes to read one another’s notes.

Lead a discussion using the following prompts:

What did you notice about your classmates’ notes?

Ask for their thoughts, connections, reflections, and point out anything interesting you see.

Today we’re going to learn about human rights and think about why they are important for us and our communities. First, we’ll watch a short video that explains some of the history of human rights, and then we’ll look at a document called the Universal Declaration of Human Rights (UDHR).

Video

Introduce “What is a Human Right” video | www.youtube.com/watch?v=JpY9s1Agbsw from the United Nations and ask,

What is a human right?

Elicit ideas from the group and write their definitions on the board, or use the definition: “Human rights are the basic rights and freedoms that belong to every person in the world, no matter where you are from.”

Watch video. Pause throughout and view again as needed for language and content support.

Class Annotation

In the video, we heard about the Universal Declaration of Human Rights. Do you remember what year it was written in? 1948. This document was created by the United Nations to state that every single person in the world, no matter how young or old you are or where you live, has these same basic rights. There are 30 articles, or parts. Each one explains a different human right.

As a whole class, preview the document (first couple of pages). Ask students to identify what kind of text it is (informational). Ask them what they notice about this document, which is different from other informational texts they have seen. Students may notice it's a legal document.

We will be reading some of the 30 articles today and annotating them. We are looking for important words and ideas, words we don't know, and words that are similar to other languages we speak.

Project and/or hand out the first sentence of Article 2 of the UDHR (www.un.org/en/udhrbook/) and read it out loud:

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.

Model and guide students in annotating it. Use any annotating system the class is familiar with. One option is to ask students to circle any words they aren't sure of and star the important words and phrases. Underline words that look similar to their home language(s) (e.g., "race," "color," "language," and "national" are cognates in Spanish). Read together and review words they don't know (check "entitled," "set forth," "distinction").

Ask students to orally summarize Article 2 in their own words.

Read and annotate Article 3 together in the same way.

Small Group Annotation

Divide students into five groups. If students have diverse home languages, create mixed-language groups to have different linguistic backgrounds to draw on in each group, or use the Spanish version of the UDHR, as appropriate.

Give each group one article (Article 7 - Discrimination, 18 - Religion, 23 - Work, 25 - Health, 26 - Education). Instruct students to annotate using circles and stars (or another system) and share with their group. Tell them they will share their article with the class.

While students are working, circulate to observe and support with vocabulary and discussion. Optional: Each group has an online learner's dictionary open to support with words.

Group Share

Ask each group to share the main ideas and the meaning of the article in their own words.

As they share, write the human right discussed on the board (e.g., education, freedom of religion, freedom from discrimination, work, health, life, freedom, and safety) to create a list. (Optional: Ask a student to be a scribe at the board.) Elicit examples of the right (e.g., for religion, the right is that everyone can choose their own, or for education, all kids have the right to go to school). As needed, provide examples. Highlight that these are not *all* of the human rights in the document, just some of them.

Whole Group Discussion

Look together at the list of rights on the board.

These are some of the human rights that are promised and guaranteed for everyone in the Universal Declaration of Human Rights. In the video, we saw that it is the job of governments to protect these rights for their people.

Using the questions below, guide a discussion that reflects on how human rights are not always protected and the ways in which they are broken or violated. Encourage student sharing and keep the conversation open and flexible.

Are these rights always guaranteed for everyone? Are human rights ever broken, or violated? When does that happen? Which human rights?

Refer back to the list on the board as needed to make connections to specific human rights articles and when they are violated.

Make the connection to activism.

What do people do when human rights are violated in their communities?

Sample responses may include protest, call the police, nothing, call their government, march, write letters.

Write *activism* on a piece of chart paper.

Activism is when people stand up, or fight, for change. It is often because people's basic human rights are being violated, or they are not being guaranteed equally. This sometimes happens unfairly because of someone's race, sex, gender identity or sexual orientation, nationality, language, religion, or politics.

Can you think of any examples of activism? It could be from your community, or something you have learned about in history.

Elicit student responses and encourage discussion. Prompt students to brainstorm different forms of activism they have seen/heard of. Record their ideas on the chart paper so that a whole class list of methods is generated. Use the list to emphasize the many forms of activism (protest, speeches, marches, poetry, music, letters, etc.). This list can be visibly displayed in the classroom and added to throughout the unit.

Closure

In this unit we are going to be talking a lot about activism and looking closely at some different movements when people have fought for change and for equal rights.

Give students a piece of paper and as an exit card ask them to finish the sentence "Activism is..." Students can write an adjective, how they feel about activism, a description, or a drawing if students prefer. Students may integrate home languages as well.

Look at these exit cards after class to gauge how students feel about activism and what their prior knowledge or experience is (e.g., if students say "dangerous" or "scary").

Assessment

Through annotating the articles, students identify key words and main ideas, mark unclear words, and make connections to home language(s).

Through their summaries of the articles and discussions on human rights and how we defend them when they are violated, students share their

interpretations, syntheses, critical thinking, and connections to their own life and experiences around human rights and activism.

Through exit cards, students share feelings, thoughts, and prior knowledge on activism.

Alignment to Standards

New Jersey Student Learning Standards for English Language Arts

NJSLSA.R2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

- A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- B. Follow agreed-upon rules for discussions and carry out assigned roles.
- C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

New Jersey Student Learning Standards for Social Studies

6.1.5.CivicsHR.3: Cite examples from a variety of sources to describe how national and international leaders, businesses, and global organizations promote human rights and aid individuals and nations in need.

World-Class Instructional Design and Assessment (WIDA) English Language Development

Standard 1: English language learners communicate for social and instructional purposes within the school setting.

Standard 2: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

Standard 5: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

Resources for Building Background

Amnesty International. (n.d.). Universal Declaration of Human Rights. | www.amnesty.org/en/what-we-do/universal-declaration-of-human-rights/
Human Rights Office of the High Commissioner. (n.d.). What are human rights? United Nations. | www.ohchr.org/en/what-are-human-rights

United Nations. (1948, December 10). Universal Declaration of Human Rights. | www.un.org/en/about-us/universal-declaration-of-human-rights

United Nations. (n.d.) History of the Declaration. | www.un.org/en/about-us/udhr/history-of-the-declaration

Extensions (Optional)

- Students choose one of the articles from the UDHR and illustrate it.
- Students choose one of the articles and compose an artifact that communicates how it affects or is represented in their lives.
- Students research the history of the creation of the UDHR document and the events that led up to it.

Notes

This unit uses songs chosen by the curriculum developers. However, we encourage educators to use the Selecting Visual and Performing Arts Media Reflection Tool to consider the selection of songs that align with student interest and/or content standards.

References

- Naciones Unidas. (1948, December 10). *La Declaración Universal de Derechos Humanos*. | www.un.org/es/about-us/universal-declaration-of-human-rights
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UNIT FIVE, LESSON TWO

César Chávez, Dolores Huerta, and Migrant Farm Workers

Grade Level: 5

Subject: Language Arts & Social Studies

Suggested Length: 1 day (60-minute session)

Lesson Overview

Students are introduced to the topic of migrant farm workers through a read-aloud of *Amelia's Road*, by Linda Jacobs Altman, and are encouraged to make connections between migrant farm workers and human rights. The activism of César Chávez and Dolores Huerta for migrant farm workers is explored through videos, note-taking, and discussion.

Content Objectives

Students will be able to do the following:

- Identify important information in videos and compare the activism of César Chávez and Dolores Huerta.
- Make connections between human rights and activism for migrant workers and explain their reasoning.

Language Objectives

Students will be able to do the following:

- Make oral predictions and connections during discussion of the book *Amelia's Road*.
- Identify and record important information through note-taking about videos of César Chávez and Dolores Huerta using a graphic organizer.

Essential Questions

- How should workers be treated at their jobs and why is it important?
- How can working together with a large group of people help to create change?

Instructional Resources and Materials

- *Amelia's Road*, by Linda Jacobs Altman
- “Dolores Huerta – Activist and Co-Founder of United Farm Workers” video | youtu.be/iMTTFWH143k
- “César Chávez Day” video | www.youtube.com/watch?v=vDj6qa-MO8s
- “Dolores Huerta: The Civil Rights Icon Who Created the Slogan ‘Si Se Puede’ (Yes We Can)” video | www.youtube.com/watch?v=d7h_W-Fy06s
- Timer
- “César Chávez and Dolores Huerta” graphic organizer

Vocabulary/Conceptual Development

Migrant farm workers: Farm workers who move from place to place to work harvesting or picking different crops each season.

Strike: When an organized group of workers stops working to protest their pay or working conditions.

Boycott: To refuse to buy, use, or take part in something as a way of protesting.

Workers union/labor union: An organization of workers that helps them get better pay and working conditions.

Working conditions: The environment and all circumstances that affect a person's work and workplace, including job hours and breaks, physical space, legal rights, and responsibilities.



Worker-led Boycott
(Source: *Wikimedia Commons*)

Centering Student, Family, and Community Knowledge and Experiences

Depending on the class, students may have personal experiences with migration, migrant work, immigration, and/or transnational families. These may be sensitive topics for students, and the class can provide a safe space that centers, welcomes, and supports those students who want to share experiences. The focus on migrant farm worker movements and Spanish-speaking activists allows Spanish-speaking students to make connections and share their language with the class.

Potential Challenges

Students may assume that César Chávez and Dolores Huerta were immigrants and/or were undocumented, but both were born in the United States.

The discussion of migrant farm workers and undocumented immigrants may prompt students to share views they have heard from family, friends, politicians, or the media that communicate negative, racist, and/or hurtful stereotypes about immigrants. Teachers should be prepared to address this, if it arises, and proactively address such views. Students may refer to undocumented immigrants as “illegal,” as the term is still widely used, and often with a derogatory connotation. Teachers may take the opportunity to discuss with students why “undocumented” is a preferred term (following the work of numerous undocumented organizers, activists, and scholars), as it is less disparaging, negative, and judgmental, and does not position the immigrant as a criminal.

The classroom should serve as a safe and welcoming space for any students who have experiences with migration, transnational families, or undocumented status. These topics are sensitive and students may not wish to share. Teachers should take special care to not allow any students to be singled out.

Lesson Procedures

Introduction and Warm Up

Write the following questions and sentence starter answers on the board:

1. Why are human rights important? Human rights are important because...
2. What are you curious to learn about activism? I'm curious to learn about...

Instruct students to get up and find another student to talk to. Give them one minute on the timer to talk about the first question. When the time is up, tell them to find a different partner and talk about the second question for one minute. (Optional: Extend this to two to three minutes per question.)

Have students go back to their seats and invite volunteers to share their answers as a way to refresh the previous lesson and warm up for the class.

Read Aloud

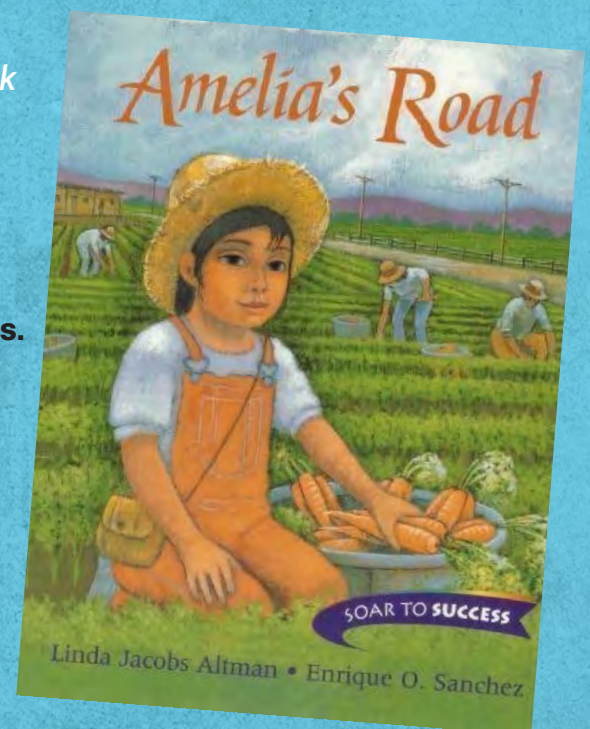
Introduce the book *Amelia's Road*, by Linda Jacobs Altman, (or watch read aloud). Invite students to look at the cover and make predictions.

Human rights are often explored in literature. Today, we will be reading "Amelia's Road." This story tells us about the experiences of a girl and her family, who are farmers, and must constantly move from one place to another to find work. What do you think it would be like to live that way and move all the time? How would you feel?

Read aloud the book. As needed, stop and guide discussion and use partner talk to check concepts, make connections, review vocabulary, and notice cognates with home languages.

Following the reading, ask students to turn and talk:

Why were the accidental road and Amelia's box so important to her? How do you think Amelia felt at the beginning of the book? At the end?



Invite students to share their responses with the whole group.

Amelia's Road gives us a glimpse of the life of migrant farm workers in the United States.

Ask what migrant farm workers are, and as needed, define and discuss the meaning.

Can you make a connection between the story and what we learned yesterday about human rights?

Guide students to recall the different human rights in the articles of the Universal Declaration of Human Rights (UDHR). Invite responses and discussion.

Sample responses may include the following:

- They don't have the right to work because they have to move around to look for it.
- Amelia doesn't have the right to education if she always has to change schools.
- They are discriminated against for being migrant workers.

Today we're going to talk about two very important activists who fought for the rights of migrant farm workers. They are César Chávez and Dolores Huerta.

César Chávez Video and Note Taking

The first person is César Chávez. He was born in Arizona and was a migrant farmer whose family had to move from Arizona to California to find work. He then became an activist and leader of a movement to improve the rights of farm workers. We're going to watch a short video about him today.

Hand out "César Chávez and Dolores Huerta" graphic organizer for note taking and review the sections together. Play the César Chávez Day [Video] (5:14) (see URL under "Instructional Resources and Materials") once and ask students to take any notes on it that they hear in the video. Review key vocabulary: strike, boycott, working conditions, labor union.

Give students a few minutes to review their notes from the video with a partner. Play the video again as needed and give students time to add to their notes.

Dolores Huerta Video and Note Taking

Introduce Dolores Huerta, who was mentioned in the César Chávez video.

Dolores Huerta was an important leader, with César Chávez, in the movement and activism for migrant farm workers. She is still alive today and has been an activist her whole life, fighting for the rights of workers, immigrants, and women. We are going to watch two short videos to learn about her.

Instruct students to take notes about Dolores Huerta on their graphic organizer. Play the first video: “Dolores Huerta–Activist & Co-Founder of United Farm Workers” (1:01) (see URL under “Instructional Resources and Materials”).

Introduce the second video, “Dolores Huerta: The Civil Rights Icon Who Created the Slogan ‘Si Se Puede’ (Yes We Can)” (1:46) (see URL under “Instructional Resources and Materials”). Ask students if they know what “Si, se puede” means and where they have heard it, encouraging them to make connections to Spanish. Play the second video.

Pair Work/Making Connections

Ask students to work with their partner (or a small group) to review their notes on Dolores Huerta and together fill out the last two rows on the similarities between Dolores Huerta and César Chávez and the connections between their activism and human rights.

Discussion and Closure

Ask pairs/groups to share key facts from their graphic organizers and discuss the similarities between the two activists and the connections they made to human rights.

Return to the essential questions:

How should workers be treated at their jobs and why is it important? How can working together with a large group of people help to create change?

Tomorrow we are going to think more about these questions as we look closely at documents from the Delano Grape Strike.

Assessment

Through discussion of the book, *Amelia's Road*, students demonstrate how they are making connections across the text, their lives, and the world. Teachers listen for students' explanation of the inferences they make about how Amelia is feeling.

Through note-taking during the videos, students identify and write down key facts and main ideas. Together they analyze, discuss, and compare the work of two activists and make connections to human rights.

Alignment to Standards

New Jersey Student Learning Standards for English Language Arts

NJSLSA.R1: Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

RL.5.10: By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.

RI.5.3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

NJSLSA.SL1: 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.

NJSLSA.SL2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

World-Class Instructional Design and Assessment (WIDA) English Language Development

Standard 1: English language learners communicate for social and instructional purposes within the school setting.

Standard 2: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts.

Standard 5: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

Resources for Building Background

AFL-CIO. (n.d.) *César Chávez*.

| aflcio.org/about/history/labor-history-people/cesar-chavez

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Colorín Colorado. | www.colorincolorado.org/immigration/guide

Learning for Justice. (n.d.). *Supporting students from immigrant families*. | www.learningforjustice.org/moment/supporting-students-immigrant-families

Michals, D. (Ed.). (2015). *Dolores Huerta*. National Women's History Museum.

| www.womenshistory.org/education-resources/biographies/dolores-huerta

Extensions (Optional)

- Read aloud of “Harvesting Hope, the Story of César Chávez”.
- Read aloud of “Dolores Huerta, a Hero to Migrant Workers”.

Notes (Optional)

Undocumented status or undocumented immigrants are terms used here, instead of “illegality” and “illegal immigrant,” which frame immigrants as criminals and often carry a derogatory connotation.

References

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L.A. Works. (2021, March 31). *César Chávez day* [Video]. YouTube. | www.youtube.com/watch?v=vDj6qa-MO8s

NBC Bay Area. (2020, November 19). *Dolores Huerta: The civil rights icon who created the slogan “Si se puede” (Yes we can)* [Video]. YouTube. | www.youtube.com/watch?v=d7h_W-Fy06s

César Chávez and Dolores Huerta Graphic Organizer

César Chávez

Dolores Huerta

<p>Early life (birthdate, place, etc.)</p>		
<p>An interesting fact or a powerful quote</p>		
<p>What issue(s) did they care about and fight to change as activists?</p>		

César Chávez and Dolores Huerta Graphic Organizer

César Chávez

Dolores Huerta

Methods/ strategies of activism (example: protest)		
Key accom- plishment(s)		
Similarities		

Connecting activism to human rights: Which human rights did they work to defend?

UNIT FIVE, LESSON THREE

The Delano Grape Strike: Examining Primary Sources

Grade Level: 5

Subjects: Language Arts & Social Studies

Suggested Length: 1 day (60-minute session)

Lesson Overview

Students continue learning about the activism of César Chávez and Dolores Huerta through a focus on the Delano Grape Strike. Students look at photos to reflect on the working conditions of farm workers, watch a video about the Delano Grape Strike, and rotate through stations examining primary sources from the movement. To conclude, the class considers the power of individual action and collective action, reflecting on the United Farm Workers (UFW) poster slogan, “I am somebody; together we are strong.”

Content Objectives

Students will be able to do the following:

- Identify and analyze various forms of activism by examining primary sources from the Delano Grape Strike.
- Evaluate the effectiveness of different methods of activism.

Language Objectives

Students will be able to do the following:

- Orally reflect on working conditions seen in photos using the frame: “I see..., I think..., I wonder...”
- Identify and analyze key information from primary sources and take notes using a note-taking guide.

Essential Questions

- How can working together with a large group of people help to create change?
- How do activists use different methods and strategies to achieve their goals?

Instructional Resources and Materials

- “The Delano Grape Strike” video | www.youtube.com/watch?v=KjH0UZGQag8
- “Photo Pack - Migrant Farm Workers” handout
- “Delano Grape Strike Primary Sources - Station Rotation” handout
- “Primary Sources Note-Taking Guide” handout
- “I Am Somebody” UFW flyer

Vocabulary/Conceptual Development

Strike: When an organized group of workers stops working to protest their pay or working conditions.

Boycott: To refuse to buy, use or take part in something as a way of protesting.

Workers Union/labor union: An organization of workers that helps them get better pay and working conditions.

Working conditions: The environment and all circumstances that affect a person’s work and workplace, including job hours and breaks, physical space, legal rights and responsibilities.

Centering Student, Family, and Community Knowledge and Experiences

Students may have personal experiences with migration, migrant work, and immigration. These may be sensitive topics for students, and the class can provide a safe space that centers, welcomes, and supports those students who want to share experiences.

The focus on exploring primary sources and documents from the Delano Grape Strike highlights Spanish-speaking activists and materials in Spanish, allowing Spanish-speaking students to make connections and share their language with the class.

Potential Challenges

Depending on the class, students may need more support engaging with the primary sources at stations. For a class with many emergent bilinguals, consider reducing the documents with more text (e.g., the flyers and letter), or excerpting a small part of a text-heavy document.

Consider intentional grouping strategies. Students may be mixed to create groups with diverse home languages, or students with the same home language may be grouped together to support one another, with the teacher providing extra language support as needed.

Consider supporting the discussion of Filipino and Mexican American farm workers with a map, as some students may have less familiarity with the Philippines than with Mexico.



César Chávez, left, seated next to John Giumarra, shakes hands with John Giumarra Jr. after signing of pact in Delano. Standing to left of elder Giumarra is Auxiliary Bishop Joseph F. Donnelly of U.S. Bishops Committee on Farm Labor Dispute. (Source: *Wikimedia Commons*)

Lesson Procedures

Introduction

Print “Migrant Farm Workers Photo Pack” for each group of students (4 to 5 per group, or the number at a table). Place the photos on each table and ask students to look at them and discuss.

Write “*I see, I think, I wonder...*” on the board and ask students to use this prompt to guide their discussion. Write one example on the board as a model if needed. (Alternative option: Project the photos on the board and students turn and talk to a partner.)

After a few minutes, ask students to share thoughts for a whole group discussion.

Introduction to Delano Grape Strike and Boycott

Give the following overview of key dates and facts about the Delano Grape Strike. Write key dates on the board and write “United Farm Workers.” (Alternative option: Students take guided notes.)

In the photos we just looked at, you noticed the difficult working conditions of the farm workers, and the poverty they lived in. Today we are going to talk about how the farm workers organized together to protest these bad conditions. First, let’s review some of the key words we talked about yesterday.

Write “strike,” “boycott,” “working conditions,” and “labor union” on the board; elicit definitions from students to review.

In 1965, an organization of Filipino farm workers who picked grapes decided to strike in Delano, California, to protest their low pay and bad working conditions. César Chávez, Dolores Huerta, and a group of Mexican American farm workers joined them in what was called the Delano Grape Strike.

Together, the Filipino farm workers and the Mexican American farm workers created the United Farm Workers, a labor union that organized migrant farm workers to improve their wages, education, housing, and legal rights.

In 1966 César Chávez led a march from Delano to Sacramento, the capital of California, to bring attention to the grape workers' strike.

*From 1966–1970 the United Farm Workers union organized a national **boycott** of grapes, meaning that they asked Americans not to buy grapes, as a way to protest the bad working conditions of the workers. Workers went on strike, so they didn't go to work, as a way to protest.*

By 1970, the grape boycott was a success. Workers signed a contract with the union, and they got better pay and working conditions.

Video and Discussion

Write the following questions on the board (answers are in parentheses for reference):

- 1. Collective Action:** Which two ethnic groups joined together for the grape strike and boycott? (Filipino and Mexican American groups)
- 2. Demands:** What were the farm workers asking for? (Decent pay and better working conditions)
- 3. Strategies:** What were some of the tactics, or methods, the activists used? Which were effective? (march, walk, ask people to boycott grapes)
- 4. Allies:** Who else joined the movement? (Middle class families, Black activists, Yemeni workers, Native Americans, faith/religious leaders)
- 5. Accomplishments:** What did the activists achieve? (union contracts, better conditions, higher pay)

Watch The Delano Grape Strike video | www.youtube.com/watch?v=KjH0UZGQag8. Look at the questions on the board and as a whole group, discuss the answers, from what students saw in the video. Note-taking is not necessary. As needed, watch the video again, and stop to review any vocab or key concepts.

Primary Source Stations

Set up five stations with “Delano Grape Strike Primary Sources - Station Rotation,” one station for each type of primary source.

Give students the “Primary Sources Note Taking Guide” and read through the four questions together.

Divide students into five groups. Groups rotate to each station (~5 mins per station), and take notes on their guide. This activity can be extended as time and interest allow.

When finished, return to whole group discussion and share from notes. (Optional: project note-taking guide on board or write answers from students during the discussion to support language.)

Relate discussion to broader questions: “How do activists use different methods and forms to achieve their goals?” and “What can we learn from looking directly at primary sources from activist movements?”

Whole Group Speech Excerpt Analysis

Project this quote from César Chávez on the board:

“Every time we sit at the table to have something to eat, the fruit and the vegetables got there because someone was exploited. They’re subjected to the sun, and to the heat and to the cold, and to pesticide poisoning. They’re treated like animals. And they endure all the sacrifices and all the suffering so you can eat and I can eat. These men, and women, and children feed all of us, and they don’t have any food for themselves.”

Ask students(s) to read it out loud. Invite a few students to the board to annotate as they read. Guide students to use circles and stars (from lesson 1), or another annotating system for key words and ideas, unfamiliar words, and cognates with home languages. Discuss the main idea and key takeaways.

Closure

Project the “I Am Somebody” UFW flyer on the board. Ask students what it means to them to say “I am somebody; together we are strong.”

Think-Pair-Share

Relate back to the essential question: “How can working together with a large group of people help to create change?”



United Farm Workers. (Circa 1960-1975).
I Am Somebody [Flyer]. Facing Freedom.

Assessment

Through note taking while examining different primary sources and documents from the Delano Grape Strike, students identify and write down key facts and also analyze and draw conclusions about the efficacy of different methods in activism.

Through discussions of photos of farm workers and about art and flyers from the Delano Grape Strike, students make connections and reflect on the rights of workers and on the power of working together to achieve change.

Alignment to Standards

New Jersey Student Learning Standards for English Language Arts

RI.5.7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

R2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

New Jersey Student Learning Standards for Social Studies

6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

6.1.5.CivicsHR.2: Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, and inspired social activism in subsequent generations

6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.

World-Class Instructional Design and Assessment (WIDA) English Language Development

Standard 1: English language learners communicate for social and instructional purposes within the school setting.

Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.

Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.

Resources for Building Background

Abbott, F. (2016). *The United Farm Workers and the Delano Grape Strike*. Digital Public Library of America. | dp.la/primary-source-sets/the-united-farm-workers-and-the-delano-grape-strike/teaching-guide#tabs

César E. Chávez National Monument. (2021, May 26). *The terrain of farmworker life*. National Parks Service. | www.nps.gov/articles/000/terrain-of-struggle.htm?utm_source=article&utm_medium=website&utm_campaign=experience_more&utm_content=large

César E. Chávez National Monument. (2021, August 25). *Workers united: The Delano Grape*

Strike and boycott. National Parks Service. | www.nps.gov/articles/000/workers-united-the-delano-grape-strike-and-boycott.htm?utm_source=article&utm_medium=website&utm_campaign=experience_more&utm_content=small

Chicago History Museum. (2022). *United Farm Workers*. Facing Freedom in America. | facingfreedom.org/workers-rights/united-farm-workers

Facing History and Ourselves. (n.d.). *Gallery walk images: Farmworkers' movement*. | www.facinghistory.org/sites/default/files/Gallery_Walk_Images_Farmworkers_Movement.pdf

Extensions (Optional)

- Stations can be extended and deepened as time and interest allow. Students may work in groups to choose one of the primary sources to focus on.
- Students in groups or alone can create their own new activist artifact for the migrant farm workers movement (e.g., a piece of art, a poster, a letter).

References

See Us Unite. (2021, May 3). *The Delano Grape Strike* [Video]. YouTube. | www.youtube.com/watch?v=KjH0UZGQag8

United Farm Workers Poster

I Am Somebody



Together We Are Strong

United Farm Workers. (Circa 1960-1975). *I Am Somebody* [Flyer].
Facing Freedom. | facingfreedom.org/workers-rights/united-farm-workers

Station 1: Boycott Flyers

Boycott for Democracy

Under the leadership of Cesar Chavez, farm workers in California have been struggling for a decade to win union recognition. Consumers throughout the world have joined in a boycott of grapes, lettuce, and Gallo wine to end such abuses as child labor, low wages, sub-human housing, and exposure to dangerous chemical pesticides.

Many thought California's new Agricultural Labor Relations Act, giving workers the right to choose their own union in secret ballot elections, would bring a peaceful settlement of the dispute. But farm owners have openly defied the law.

In a last desperate attempt to frustrate the desires of their workers, farm owners and their Teamster allies have conducted a massive campaign of violence and intimidation throughout rural California. They have:

Blocked UFW organizers from entering labor camps to talk with the workers.

Threatened workers and organizers with rifles and shotguns.

Threatened to fire workers if they vote for the UFW.

Forced workers to attend anti-UFW meetings as a captive audience, or lose their jobs.

Fired workers for attending UFW meetings.

Blocked counting of ballots at many ranches (including one where the ballot box has now "disappeared.")

Prevented pro-UFW workers from voting. (At one ranch 500 workers did not vote. At another, 67 workers fled in the middle of the night, giving up their jobs because they did not dare to vote the next day.)

Despite all intimidation, an absolute majority of workers have cast their votes for the United Farm Workers. But the ranchers will not negotiate in good faith with the UFW.

The farm workers have chosen their union. Now they need your help to win contracts. Please boycott grapes and lettuce, unless you see the farm workers' union label right on the box.

BOYCOTT GRAPES

UNLESS YOU SEE THIS LABEL 



United Farm Workers, AFL-CIO
1411 W. Olympic, L.A. 381-1136

United Farm Workers. (1975). *Boycott Grapes* [Flyer]. Online Archive of California.
| <https://oac.cdlib.org/ark:/13030/hb8k4012mm/?brand=oac4>

Station 1: Boycott Flyers

Support the Farm Workers

can your family live on

less than **\$1800**

a year ?

DON'T BUY CALIFORNIA GRAPES



CALIFORNIA TABLE GRAPES WERE PICKED BY PEOPLE WORKING 10 HOURS A DAY IN THE FIELDS WITH NO BREAKS AND NO TOILETS. EVEN IF EVERYONE IN THE FAMILY WORKS, THE FAMILY CAN ONLY EARN \$1600 - \$1800 A YEAR. THE FAMILY IS FORCED TO GO ON WELFARE WHILE THE GROWERS EARN MILLIONS. TO HELP FARM WORKERS GET OFF WELFARE AND GET A LIVING WAGE AND DECENT WORKING CONDITIONS THROUGH RECOGNITION OF THEIR UNION, DON'T BUY CALIFORNIA TABLE GRAPES.

Talk To Your Grocer

Ask him not to sell any California Grapes until the Grape Growers sign contracts with Cesar Chavez's United Farm Workers Organizing Committee, AFL-CIO.

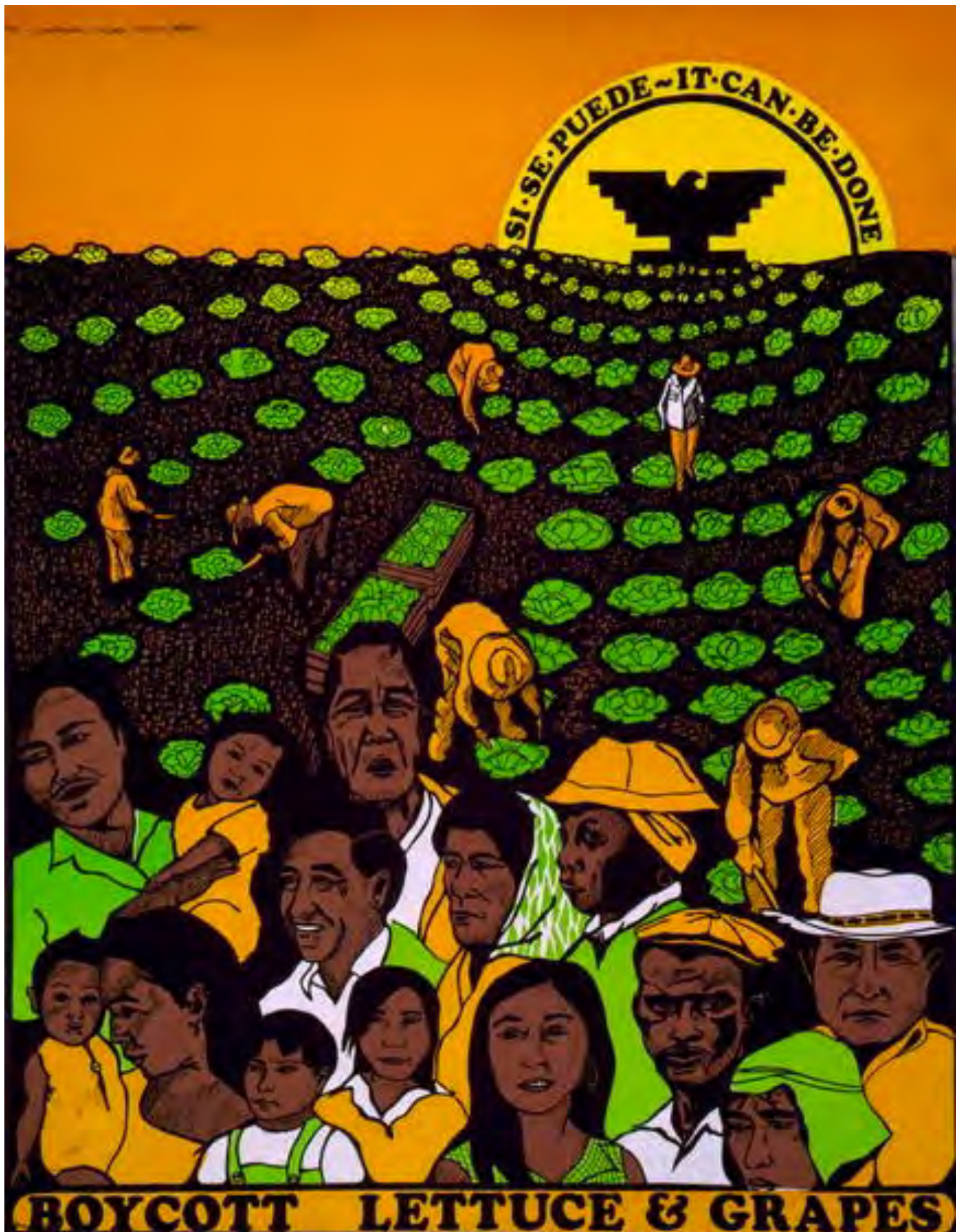
N.A.A.C.P.

948 Market Street - Suite 703
San Francisco, California 94102
(415) 986-6992



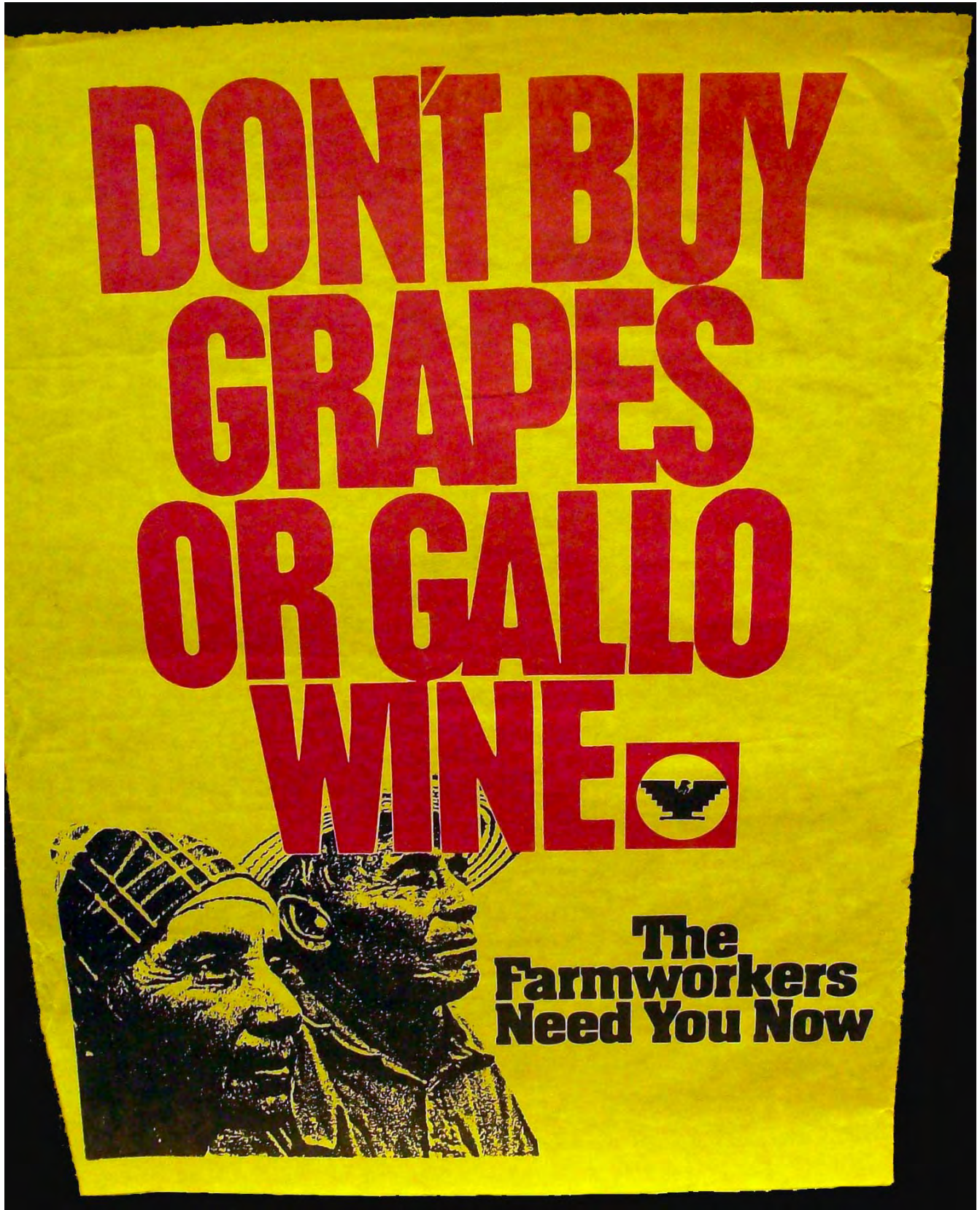
National Association for the Advancement of Colored People. (1965). *Support the Farm Workers* [Flyer].
Online Archive of California. | <https://oac.cdlib.org/ark:/13030/hb309nb127/?brand=oac4>

Station 2: Posters, Art, and Signs



Chicago Women's Graphics Collective. (Circa 1978). *Boycott Lettuce & Grapes* [Print]. Library of Congress.
| www.americaslibrary.gov/aa/chavez/aa_chavez_huelga_2_e.html

Station 2: Posters, Art, and Signs



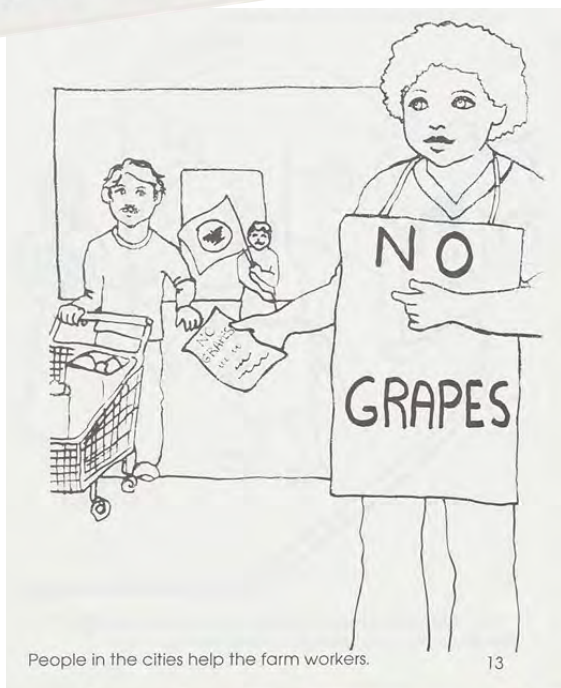
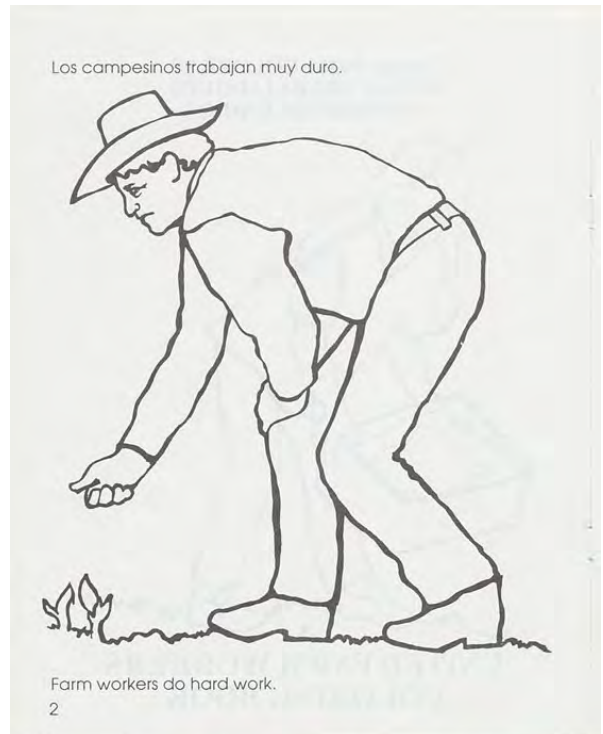
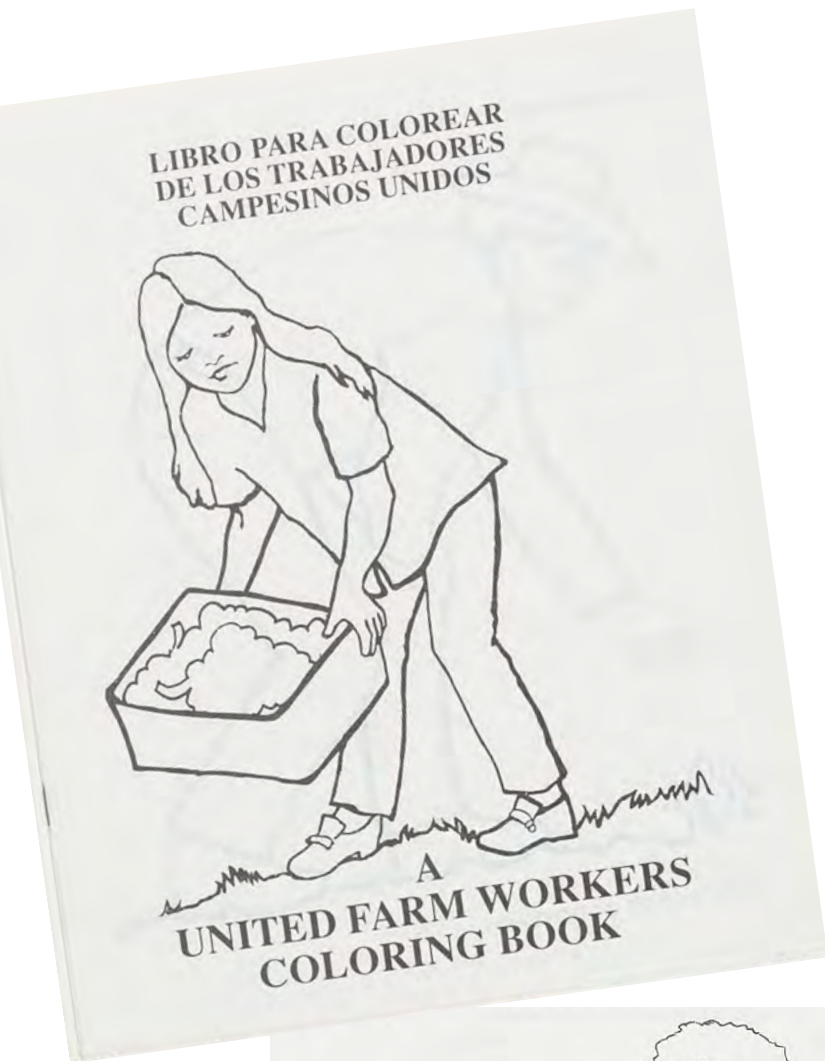
United Farm Workers. (Circa 1975). *Don't Buy Grapes* [Poster]. Facing Freedom.
| facingfreedom.org/workers-rights/united-farm-workers/collection

Station 2: Posters, Art, and Signs



Sanchez, C. (1973). *Dolores Huerta* [Photograph]. Facing Freedom.
| facingfreedom.org/workers-rights/united-farm-workers/collection

Station 3: Coloring Book



United Farm Workers. (n.d.). *A United Farm Workers Coloring Book = Libro para colorear de los Trabajadores Campesinos Unidos* [Coloring Book]. Online Archive of California. | <https://calisphere.org/item/ark:/13030/hb5g5009w3/>

Station 4: Letter to Los Angeles Citizens

Dear Los Angeles Friend:

Another Xmas finds us picketing in the fields and boycotting grapes all over the United States and Canada - instead of celebrating the season as all of you are doing.

This is a season when men pay special attention to the needs of their brothers, and we are grateful for the support that has come from some of our Los Angeles friends.

But we don't want to always have to depend upon the gifts of others. We only want a simple thing: to escape from poverty and suffering by getting the grape-growers to provide decent wages and working conditions. When that Great Day arrives, then we will be able to take care of our own needs, not only at Xmas time, but every day of the year. Meantime, we must continue in the only way open to us to gain our rights - the way of the strike and the boycott.

But we cannot win without your help. During the Holiday Season, please remember the Farm Worker, who harvests your food. **DON'T BUY GRAPES!** Urge your friends not to buy grapes. Speak to the members of all the organizations you belong to, and urge them not to buy grapes.

Finally, if you really want to make Xmas merrier in Delano this year, and make that Great Day of our victory come sooner, you can do even more. You can join our "all-out, year's end, CONSUMER ACTION CAMPAIGN". You can get together with friends and visit every chain-store manager in your neighborhood and tell them you won't shop there until they remove the grapes.

Merry Xmas

Cesar Chavez

Please
Don't
Buy
Grapes



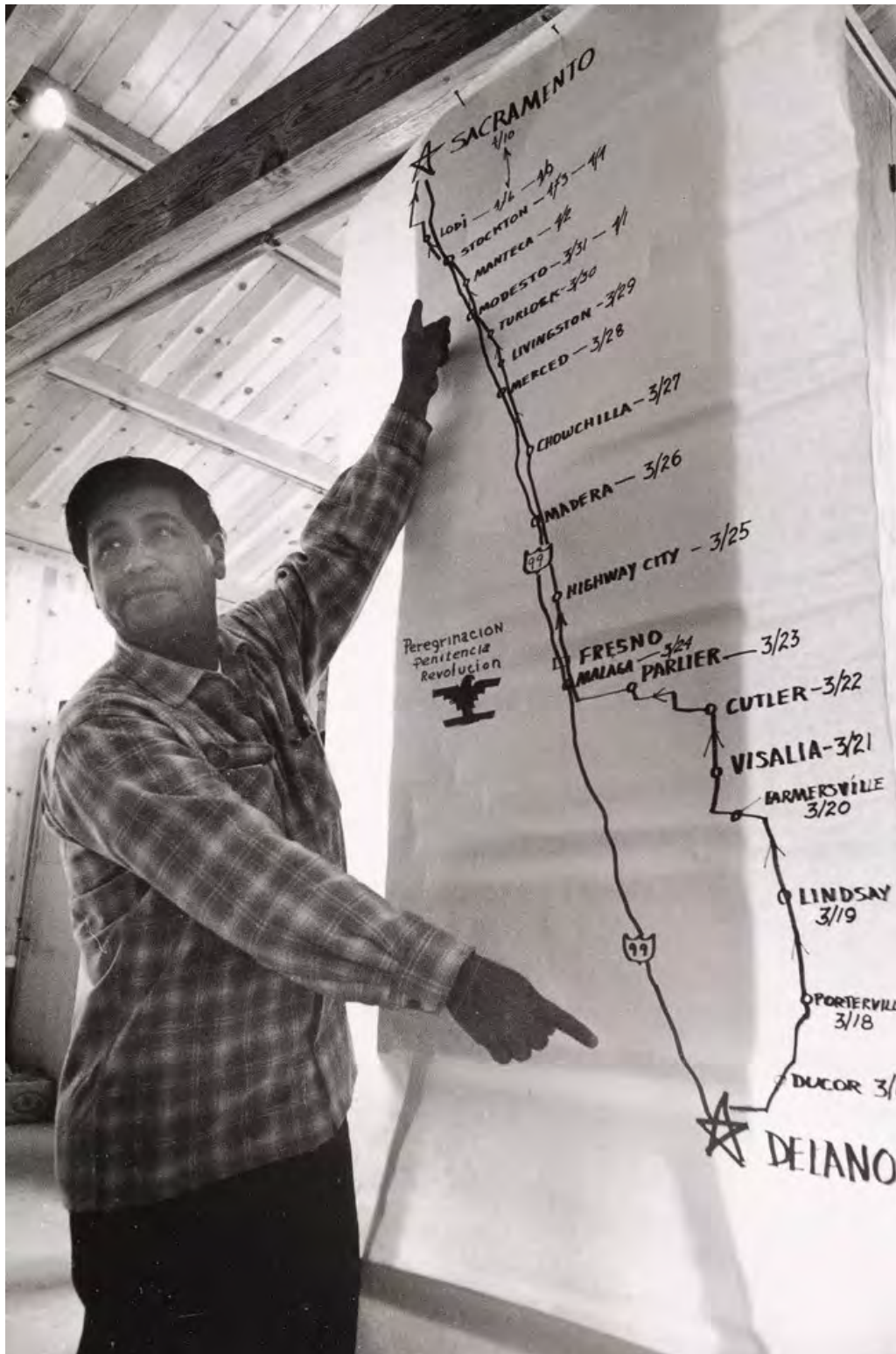
INTERLARDIA FOR LOS ANGELES TIMES

"MIGHT AS WELL MOVE ON...
NOBODY TRADING AT THIS STORE"

UNITED FARM WORKERS - AFL-CIO
3016½ E. 1st ST., L.A. 63
265-1053 - 265-1584

Chavez, C. (1968). *Dear Los Angeles friend ... please don't buy grapes* [Letter]. Online Archive of California Archive. | <https://calisphere.org/item/ark:/13030/hb3z09p2h1/>

Station 5: Photos of March from Delano to Sacramento and Other Protests



Lewis, J. (1966). Marching for Justice in the Fields [Photograph]. National Park Service. | www.nps.gov/articles/000/marching-for-justice-in-the-fields.htm?utm_source=article&utm_medium=website&utm_campaign=experience_more&utm_content=large

Station 5: Photos of March from Delano to Sacramento and Other Protests



Marches, Delano to Sacramento, California [Photograph]. (1966). Walter P. Reuther Library. | reuther.wayne.edu/node/185

Station 5: Photos of March from Delano to Sacramento and Other Protests



Agricultural Workers Organizing Committee [Photograph]. (1965). National Parks Service. | www.nps.gov/articles/000/workers-united-the-delano-grape-strike-and-boycott.htm?utm_source=article&utm_medium=website&utm_campaign=experience_more&utm_content=small

Migrant Farm Workers Photo Pack

Photo 1



Fusco, P. (1966). *Migrant pea pickers (woman and child) in Delano, California* [Photograph]. Library of Congress.
| www.americaslibrary.gov/aa/chavez/aa_chavez_growup_1_e.html

Migrant Farm Workers Photo Pack

Photo 2



Lange, D. (1937). *Migratory Mexican field worker's home on the edge of a frozen pea field. Imperial Valley, California* [Photograph].
Library of Congress. | www.loc.gov/pictures/resource/cph.3c18228/

Migrant Farm Workers Photo Pack

Photo 3



Nadel, L. (1956). *Braceros Working with Short-Handled Hoes* [Photograph]. National Museum of American History.
| americanhistory.si.edu/collections/search/object/nmah_1354021

Migrant Farm Workers Photo Pack

Photo 4



Field Work, Short Handled Hoe [Photograph]. (n.d.). Walter P. Reuther Library. | reuther.wayne.edu/node/180

Primary Sources Note-Taking Guide

1. Which methods/forms of activism are visible in these primary sources? (example: poster)

2. I found _____ interesting, because ...

3. _____ is a really effective form of activism, because ...

4. Something that surprised me was...

5. A question I have about these artifacts is...

UNIT FIVE, LESSON FOUR

A Snapshot of Different Activist Movements

Grade Level: 5

Subject: Language Arts & Social Studies

Suggested Length: 1 day (60-minute session)

Lesson Overview

Students use a graphic organizer to recall and record the key points of the United Farm Workers (UFW) movement and use it as a note-taking guide as they engage with materials about Black Lives Matter (BLM), the Stonewall uprising, and the Standing Rock Dakota Pipeline protests. Through a jigsaw share and whole class discussion, students think critically and reflect on the demands and strategies of the diverse activist movements.

Content Objectives

Students will be able to do the following:

- Analyze activist movements to identify their key issues, demands, and strategies for achieving their goals.
- Compare and reflect on the goals and strategies of different activist movements.

Language Objectives

Students will be able to do the following:

- Read articles and engage with videos to identify and record key notes about different activist movements.
- Orally summarize and share the main ideas and strategies of different activist movements.

Essential Questions

- How do activists use different methods and strategies to achieve their goals?
- What can we learn from comparing different activist movements in history?

Instructional Resources and Materials

- “Black Lives Matter Protests” video | www.youtube.com/watch?v=xv3dAJUTCT0&t=1s
- “Stonewall riots” article | kids.britannica.com/students/article/Stonewall-riots/313707
- “We Shall Overcome” by Peter Seeger video | www.youtube.com/watch?v=4gmTxc2wGTI
- “Why Are Facebook Users 'Checking In' at Standing Rock Indian Reservation?” article | learningenglish.voanews.com/a/trending-today-million-check-in-standing-rock-indian-reservation/3574948.html
- “*The Fight Over the Dakota Access Pipeline, Explained*” video | www.youtube.com/watch?v=qJZ1-LAFOTo&t=25s
- “Activist Movement Table” handout
- “We Shall Overcome” printable lyrics
- Computer or tablet for small group work with videos

Vocabulary/Conceptual Development

LGBTQ+: Initials used to describe lesbian, gay, bisexual, transgender, queer and/or questioning people plus those who may have different ways of describing their sexual orientation, gender identity, and/or sex.

Native Americans: The Indigenous peoples, or original inhabitants, of the Americas.

Oil pipeline: A series of pipes that are usually underground and are used for carrying oil over long distances.

Centering Student, Family, and Community Knowledge and Experiences

This lesson provides students with a snapshot of diverse activist movements fighting for the rights of Black, Indigenous, and LGBTQ+ people. There is an opportunity for students to bring their knowledge and experiences into the classroom. Teachers are encouraged to welcome sharing, questions, and exploration of these topics, highlighting the urgency of fundamental human rights for each group.

Potential Challenges

Students may have differing knowledge of or perspectives on Black Lives Matter (especially the 2020 protests surrounding the murder of George Floyd), LGBTQ+ identities and rights, and Indigenous rights and movements, due to what they have learned at home or in other contexts.

Students may bring negative narratives and perspectives into the classroom that they have heard from friends, family, politicians, or the media.

Depending on prior knowledge and experience, students may have differing levels of access to language to discuss these topics; teachers should provide the guidance and support necessary for their specific context and group of students.



Washington, DC, June 2020
(Source: *Wikimedia Commons*)

Lesson Procedures

Introduction

Hand out “Activist Movement Table” and project it for all students to see. As a class, fill out the first row about the UFW Delano Grape Strike and boycott, recalling what students learned in Lessons 2 and 3. Some boxes are already filled out.

Black Lives Matter Protests Video and Background

Introduce Black Lives Matter. Ask students to share what they know or have heard already about the movement.

Watch BrainPOP’s *Black Lives Matter Protests* | www.brainpop.com/socialstudies/news/blacklivesmatterprotests for kids explaining the BLM movement. Stop video as needed to review vocabulary, check comprehension, discuss, and reflect.

After the video, ask students to turn to work with a partner to fill out the Black Lives Matter row in their Activist Movement Table. Share and check as a whole class.



Black Lives Matter Mural San Francisco, June 2020
(Source: *Wikimedia Commons*)

Standing Rock and Stonewall Uprising Jigsaw Activity

We have learned about the United Farm Workers movement and Black Lives Matter. Now, we're going to learn about two other important activist movements in history.

The first is called the Stonewall uprising, which happened in 1969 in New York City. It was an important moment for LGBTQ+ rights. The Stonewall uprising was a series of protests and confrontations between police and gay rights activists outside the Stonewall Inn, a bar in New York City.

The second movement we are going to learn about today is called the Standing Rock protests. The Standing Rock Sioux is a Native American reservation in North Dakota. In 2016 they led a protest against an oil pipeline that was going to be built through their reservation. The pipeline would harm the tribe's water supply and cause environmental damage to protected Indigenous land.

Review key vocabulary as needed: LGBTQ+, Native American, Indigenous, and oil pipeline.

Put students into groups of ~3.

Give half the groups the Stonewall materials ("Stonewall riots" Britannica Kids article | kids.britannica.com/students/article/Stonewall-riots/313707 and "We Shall Overcome" lyrics"). If time allows and students have access to a computer or tablet, also share the Civil Rights music video "We Shall Overcome" by Peter Seeger | www.youtube.com/watch?v=4gmTxc2wGTI.

Give the other half of the groups the Standing Rock Materials (Voice of America article, "Why Are Facebook Users 'Checking In' at Standing Rock Indian Reservation?" | learningenglish.voanews.com/a/trending-today-million-check-in-standing-rock-indian-reservation/3574948.html and "The Fight Over the Dakota Access Pipeline, Explained" video | www.youtube.com/watch?v=qJZ1-LAFOTo).

Instruct groups to read and review their materials together and fill out the Activist Movement Table. Rotate among groups to provide support.

Jigsaw Share (10 mins)

Match one Standing Rock group with one Stonewall uprising group. Instruct them to share their notes from the Activist Movement Table and explain what they learned about their movement. The other group takes notes to fill in their table.

Closing Discussion (5 mins)

Using the questions below, guide a whole group discussion encouraging students to reflect on the activist movements they learned about and what they have in common:

- What were the different human rights the activist groups were fighting for?
- Do you notice any similarities between two or more activist movements?
- What differences do you see in the strategies of the different groups?
- Which strategies and methods do you think are most effective for an activist movement? Why?
- What can we learn from looking at and comparing these different activist movements in history?

Stonewall Inn, a gay bar on Christopher Street in Manhattan's Greenwich Village. A 1969 police raid here led to the Stonewall riots, one of the most important events in the history of LGBT rights (and the history of the United States). This picture was taken on pride weekend in 2016, the day after President Obama announced the Stonewall National Monument, and less than two weeks after the Pulse nightclub shooting in Orlando.

(Source: *Wikimedia Commons*)



Assessment

Through note taking as a whole class and in small groups while watching videos and reading articles about different activist movements, students identify and analyze their key issues, demands, and strategies.

Through the jigsaw share activity, students orally summarize their learning and highlight themes discovered while comparing and reflecting on multiple activist movements.

Alignment to Standards

New Jersey Student Learning Standards for English Language Arts

NJSLSA.R7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RI.5.7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

RI.5.9: Integrate and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.

NJSLSA.SL: 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.

New Jersey Student Learning Standards for Social Studies

6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).

6.3.5.CivicsPD.2: Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, or national issue.

World-Class Instructional Design and Assessment (WIDA) English Language Development

Standard 1: English language learners communicate for social and instructional purposes within the school setting.

Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.

Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.

Resources for Building Background

Black Lives Matter

BLM@School Curriculum Committee.

(n.d). *Curriculum Resource Guide* - Shared Folders. | drive.google.com/drive/u/1/folders/1LGslwJwhXvpVnDgw0uC-n794l6EGzpuH

Glassman, J. (2020, June 29). *Helping kids understand the Black Lives Matter movement*. BrainPOP. | blog.brainpop.com/helping-kids-understand-black-lives-matter-movement/

LA United Methodist Museum of Social Justice. (n.d.). *Black Lives Matter for kids*. | www.museumofsocialjustice.org/blm-resources-for-kids.html

NEA Ed Justice. (n.d.). *Black Lives Matter at school - Resources*. | neadjustice.org/black-lives-matter-school-resources/

Standing Rock

Hersher, R. (2017, February 22). *Key moments in the Dakota Access Pipeline fight*. NPR. | www.npr.org/sections/thetwo-way/2017/02/22/514988040/key-moments-in-the-dakota-access-pipeline-fight

Native Knowledge 360°. (2016). Smithsonian Institution. *Treaties still matter. The Dakota Access Pipeline*. | americanindian.si.edu/nk360/plains-treaties/dapl

Plumer, B. (2016, December 5). *Army Corps says it will consider alternative routes for the Dakota Access Pipeline*. Vox. | www.vox.com/2016/12/4/13836848/army-corps-blocks-dakota-access-pipeline

Stonewall Uprising

History.com Editors. (2022, May 31). *Stonewall riots*. History. | www.history.com/topics/gay-rights/the-stonewall-riots

Stonewall Monument. (n.d.). *A living monument to 50 years of pride*. | stonewallforever.org/

The Kennedy Center. (n.d.). *We Shall Overcome: The story behind the song*. | www.kennedy-center.org/education/resources-for-educators/classroom-resources/media-and-interactives/media/music/story-behind-the-song/the-story-behind-the-song/we-shall-overcome/

St. Paul, Minnesota, September 13, 2016. This was one of the solidarity rallies happening around the world this day to show support for the protests against the Dakota Access Pipeline.

(Source: *Wikimedia Commons*)



Extensions (Optional)

Each of these movements could be extended into a full lesson (and beyond). Here are some additional resources and extension activities to engage students.

Black Lives Matter

"Black Lives Matter" video & discussion questions

| teachingkidsnews.com/2020/06/09/black-lives-matter/

NYC Public Schools BLM School Curriculum Committee student art

| drive.google.com/drive/u/1/folders/15hHUmdOmNZQOilOnDVdh-2j3LL8E9Z8q

Research the origins of BLM "What Black Lives Matter means to an 11-year-old" video

| www.vox.com/videos/2020/9/1/21411366/black-lives-matter-kids

Standing Rock

KQED Learning Standing Rock lesson plan

| cdn.kqed.org/wp-content/uploads/sites/26/2016/12/Standing-Rock-lesson-plan.pdf

Stonewall Uprising

"Civil Rights Music Video 'We Shall Overcome' by Peter Seeger" video

| www.youtube.com/watch?v=4gmTxc2wGTI

Research the history of the song "We Shall Overcome."

StonewallForever.org website | stonewallforever.org

"StoryCorps: Stonewall Riots" transcript

| drive.google.com/file/d/1bSAa-IC-QdUDxA0MitqvamSyRoiGwtY/view

Notes

Please note that while there are videos and articles that refer to the "Stonewall Riots," in this lesson, these protests are referred to as the "Stonewall Uprising" to emphasize the protesters' resistance and to avoid the simple disorderly implication of the word "riot."

References

- BrainPOP. (2020, June 29). *Black Lives Matter protests* [Video]. YouTube. | www.youtube.com/watch?v=xv3dAJUTCT0&t=1s
- Britannica Kids. (n.d.) *Stonewall riots*. | kids.britannica.com/students/article/Stonewall-riots/313707
- Dr. Ham. (2016, January 18). "Civil Rights music video 'We Shall Overcome' by Peter Seeger" [Video]. YouTube. | www.youtube.com/watch?v=4gmTxc2wGTI
- Britannica Kids. (n.d.) *Stonewall riots*. | kids.britannica.com/students/article/Stonewall-riots/313707
- Voice of America Learning English. (2016, November 1). *Why are Facebook users 'Checking in' at Standing Rock Indian Reservation?* Voice of America. | learningenglish.voanews.com/a/trending-today-million-check-in-standing-rock-indian-reservation/3574948.html
- Vox. (2016, December 5). *The fight over the Dakota Access Pipeline, explained* [Video]. | www.youtube.com/watch?v=qJZI-LAFOTo



49th NYC LGBTQ Pride Rally in celebration of 50th Anniversary of the Stonewall Riots World Pride at Christopher Street and Waverly Place in New York City, June 2019 (Source: *Wikimedia Commons*)

“We Shall Overcome”

This song originated in the Civil Rights Movement
and was sung at Stonewall by protesters.

We shall overcome
We shall overcome
We shall overcome some day

CHORUS
Oh, deep in my heart
I do believe
We shall overcome some day

We’ll walk hand in hand
We’ll walk hand in hand
We’ll walk hand in hand some day

CHORUS
We shall all be free
We shall all be free
We shall all be free some day

CHORUS
We are not afraid
We are not afraid
We are not afraid some day

CHORUS
We are not alone
We are not alone
We are not alone some day

CHORUS
The whole wide world around
The whole wide world around
The whole wide world around some day

CHORUS
We shall overcome
We shall overcome
We shall overcome some day

CHORUS

NYS Music. (2021, June 1). *New York Series: Guy Carawan “We Shall Overcome.”*
| nysmusic.com/2021/06/01/new-york-series-guy-carawan-we-shall-overcome/

Name:

Activist Movements Table

Activist Movement	When? (list the years.)	Collective Action and Allies Who joined together in the movement?	Demands What were the activists fighting for? (Which human rights were violated?)	Activist Strategies What were their methods/tactics?	Accomplishments What did the activists achieve?
United Farm Workers - Delano Grape Strike		Migrant farm workers Filipinos, Mexican-Americans Middle class families, Black activists, Yemeni workers, Native Americans, faith/religious leaders	Union contract Better pay Better working conditions (safer, breaks, bathrooms)		
Black Lives Matter					
Stonewall Riots					
Standing Rock Protests					

UNIT FIVE, LESSON FIVE

My Activism: An Issue I Care About

Grade Level: 5

Subject: Language Arts & Social Studies

Suggested Length: 1 day (60-minute session)

Lesson Overview

In this final lesson, students draw on their exploration of various activist movements to inform the creation of their own activist piece. Following a class brainstorm about important issues affecting students' communities, groups of students choose an issue to focus on and develop an activist artifact about the cause, positioning students as active agents of change.

Content Objectives

Students will be able to do the following:

- Draw on the activist movements, texts, and strategies examined throughout the unit to inform the creation of their own activist artifact.
- Collaborate in a group to create an activist product that shares an important issue with others.

Language Objectives

Students will be able to discuss issues in their school/communities and explain why they are important.

Essential Questions

- What issues are important in our communities, and how can we work together to address injustice?
- How can different activist strategies/methods best support change for an issue I care about?

Instructional Resources and Materials

- Completed “Activist Movement Table” handouts (from Lesson 4)
- Poster, paper, markers, computer, arts and craft supplies as needed and available for the activist artifact student groups choose to create
- Piece of paper for final snowball activity

Centering Student, Family, and Community Knowledge and Experiences

In this final lesson, students choose an issue they care about that is affecting their community. These issues will be personal and differ among students. As students work together in small groups, they share their experience, knowledge, and individual interests around a specific injustice.

Students may express and create the final activist product in a variety of ways that are accessible and meaningful to their learning styles, languages, and preferences.

Potential Challenges

Students may need differentiated levels of support and guidance working in groups as they brainstorm issues and develop their activist piece. They may need help focusing on an issue that is not too large.

Consider intentional grouping strategies depending on the needs of the students and class (as an alternative to allowing students to choose their groups).

Lesson Procedures

Introduction and Whole Class Issue Brainstorm

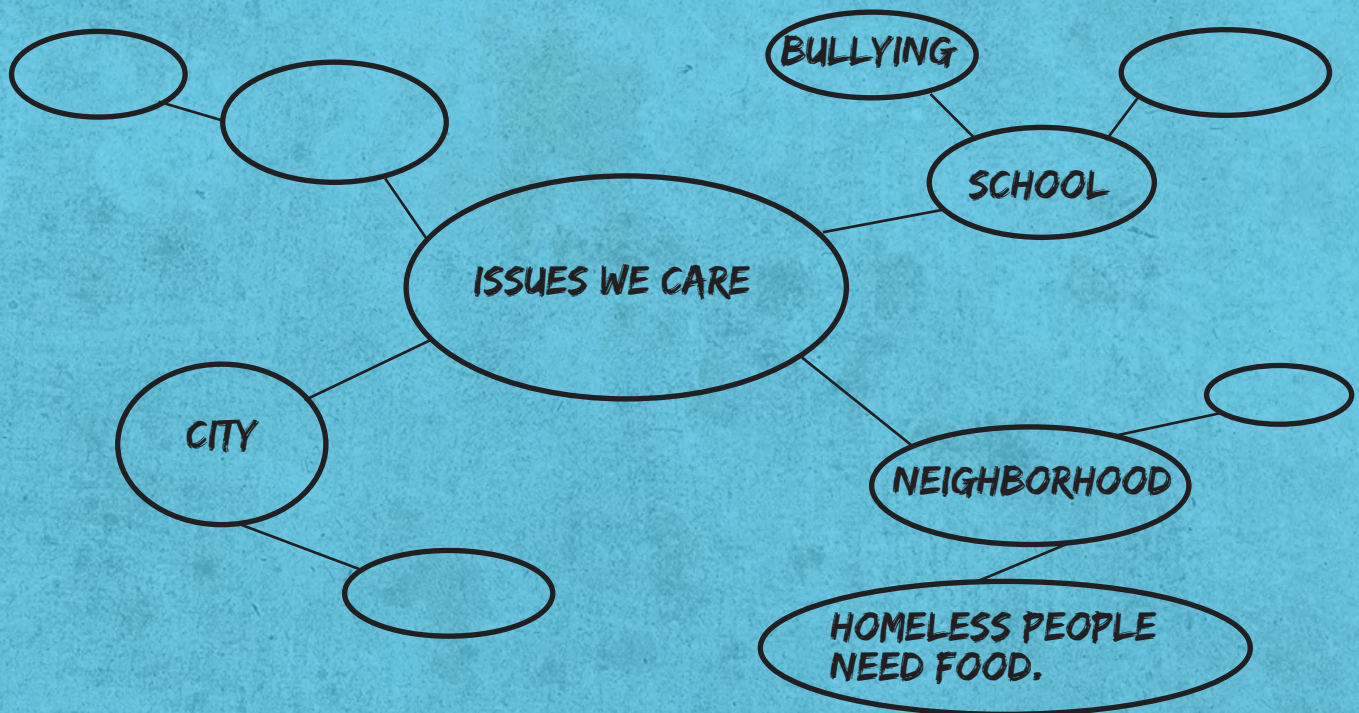
Explain to students that today *they* will get to be the activists around an issue they care about or a problem in their community.

Use interactive modeling to create a mind map web brainstorm on the board as a whole class. In the middle, write “Issues We Care About.”

Before you become activists today, we’re going to brainstorm the issues that we care about. Think about an issue or a problem in your community that you would like to help change. It can be in your school community, your neighborhood, your city...

As students share, record their ideas on the mind map. Outside of the “Issues We Care About” circle, the next level of the web could be grouped around different communities, e.g., school, town, city, neighborhood. Record the issues students share in the next level of the web. Possible issues could be litter on the streets, bullying at school, people experiencing homelessness, people needing food, etc.

Below is an example of a mind map in progress:



Small Group Work

Group students (four to five students per group) according to the issue they care most about. (Alternative option is for the teacher to assign groups, depending on language support needs or group dynamics.)

Instruct students to refer to their notes in the “Activist Movements Table” handout (from Lesson 4) to consider the different methods/strategies used by activist groups and what they could create (e.g., a song, letter, newspaper article, speech, flyer, artwork, or poster) to share the issue and communicate why it is important. Students may not be able to finish a complete product (e.g. an entire newspaper article), but as time allows, this activity may be extended and deepened over multiple days (see Extensions below).

Students create their activist artifact. Circulate to provide support as needed. Allow and encourage students to translanguage, especially if their home languages(s) relate to their issue and/or help to communicate the issue to their communities.

Use the questions below to guide discussion as groups work:

- What movement inspired your choice? Can you show me where that appears in/on your artifact?
- What do you want people to see/think/do about your artifact and issue?
- What are your project's strengths right now? What area do you want to work on more?

Group Share

Each group shares their issue and the artifact they have developed thus far. Encourage discussion and reflection about why they care about this issue and how their activism can help do something about it.

Closure–Snowball Activity

Write “I used to think... Now I think...” on the board and ask students to write this visible thinking phrase on a piece of paper. Ask them to think about activism and fill in the phrases, reflecting on how their thinking about activism has changed over the course of the unit. Students do not put their names on the paper.

Instruct students to crumple their paper up and throw their “snowball” across the room; they then pick up someone else’s “snowball,” open it up, and read it. Ask students to share these reflections out loud. Welcome any additional discussion that arises in response to the reflections.

Remind students that their knowledge and perception of activism will continue to grow the more they learn about past/present movements, along with what they observe happening in their own communities.



United Farm Worker co-founder Dolores Huerta speaks at anti-GOP protest, Milwaukee, November 10, 2015.(Source: *Wikimedia Commons*)

Assessment

In this lesson, students produce an activist piece/artifact as a summative unit assessment. They draw on the history and experiences of the activist groups they studied throughout the unit to inform their own piece.

Through discussion about issues they care about in their communities, students make connections and think critically about the world around them and

their place in it. Through a group share of their final activist artifacts, students reflect on why they care about their issue and how they can envision being a part of change. Their voices are shared in their classroom community to educate and inform their peers. In optional extensions (see Extensions below), students share their activist projects with broader audiences.

Alignment to Standards

New Jersey Student Learning Standards for English Language Arts

RI.5.9: Integrate and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.

SL1: 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.

SL4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

New Jersey Student Learning Standards for Social Studies

6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

World-Class Instructional Design and Assessment (WIDA) English Language Development

Standard 1: English language learners communicate for social and instructional purposes within the school setting.

Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.

Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.

Resources for Building Background

CBC Kids News. (2020, January 6). *Want to be a youth activist? Here are some tips* [Video].

YouTube. | www.youtube.com/watch?v=I1Fx3m2oPC4

Youth Celebrate Diversity. (2022). *Student activism*.

| ycdiversity.org/who-and-what-we-fight-for/student-activism/

Extensions (Optional)

- This group work can be extended to an additional day (or weeks).
- Watch the video in Resources for Building Background with students and together explore the Youth Celebrate Diversity Student Activism website.
- Have a sharing day where groups share their artifacts and activist projects with other classes in school.
- Students may put up posters or flyers around school to raise awareness of their issue.
- Encourage students to continue organizing around their issue and activism, across classes and grades in school and into the community.



Young people protesting gun violence as part of the 'March for our Lives' nationwide protests. Morristown, NJ, March, 2018 (Source: *Wikimedia Commons*)

UNIT SIX

Young People and Environmental Justice



UNIT SIX

Young People and Environmental Justice

Grade Level: 5

Subject: Science

Suggested Length: 7-8 days (45-minute sessions per day)

Unit Summary

In this unit, students begin to understand how to fight for environmental justice and protect the Earth's resources in their communities. Through a series of five lessons, students analyze and reflect on how the concepts of environmental injustice and environmental justice shape their local communities. The unit focuses on the definition of environmental injustice and the systems that cause and perpetuate this injustice (not individual behaviors) and the differential impact environmental factors, such as pollution and tree coverage, have on specific communities. The unit builds from three videos, one of a Latinx youth activist in Los Angeles, California, another of the Ironbound Community Corporation in Newark, New Jersey, and a final video that highlights youth activism. The videos explore environmental injustices, such as the differential

impact of pollution based on race and wealth, and the ways that communities and young people can fight for environmental justice. The unit includes written texts, ranging from read-alouds of children's literature to informational texts on the Environmental Protection Agency timeline, as well as suggested extension activities.

In addition, the unit draws on local activism and advocacy around environmental justice. Students pose questions to members of local community-based organizations (CBOs), who discuss how they organize and take action to fight environmental injustice. Lastly, students draw on the strategies shared by CBOs to develop action plans to fight for environmental justice and protect communities of Black, Indigenous, and People of Color in New Jersey.

Community-Engaged Anti-Racist (CEAR) Principles in Unit Six

Principle 3: Welcomes and Expands Students' Linguistic Resources

Students are encouraged to share and express themselves using their full linguistic repertoires, celebrating home languages and translanguaging practices.

Principle 5: Critically Analyzes and Disrupts Traditional Notions of Power and Knowledge

Students are deliberately challenged to disrupt traditional notions of power by realizing that even at a young age, they have a voice and a pathway to power. Through specific and intentional questioning, they are taught to think about the responsibility of having power and what groups of people are often targeted for unfair treatment and why.

Principle 6: Counters Dominant Narratives

The unit disrupts ideas that there is only one dominant, named language and cultural practice and only one correct way to speak a language.

Principle 7: Cultivates and Celebrates Joy

Students share and celebrate their languages and learn and incorporate features of new languages from their peers, families, and community members.

Principle 8: Engages Students in Resistance and Action

Students take action and counter injustice in their school community by creating a more linguistically inclusive print-rich environment.

CEAR Practices

Small-Group/Partner Work: Students work in small, intentional groups on action-based project groups based on student interests.

Translanguaging Practices: Student and community languages are welcomed in all lessons and activities.

Varied Media and Texts: Students engage in a number of texts and formats for sharing ideas, such as Google Forms, Jamboard, and Padlet, to allow for different types of participation.

Critical Literacy: Students bring a critical lens toward understanding environmental injustice as systemic as well as understanding some of its historical and local roots.

Project and Problem-Based Learning: In their final action plan, students use information from videos, readings, peers, and a CBO panel to formulate an action plan to address environmental injustice in their communities.

Partnerships with Community Members and Community-Based Organizations: Lessons bring community voices into the classroom as CBOs discuss local environmental injustice efforts.

Language Objectives for Each Lesson: Lessons build in multilingual resources by including closed-captioning for videos, invite students to reason in their home languages, and include specific language objectives for each lesson.



Participants of the "March for Science" in Saint Paul, Minnesota, April 22, 2017
(Source: *Wikimedia Commons*)

Content Objectives

Students will be able to do the following:

- Define environmental justice and injustice. (Lesson 1)
- Identify environmental injustices and understand how they are systemic. (Lesson 1)
- Articulate how environmental injustice impacts their community both currently and historically. (Lesson 1)
- Deepen their awareness of how environmental injustice impacts their local communities both currently and historically. (Lessons 2 and 4)
- Make connections between environmental injustice and activism. (Lessons 2 and 4)
- Obtain, evaluate, and communicate graphical information about tree coverage equity. (Lesson 3)
- Explain in writing the core ideas of environmental injustice based on race or income. (Lesson 3)
- Identify specific actions being taken in their community for environmental justice. (Lesson 4)
- Create a specific, measurable, achievable, relevant, and timely (SMART) action plan to fight for environmental justice in their local communities. (Lesson 5)
- Compare different approaches to environmental activism. (Lesson 5)

Language Objectives

Students will be able to do the following:

- Make personal connections to the central text (“Toxic Neighbors” video) and concept of environmental injustice using sentence frames. (Lesson 1)
- Provide written and spoken examples of cognates from the central text (“Toxic Neighbors: Taking Action to Solve the Climate Crisis” video) with the support of English or home language subtitles (depending on emergent bilingual (EB) level) and/or the graphic organizer. (Lesson 1)
- Orally share their personal connections to the geographies and content of the film *The Sacrifice Zone*. (Lesson 2)
- Pay attention to science-related cognates in *The Sacrifice Zone* with the use of graphic organizers, English captions, or home language subtitles. (Lesson 2)
- Use sentence frames to write answers to information questions (how, what, when, etc.) about tree inequity with peers. (Lesson 3)
- Draft, edit, and sequentially organize *wh*- information and hypothetical questions in writing with peers to create an interview guide for environmental justice panelists. (Lesson 4)
- Orally ask at least one *wh*- information or hypothetical question to an environmental justice panelist. (Lesson 4)
- Write a SMART plan to fight for environmental justice using complex (subordinate clause/s) or compound (more than one subject or predicate) sentences. (Lesson 5)
- Explain future goals in written SMART action plans. (Lesson 5)

Enduring Understandings

- Environmental injustice relates to other systemic inequities. (Lessons 1, 2, and 3)
- Young people like me take action to fight for environmental justice. (Lessons 1, 2, and 5)
- I can fight for environmental justice in my local communities. (Lessons 4 and 5)
- My language resources (in English and in home and other languages) can help me expand my scientific vocabulary, communicate with more people in my communities, and express myself more fully. (Lessons 1-5)

Essential Questions

- What are environmental justice and injustice? (Lesson 1)
- How does environmental injustice relate to other systemic inequities? (Lessons 1, 2, and 3)
- How does environmental injustice occur in my local communities? (Lessons 3 and 4)
- How do people from my communities take action to fight for environmental justice? (Lesson 4)
- How do young people like me take action to fight for environmental justice? (Lessons 1, 2, and 5)
- How will I take action to fight for environmental justice in my local communities? (Lesson 5)

Centering Student, Family, and Community Knowledge and Experiences

This unit centers the voices of BIPOC youth (specifically Latinx youth and their languages), Newark activists, and local CBOs in defining what environmental injustice is and how to fight for environmental justice. Students make connections to the ways in which pollution affects their

local communities through learning about local environmental injustices and the impact they have on health and well-being. Finally, students will develop an action plan around an issue of their choice to hold stakeholders accountable and be agents in combating environmental injustice.

Vocabulary/Conceptual Development

Vocabulary is introduced and practiced throughout lessons by leveraging students' full linguistic repertoires through intentional translanguaging pedagogies (García et al., 2017) in whole- and small-group discussions. For example, students are intentionally paired by shared languages during whole-group instruction and encouraged to use their additional languages during turn-and-talks. Teachers use closed-captioning in English or students' home languages when using videos to support language development. Teachers also leverage language strategies, such as identifying cognates, developing semantic networks around key science vocabulary, and information-question formation, across lessons with additional scaffolds for EB students of varying English-proficiency levels. Sentence frames are used to support connections students make between the stories shared in the videos and their own lives (e.g., "My life is similar to Nalleli's because ____"). In addition to the key vocabulary, specific vocabulary (e.g., *asthma*, *petroleum*, *waste*, *industrial*, *permit*, and *greenhouse gasses*) is supported by previewing vocabulary in videos and texts. Peer work takes place in students' home languages.

Unit Vocabulary

- Activism
- Activist
- Asthma
- Carcinogen
- Contaminate
- Environmental
- Equity
- Incinerator
- Injustice
- Justice
- Particulate Matter
- Pollution
- SMART Action Plan
- Smog
- Systemic
- To Plant



Lessons Overview

Lesson 1: Environmental Justice

Students are introduced to the terms environmental justice and environmental injustice by watching a video of a student who notices and takes action related to environmental injustice in their community. Students begin to make personal connections to the systemic ways environmental justice affects certain communities.

Lesson 2: Environmental Justice in New Jersey

Students extend their general understanding of environmental injustice and apply it to a more local context in New Jersey. They watch the documentary *The Sacrifice Zone* about a neighborhood in Newark and begin to make personal connections to how environmental injustice shapes their communities. They also begin to reflect on the different ways people like them can take action against environmental injustice.

Lesson 3: Understanding Environmental Inequity

Students explore issues of equity by using an online tool to compare the tree equity score in their surrounding communities to understand how environmental injustice relates to income and race.

They then use a text (video on urban tree planting) to explore one form of activism that could begin to combat this inequity in their local communities.

Lesson 4: Fighting for Environmental Justice

In this three-part lesson, students explore the ways that local communities are fighting for environmental justice by engaging in a panel discussion. On Day 1, students will create an interview protocol that they will use to ask the environmental justice panelists questions. On Day 2, students develop questions for local activists. On Day 3, a classroom visit composed of community activists and/or community-based organization leaders will discuss local environmental justice efforts and respond to students' questions about pollution in their own community.

Lesson 5: Environmental Justice in Action

Students plan actions to fight for environmental justice by identifying sources of local pollution (e.g., air, soil, water) and decide on a specific issue to address. Students work in groups to draft specific, measurable, achievable, relevant, and timely (SMART) action plans they can use to fight for environmental justice in their communities.

Assessment

Formative assessment includes students' written ideas in Padlet, Jamboard, and Google Forms during lessons as well as observations of whole-class discussions and small-group work.

Summative assessment includes an environmental justice action plan. In the plan, students will identify the form of environmental justice they are focused

on, the cause(s) of this environmental injustice, ways in which the community has taken action, and additional actions they plan to take in fighting for environmental justice. The plan includes a SMART goal and language features such as communicating about future goals and using complex or compound sentences.

Alignment to Standards

New Jersey Student Learning Standards for Science

5-ESS3-1: Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources, environment, and address climate change issues.

New Jersey Student Learning Standards for English Language Arts

NJSLSA.R7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

W.5.6. With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

RI.5.7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

World-Class Instructional Design and Assessment (WIDA) English Language Development

Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.



Core Instructional Resources and Materials

Videos

- Climate Reality. (2019, February 12). *Toxic neighbors: Taking action to solve the climate crisis* [Video]. YouTube. | www.youtube.com/watch?v=qmaeKIhmQDg
- Winokur, J. (Director). (2020). *The sacrifice zone* [Film]. Talking Eyes. | thesacrificezone.org/rutgers-curriculum
- Vox. (2016 December 22). *Why cities should plant more trees* [Video]. YouTube. | youtu.be/aKyvGHycngM
- Climate Justice Activists. (2020, January 29). *Frontline youth: Fighting for climate justice* [Video]. YouTube. | www.youtube.com/watch?v=NmRgQcMPIQo
- CBC Kids. (2020 January 6). *Want to be a youth activist?* [Video]. YouTube. | www.youtube.com/watch?v=I1Fx3m2oPC4

Websites

- American Forests. (2021). *Tree equity score*. | treeequityscore.org

Texts/Media for Extensions (Optional)

- Ahuja, N. (2021). *Rise up and write it*. Harper Festival.
- KING 5. (2020, September 14). *What is systemic racism in America?* [Video]. YouTube. | www.youtube.com/watch?v=AjQBgBcbOyQ
- United States Environmental Protection Agency. (2022, July). *Environmental Justice Timeline*. | www.epa.gov/environmentaljustice/environmental-justice-timeline
- Business Insider. (2021, March 21). *What happens to NYC's 3.2 million tons of trash | Big business* [Video]. YouTube. | www.youtube.com/watch?v=S758wEniU0c
- Cheddar. (2022, January 13). *Where New York's 14 million tons of trash go – NYC revealed* [Video]. YouTube. | www.youtube.com/watch?v=CiRpw-dYIC4

Lindstrom, C. (2020). *We are water protectors*. Roaring Book Press.

Metcalf, L. (2020). *No voice too small: Fourteen young Americans making history*. Charlesbridge Press.

Additional Materials

- “Key Vocabulary Lesson #1” handout. | <https://docs.google.com/document/d/1A-4H5UNKRrQbsLlm1ubZZOe-voNrgauXzxoQ90ObopI/edit?usp=sharing>
- “Toxic Neighbors: Taking Action to Solve the Climate Crisis” Padlet. | https://padlet.com/aquaus_kelley/1a3wjj3ishvlwrv
- “Toxic Neighbors: Taking Action to Solve the Climate Crisis” Google Form. | https://docs.google.com/forms/d/e/1FAIpQLSdtBFoNaPPXD2-G-CmrSDXZf0cflkD0THhJS-Mf3Nps7aj9_g/viewform
- “Cognates in Toxic Neighbors” handout. | https://docs.google.com/document/d/1uH_SLT0iLpyFd8QxZywEeRiMzjuf2Pb7BJucSRXHz_s/edit
- Key Vocabulary chart | https://docs.google.com/document/d/18ifnygv-0FnJEmxD-4jSA_vhe4aTVQ8l/edit
- “Cognates in Toxic Neighbors” handout
- “The Sacrifice Zone” Exit Ticket. | https://docs.google.com/forms/d/1muKwDO3UNytXaCgTBPCf_wF8Vhq9E_yLo89JQJq4w7g/edit
- “Environmental Justice – Tree Equity + Action” Jamboard. | https://jamboard.google.com/d/1kzDOAqW33Ful2gIMuZ25_ZU0X29AOlBA5CF4h11L2ic/viewer
- “Key Vocabulary Lesson #3” handout. | <https://docs.google.com/document/d/1vH5xTVGlgv7m1AHD6OFvGHIItfwlYB5eLzi1A9t7VXU/edit>
- “Question Brainstorm for Environmental Justice Visitors” handout. | <https://docs.google.com/document/d/1MoNLViPjCILtZSeWAJYJmVPkfz8bR5v/edit>

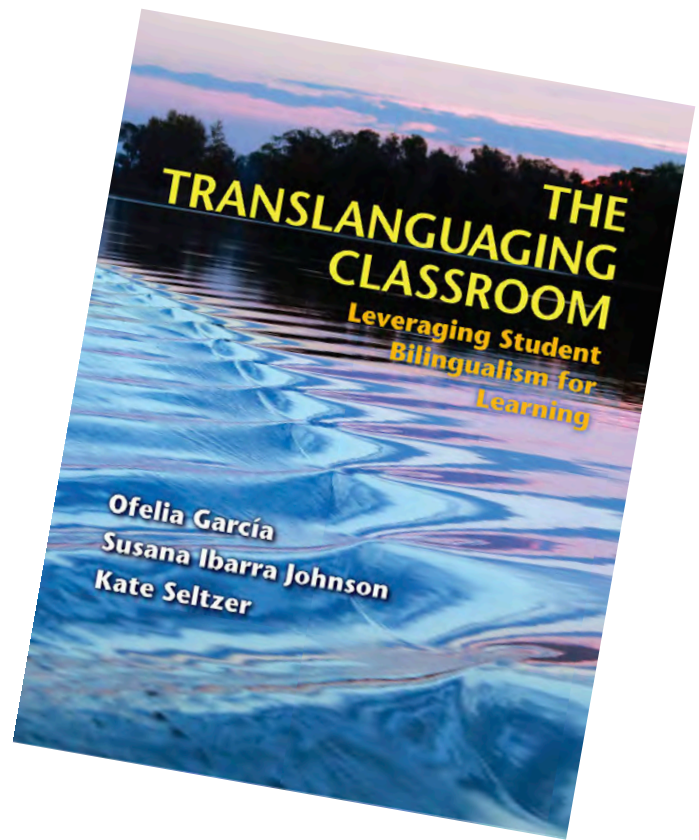
Resources for Building Background

García, O., Johnson, S. & Seltzer, K. (2017). *The Translanguaging classroom. Leveraging student bilingualism for learning*. Caslon.

New Jersey's Environmental Justice Law, N.J.S.A. 13:1D-157, which was signed into law on September 18, 2020

Extensions (Optional)

Action plans can be sent to three or more CBOs to correspond with inquiries about support. By networking with local CBOs as well as government agencies, educators can locate support for students to enact their action plans.



UNIT SIX, LESSON ONE

Environmental Justice

Grade Level: 5

Subjects: Science

Suggested Length: 1 day (45-minute session)

Lesson Overview

Students are introduced to the terms “environmental justice” and “injustice” by watching a video of a student who notices and takes action related to environmental injustice in their community. Students begin to make personal connections to the systemic ways environmental justice affects certain communities.

Content Objectives

Students will be able to do the following:

- Define environmental justice and injustice.
- Identify environmental injustices and understand how they are systemic.
- Articulate what impact environmental injustice has on their community both currently and historically.

Language Objectives

Students will be able to do the following:

- Make personal connections to the central text and concept of environmental injustice using sentence frames.
- Provide written and spoken examples of cognates from the central text (“Toxic Neighbors: Taking Action to Solve the Climate Crisis” video) with the support of English or home language subtitles (depending on the emergent bilingual [EB] level), and/or the graphic organizer.

Essential Questions

- What are environmental justice and injustice?
- How does environmental injustice relate to other systemic inequities?
- How do young people like me take action to fight for environmental justice?

Instructional Resources and Materials

- “Toxic Neighbors: Taking Action to Solve the Climate Crisis” video | youtu.be/qmaeKIhmQDg
- “Key Vocabulary Lesson #1” handout | docs.google.com/document/d/1A-4H5UNKRrQbsLlm1ubZZOe-voNrgauXzxoQ90ObopI/edit?usp=sharing
- “Toxic Neighbors: Taking Action to Solve the Climate Crisis” Padlet | padlet.com/aquaus_kelley/la3wij3ishvlwrvav
- “Toxic Neighbors: Taking Action to Solve the Climate Crisis” Google Form | docs.google.com/forms/d/e/1FAIpQLSdtBFoNaPPXD2-G-CmrSDXZf0cflkD0THhJS-Mf3Nps7aj9_g/viewform
- “Cognates in Toxic Neighbors” handout
- *Cognates* anchor chart

Vocabulary/Conceptual Development

Drill: The metal machines used to dig holes in the earth.

Environmental: A word that describes the natural world and our surroundings; related to the environment.

Injustice: A situation in which a person or a group of people are treated unfairly, ignored, or disrespected, and/or where a person is discriminated against based on their identity or membership in a particular group.

Justice: When the rights of a person or group of people are recognized and respected.

Oil Well: The large hole made to take petroleum from deep in the ground.

Pollution: A harmful or poisonous substance in the environment. (Synonym: contamination, a cognate with Spanish.)

Systemic: Part of a system where many parts contribute to the same results repeatedly.

Toxic: Containing poison that can make you sick or die.

Cognates from the Video

action/acción, activism/activismo, asthma/asma, chemicals/químicos, coalition/coalición, community/comunidad, contamination/contaminación, injustice/injusticia, justice/justicia, organize/organizar, pollution/polución, problem/problema, resolve/resolver, respiratory/respiratorio, sacrifice/sacrificio, scientists/científicos, solar/solar, systemic/sistémico, urban/urbano, zones/zonas.

Centering Student, Family, and Community Knowledge and Experiences

The central text (video) is of a Latinx young person who recognizes an environmental injustice within their community and takes action. Experts in the central text are predominantly Black, Indigenous, and People of Color who speak in varieties of English. Students make connections to their local communities, environments, and lives, including how environmental injustice shapes their health and well-being. Spanish-English cognates invite students to utilize and expand their entire linguistic repertoire. Many lesson materials are bilingual (Spanish-English).

Potential Challenges

Students may understand pollution as an issue of individual choice and behaviors rather than thinking of it as a systemic problem.

Students may not have considered the ways in which power, class, and race have shaped the levels and types of contamination across communities.

Lesson Procedures

Introduction and Brainstorm

Introduce the lesson by making a connection to the broad concepts of justice and injustice.

Today we're starting a new unit in which we think about justice and injustice. What do you think of when you hear the word "justice"? What do you think justice means? What do you think of when you hear the word "injustice"? Can you think of an example of a justice or injustice?

Possible student responses include "not treating people right, just/unjust, equitable/inequitable, fair/unfair," and/or "right/wrong." Draw on students' contributions to define "justice" and "injustice."

Support students in recognizing how they can use words they know in Spanish to help them determine the meaning of words in English (cognates).

Does anyone know how to say the word "justice" in Spanish? ("Justicia.") Write both the English and Spanish on the board. What about injustice? ("Injusticia.") Write both the English and Spanish on the board.

What do you notice about these two sets of words? Yes, they look a lot alike. Does anyone remember the special term we use for words that are written and sound mostly alike in two different languages? That's right, "cognates."

We're going to watch an eight-minute video about a young woman from California named Nalleli Cobo, who may have some things in common with you. As you watch the video, I want you to do two things:

- 1) Notice how this video relates to the topic of justice and injustice.*
- 2) If you know Spanish or another language, write down the words you hear in English that have cognates, like justice and justicia.*

Preview of the Vocabulary

Preview the following key vocabulary for emergent bilingual (EB) students: “environmental, oil well, drill(ing),” and “toxic.”

Viewing of the Video

Play the video “Toxic Neighbors: Taking Action to Solve the Climate Crisis.” Depending on your students’ EB levels, play the video with English captions or Spanish subtitles (use the auto-translate setting in YouTube).

Reflection on the Video

After viewing the video, give students ten minutes to respond to the following prompts independently or by using the “Toxic Neighbors: Taking Action to Solve the Climate Crisis” padlet:

- 1) What stood out to you while watching this video?
- 2) What personal connections do you make to this video? Why did you make these connections?
- 3) How do you think this video relates to the topic of justice or injustice?
- 4) What cognates did you notice in this video?
- 5) What questions do you have about what you observed in this video?

Include the following sentence frames for additional writing support:

- 1) The things that stood out to me while watching this video were _____ because _____.
- 2) The personal connections that I made with this video were _____ because _____.
- 3) This video relates to the topic of justice or injustice because _____.
- 4) A cognate I noticed was _____. In [name language], we say _____.
- 5) The questions that I have about what I observed in this video are _____.



Whole Group Discussion

Review the responses and choose two to three students to share out to the whole group. Focus the discussion on the concept of environmental injustice, and ask the following questions to help students connect this concept to their own lives:

1) What does “environment” mean? What impact do humans have on the environment?

(Use these questions to be explicit about the fact that “environmental” is the adjective or way to describe something related to the environment.)

2) So if “environmental” relates to the natural world, including the impacts humans have on the environmental world, what is “pollution”?

(As students respond to this question, ensure that they understand that pollution is “something harmful that humans add to the environment.”)

3) If an unhealthy environment can also be described as an environmental injustice, what are some examples of environmental injustices?

4) What impact do environmental injustices have on our health and wellness?

5) What environmental injustices might be impacting your health and wellness and that of your family and/or community?

6) Remember when we talked about things that are systemic? “Systemic” is “part of a system in which power and other factors cause the same things to happen over and over.” How do you think the concept of environmental injustice is systemic?

7) What cognates did you notice in the video?

Create and begin an anchor chart that can be added to throughout the unit for cognates that students identify.

Closure

Prompt students to complete the “Toxic Neighbors: Taking Action to Solve the Climate Crisis” Google Form. They will use the form to describe examples of environmental injustice in places they have lived.

Assessment

Formative assessment will include observations of student participation in discussions and small group work; comprehension checks in whole group discussions; and review of student artifacts (padlet responses). For example, initial questions in the padlet ask students about connections between the video and their lives, which serves as a pre-assessment

to gauge the connections students make between the central concepts and their lives. The whole group discussion provides insights into students' understanding of central concepts of environmental injustice, pollution, effects of pollution, and the ways in which communities experience these.

Alignment to Standards

New Jersey Student Learning Standards for Science

5-ESS3-1: Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources, environment, and address climate change issues.

World-Class Instructional Design and Assessment (WIDA) Language Development

Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.

Resources for Building Background

“What Is Systemic Racism in America?” video to explain systemic racism.

| youtube.com/watch?v=AjQBgBcbOyQ

Extensions (Optional)

Read-aloud of the book *Rise Up and Write It*, by Nandini Ahuja, to illustrate the concrete ways students can recognize and take action about local environmental injustice.

References

Ahuja, N. (2021). *Rise up and write it*. Harper Festival.

Climate Reality. (2019, February 12). *Toxic neighbors: Taking action to solve the climate crisis* [Video].

YouTube. | youtube.com/watch?v=qmaeKIhmQDg

KING 5. (2020, September 14). *What is systemic racism in America?* [Video]. YouTube.

| youtube.com/watch?v=AjQBgBcbOyQ



UNIT SIX, LESSON TWO

Environmental Justice in New Jersey

Grade Level: 5

Subject: Science

Suggested Length: 2 days (45-minute sessions per day)

Lesson Overview

Students will extend their general understanding of environmental injustice and apply it to the context of New Jersey. They will watch the documentary *The Sacrifice Zone* about a neighborhood in Newark, New Jersey and begin to make personal connections to how environmental injustice shapes their communities. They will also begin to reflect on the different ways people like them can take action against environmental injustice.

Content Objectives

Students will be able to do the following:

- Deepen their awareness of the impact of environmental injustice on their local communities from a both current and historical perspective.
- Make connections between environmental injustice and activism.

Language Objectives

Students will be able to do the following:

- Orally share their personal connections to the geographies and content of the film *The Sacrifice Zone*.
- Pay attention to science-related cognates in the *The Sacrifice Zone* with the support of graphic organizers, English captions, or home language subtitles.

Essential Questions

- How does environmental injustice relate to other systemic inequities?
- How do young people like me take action to fight for environmental justice?

Instructional Resources and Materials

- *The Sacrifice Zone* by Julie Winokur film | thesacrificezone.org/rutgers-curriculum
- “Key Vocabulary Chart”
- “Cognates in Toxic Neighbors”
- “The Sacrifice Zone Exit Ticket”

Vocabulary/Conceptual Development

Asthma: A medical condition that makes it hard to breathe (cognate: asma).

Carcinogen: A substance that can cause cancer (cognate: carcinógeno).

Environmental: A word that describes the natural world and our surroundings; related to the environment.

Incinerator: A machine that burns trash (cognate: incinerador).

Cognates from the Documentary

activism/activismo, contaminated/contaminado, dioxin/dioxina, gasses/gases, industrial/industrial, injustices/injusticias, march/marcha, predictor/predictor, proximity/proximidad, sacrifice/sacrificio, toxic/tóxico, and zones/zonas.

Centering Student, Family, and Community Knowledge and Experiences

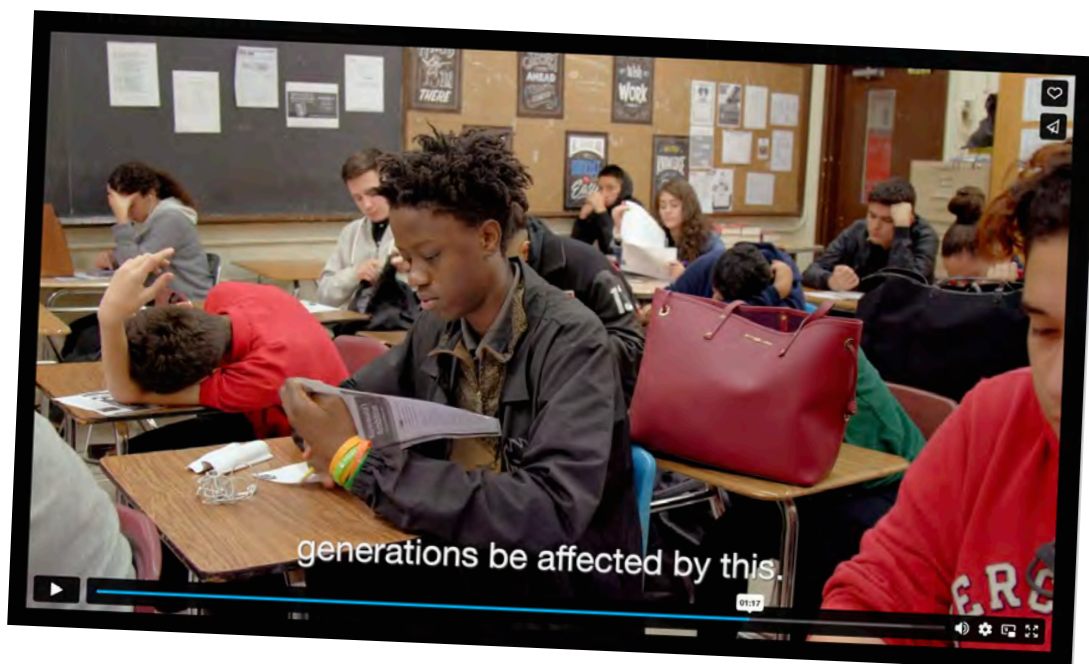
The central text (video) is of local community members in Newark who recognize environmental injustice and take action. Experts in the central text are predominantly Black, Indigenous, and People of Color who speak in varieties of English. Students make connections to their local communities, environments, and lives, including how environmental injustice shapes their health and well-being. Spanish-English cognates and whole-group discussion strategies invite students to utilize and expand their entire linguistic repertoire. Many lesson materials are bilingual (Spanish-English).

Potential Challenges

Students may think that human-caused pollution is equally distributed across communities rather than understanding the impact race and class have on where pollution is concentrated.

Students may think that environmental injustice is something that happens to other people, not to them.

Emergent bilingual (EB) students may be confused by words they already know in general uses being used in more content-specific ways (e.g., verb *lead* vs noun *lead*; verb *permit* vs noun *permit*).



Watch *The Sacrifice Zone* at thesacrificezone.org

Lesson Procedures

Introduction and Warm Up

Last class, we watched a video about Nalleli Cobo and how she noticed environmental injustice in her community and took action. Today we are going to think about environmental injustice in New Jersey. We're going to watch a documentary film called The Sacrifice Zone that takes place in Newark, New Jersey.

Assessing Student Knowledge

Before watching the film, facilitate a pair-share activity with the students to assess students' knowledge of context and help them build a personal connection to the film's content. First ask them,

Who has heard of or been to Newark, NJ? What do you know about Newark, NJ?

Possible student responses include “the airport,” “going for immigration or refugee appointments,” and/or “refineries.” Students in other states may not have experience with or knowledge of Newark, NJ.

Group Share

Last week in the video with Nalleli Cobo, her community in California was described as a “sacrifice zone.” What do you think that means?

Possible student responses include “a place that is harmed by pollution” and/or “a sacrifice because the advantages from producing that pollution are not experienced by those in the communities where the harm is being done.”

Do you think “sacrifice zones” exist in New Jersey or other states? Where are some examples? Remind students of any details about Newark that they brought up before to help make connections between sacrifice zones and Newark. Why do you think this documentary is entitled The Sacrifice Zone?

Preview of the Vocabulary

For EB students, preview key vocabulary using the *Key Vocabulary* chart.

You may need to also review the following words with EB students: “garbage, waste, trash” (synonyms), “wasteland, lead” (noun, not verb), “permit” (noun; i.e., “a permit to pollute”), “environmental, health risks,” and “greenhouse gasses.”

Like last time, there are lots of cognates in science and this film. Jot down any you notice. For example, “Does anyone know how to say “sacrifice” in Spanish? (“sacrificio”). What about “zone”? (“zona”).

“Carcinogens” are discussed in this film. Does anyone know what that word means? Right, “something that causes cancer.” Does anyone want to guess how to say it in Spanish? Sí, carcinógeno—it’s a cognate. Great—keep those bilingual minds working as you watch.

Introduction of the Film

Before we watch the film, let’s remember what we’ve learned about privilege and injustice.

Ask students the following questions to have them connect the concepts of privilege, injustice, and the placement of environmental harms in lower-resourced communities:

1) What are some privileges that we take for granted?

Student responses may include the following: “clean water,” “access to food, housing, and unpolluted air,” etc.

2) Who does our society work for?

Student responses may include the following: “Society works for the wealthy, those with home and food security,” etc.

3) How are people harmed by unequal privilege?

Student responses may include the following: “People’s health may be harmed,” “People cannot move and therefore have less access to clean water and food,” etc.

Viewing of the Film

Watch the film with English captions or Spanish subtitles, depending on your students' EB levels, and use the auto-translate setting in YouTube. Pause at intervals for discussion and to assess understanding. For example, pause the video at 5:26 and ask the following questions:

- 1) Why do you think a street would be known as the “chemical corridor”?
- 2) If we know that living close to factories may harm our health, why do people live close to factories? What other choices or options might exist or not exist?

Include the following sentence frames for additional writing support:

- 1) People live close to factories because _____. Other choices or options that might exist are _____. Other choices or options that might not exist are _____.
- 2) Some possible solutions that might help to prevent people from being exposed to toxic and polluted environments are _____ because _____.

Possible student responses may include “because they can’t afford to move,” “to be close to family,” “they lived there before the factory was there,” “cheap housing may not be available elsewhere,” and “they may have to move farther away from family or work.”

Dividing the Lesson

Depending on the length of your class periods and depth of your discussions during the documentary, you may not get through the entire documentary in a single class period. When you stop on Day 1, say to students,

We’ll continue to watch this documentary during our next class. Before then, ask people you know (family, friends, community members, etc.) if they have heard of unfair health risks related to the environment in parts of New Jersey or in our state.

At the start of Day 2, say to students, *Last class, we watched part of this documentary on environmental injustice in Newark, NJ. What did you learn from talking to your family, friends, and community members about environmental injustices they have heard about in New Jersey or in our state?*

Field student responses. *What do you remember about the environmental injustice in Newark, NJ that we watched last time?*

Field student responses. *Let’s watch the rest of the video to see how people take action to fight these environmental injustices.*

Closure

Today and with Nalleli Cobo, we saw examples of people engaging in activism or taking action to stop environmental injustice. What environmental injustices might be impacting the health and wellness of you, your family, and/or your communities?

Hoy y con Nalleli Cobo, vimos ejemplos de personas que participan en el activismo o toman medidas para detener la injusticia ambiental. Qué injusticias medioambientales podrían estar impactando tu salud y bienestar, los de tu familia, o los de tus comunidades?

Support students in making personal connections from the video to how environmental injustice shapes their communities. Follow with a focus on taking action by asking students,

What have you heard about people taking action to stop environmental injustice in your local community? Qué son ejemplos que has escuchado sobre personas tomando acción para parar la injusticia medioambiental?

End by drawing on the cognates they learned today.

What are two cognates you noticed in the film? (“Cognates” are “words in two languages that share a similar meaning, spelling, and pronunciation.” For example, “educación” [Spanish] and “education” [English] are cognates.)

Nalleli Cobo is a Los Angeles youth activist who has been fighting toxic oil wells in her South LA community since she was nine years old. (Source: *Last Chance Alliance*)



Assessment

Formative assessment will include teacher observation of students' discussion. The Exit Ticket assesses students' understanding of the concepts of environ-

mental injustice and activism and their ability to make personal connections to these topics. It also assesses EB students' ability to recognize cognates.

Alignment to Standards

New Jersey Student Learning Standards for Science

5-ESS3-1: Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources, environment, and address climate change issues.

World-Class Instructional Design and Assessment (WIDA) Language Development

Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.

Extensions (Optional)

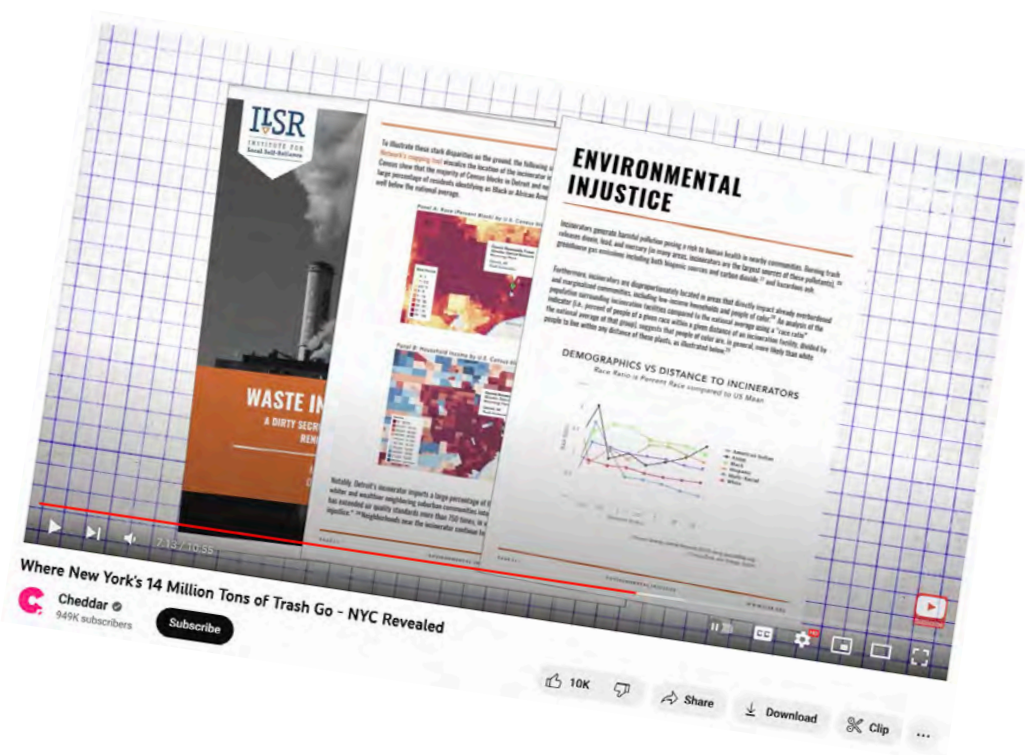
- If you cannot access *The Sacrifice Zone*, you may use the following alternative resources:
- “What Happens to NYC’s 3.2 Million Tons of Trash” video | youtube.com/watch?v=S758wEniU0c
- “Where New York’s 14 Million Tons of Trash Go – NYC Revealed” video (7:08-7:48) | youtube.com/watch?v=CiRpw-dYIC4&t=428s
- This timeline is an additional resource that puts environmental justice in more historical context and includes the contributions of people of color:
- Environmental Justice Timeline | epa.gov/environmentaljustice/environmental-justice-timeline

Notes (Optional)

For EBs, extend their metalinguistic awareness of suffix endings to cognates, so students begin to understand how suffix endings work in both English and Spanish (-tion = -cion; -ant = ante).





References

Winokur, J. (Director). (2020). *The sacrifice zone* [Film]. Talking Eyes. | thesacrificezone.org/rutgers-curriculum



Environmental Justice in New Jersey

Key Vocabulary Chart

Vocabulary Word	How I say this in my additional language [Spanish]	Image	Definition
carcinogen	[cancerigeno]		A substance that can cause cancer.
environmental	[ambiental]		A word that describes the natural world and our surroundings; related to the environment.
incinerator	[incinerador]		A machine that burns trash.
asthma	[asma]		A medical condition that makes it hard to breathe.

The Sacrifice Zone Exit Ticket

Before you leave class today, answer the following questions.

1. Name _____

2. What environmental injustices might be impacting the health and wellness of you, your family, and/or your communities? [Qué injusticias medioambiental es podrían estar impactando tu salud y bienestar, los de tu familia, o los de tus comunidades?]

3. Today and with Nalleli, we saw examples of people engaging in activism or taking action to stop environmental injustice. What examples have you heard about people taking action to stop environmental injustice? [Hoy y con Nalleli, vimos ejemplos de personas dedicándose al activismo o tomando acción para parar la injusticia medioambiental. Qué ejemplos ha escuchado de personas que toman medidas para detener la injusticia ambiental?]

UNIT SIX, LESSON THREE

Understanding Environmental Inequity

Grade Level: 5

Subjects: Science

Suggested Length: 1 day (45-minute session)

Lesson Overview

Students explore issues of equity by using an online tool to compare the tree equity score in their surrounding communities to understand how environmental injustice relates to income and race. They will then use a text (video on urban tree planting) to explore one form of activism that could begin to combat this inequity in their local communities.

Content Objectives

Students will be able to do the following:

- Obtain, evaluate, and communicate graphical information about tree coverage equity.
- Demonstrate their understanding in writing of the core ideas of environmental injustice based on race or income.

Language Objectives

Students will be able to use sentence frames to write answers to information questions (how/what, etc.) about tree inequity with their peers.

Essential Questions

- How does environmental injustice relate to other systemic inequities?
- How does environmental injustice occur in my local communities?

Instructional Resources and Materials

- “Why Cities Should Plant More Trees” video | youtube.com/watch?v=aKyvGHycngM
- Tree Equity Score website | treeequityscore.org
- “Environmental Justice – Tree Equity + Action” Jamboard | jamboard.google.com/d/1kzDOAqW33Ful2gIMuZ25_ZU0X29AOlBA5CF4h11L2ic/viewer
- “Understanding Environmental Inequity Key Vocabulary” handout

Vocabulary/Conceptual Development

Equity: The right of every individual to receive the resources necessary to have the same opportunities as their peers, regardless of their gender, race, and social position.

Particulate matter: The solid and liquid particles, or tiny pieces of things, in air. Some are so small they cannot be seen with our eyes.

Smog: The dirty air that is a combination of smoke and other pollutants.

To plant: Placing seeds in the ground so that something will grow.

Centering Student, Family, and Community Knowledge and Experiences

Histories of exclusion lead to contexts where not everyone needs the same thing. After decades of neglect, some communities require more resources than others. For example, communities could receive equal resources for tree planting, but an equitable approach would take into consideration that some areas already benefit from high tree-equity covering and may not need as many new trees planted as a place that has had trees removed or damaged due to pollution, etc. Students start to make connections to their local communities, environments, and lives, including how environmental injustice shapes their health and well-being. Spanish-English cognates and whole-group discussion strategies invite students to utilize and expand their entire linguistic repertoire. Many materials are bilingual (Spanish-English).

Potential Challenges

Students may think that human-caused pollution is equally distributed across communities.

Students may believe that environmental injustice is something that happens to other people, not to them.

Emergent bilingual students may have confusion between words they already know in general uses that are employed in more content-specific ways (e.g., verb *permit* vs noun *permit*).



Riverview-Fisk Park, Jersey City, New Jersey.
(Source: *Wikimedia Commons*)

Lesson Procedures

Introduction

Show the word “equity.” *We’ve discussed this concept before. What does this concept mean to you?*

Student responses may include “fairness” or “justice.”

Does equity mean that every person or community should receive the exact same thing?

Listen for students’ understanding that making things fair may mean different things for different people or communities.

What is inequity then?

Listen for ideas that there is unfairness or injustice for groups of people as opposed to unfairness for an individual person.

Viewing of Video

Today we are going to think about a component of the environment that can help combat pollution—planting trees. We’re going to watch a short video about trees in urban areas. First let’s go over some key vocabulary that will help us understand the video.

Use Key Vocabulary Lesson 3 to preview vocabulary.

Watch the video “Why Cities Should Plant More Trees.”

To ensure the video is accessible to all students, including emergent bilingual students, use subtitles and English captions and slow the playback to 75 percent speed to assist in comprehension.

Whole Group Discussion

Use the following questions to assess what students understood in the video and to set up the activity on tree equity:

Why is planting trees important?

Do you think there are the same amount of trees in all parts of the world?

The United States? New Jersey [your state]?

New Brunswick [your city]?

Let's find out.

Tree Equity Tool

Let's look at this online tool that shows us how many trees are in an area. It is called the "Tree Equity Score." Based on that title, what are some things it might show us?

Listen for answers like "the distribution of trees is not fair across all areas."

Log on to the Tree Equity Score website and read the following opening paragraph:

A map of tree cover in any city in the United States is too often a map of race and income. This is unacceptable. Trees are critical infrastructure that every person in every neighborhood deserves. Trees can help address damaging environmental inequities like air pollution.

Point out the different facets the tool uses, like tree canopy, income, and race, to determine a score.

Tell students, A lower equity score means it is a priority to plant many more trees.

Type in New Brunswick [your city] into the tool and ask students what they notice. Listen for an understanding of the Tree Equity Score map key. (The key goes from orange, which is a low tree equity score, to green, which is high). Plan in advance to find focal communities with different demographics and income levels. Compare scores and correlations with the demographics and income levels, and ask students what they notice about the tree equity scores.

Small Group Work

Have students work in small groups to complete the “Environmental Justice – Tree Equity + Action” Jamboard. (Group emergent bilingual students according to their home language and encourage **translanguaging**, allowing multilingual students to use their full linguistic repertoire.) Students will need a computer with internet access for this.

Include the following sentence frames for additional writing support:

- 1) The toxic chemicals and pollutants that pose health hazards to nearby communities are _____.
 - 2) Trees might help to reduce air pollution by _____.
 - 3) I noticed that the Tree Equity Score in the image above is _____.
- I wonder _____. The landmark in the Google Earth image that is located in the same area of the Tree Equity Score is _____.

Closure

Today we have learned about one aspect of environmental inequity: differences in tree equity scores and how lower tree equity scores often overlap with communities with fewer financial resources. We also know that planting trees is a way to combat air pollution. This is particularly important in areas with incinerators and other major pollutants that we have been learning about.

To complete our work today, take five minutes in your groups to find local places where we can sign up to support planting trees as a first step in promoting environmental justice.

Students search for places and share resources with one another. For example, the New Jersey Tree Foundation provides information for multiple programs that support planting trees in local communities across the state.

Assessment

Formative assessment will include observation of students during the initial whole group discussion to assess their understanding of environmental

equity. In addition, through the small group activity, students' ability to interpret and communicate graphical information about equity will be assessed.

Alignment to Standards

New Jersey Student Learning Standards for Science

5-ESS3-1: Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources, environment, and address climate change issues.

World-Class Instructional Design and Assessment (WIDA) English Language Development

Standard 4: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.

Extensions (Optional)

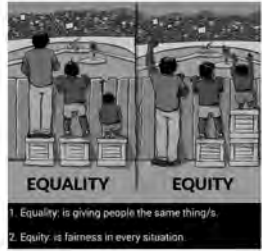



- Read aloud *We Are Water Protectors*, by Carole Lindstrom.
- New Jersey Tree Foundation | njtrees.org

References

American Forests. (2021). Tree equity score. | treeequityscore.org

Vox. (2016, December 22). *Why cities should plant more trees* [Video]. YouTube. | youtube.com/watch?v=aKyvGHycngM

Understanding Environmental Inequity Key Vocabulary

Vocabulary Word	How I say this in my additional language [Spanish]	Image	Definition
equity	[equidad]		Providing what people need to live healthy, happy lives. It may not be the same thing for everyone.
particulate matter	[material particulado]		The solid and liquid particles, or tiny pieces of things, in air. Some are so small they cannot be seen with our eyes.
smog	[esmog/niebla tóxica]		The dirty air that is a combination of smoke and other pollutants.
to plant	[sembrar]		Placing seeds in the ground so that something will grow.

UNIT SIX, LESSON FOUR

Fighting for Environmental Justice

Grade Level: 5

Subject: Science

Suggested Length: 3 days (45-minute sessions per day)

Lesson Overview

In this three-part lesson, students explore the ways that local communities are fighting for environmental justice by engaging in a panel discussion. On Day 1, students will create an interview protocol that they will use to ask the environmental justice panelists questions. On Day 2, students develop questions for local activists. On Day 3, a classroom visit composed of community activists and/or community-based organization leaders will discuss local environmental justice efforts and respond to students' questions about pollution in their own community.

Content Objectives

Students will be able to do the following:

- Identify specific actions being taken in their community for environmental justice.
- Deepen their awareness of how environmental injustice impacts their local communities both currently and historically.
- Make connections between environmental injustice and activism.

Language Objectives

Students will be able to do the following:

- Draft, edit, and sequentially organize information and hypothetical questions using wh-questions (Who? What? Where? etc.) in writing with peers to create an interview guide for environmental justice panelists.
- Orally ask at least one information or hypothetical question to an environmental justice panelist.

Essential Questions

- How does environmental injustice occur in my local communities?
- How do people from my communities take action to fight for environmental justice?

Instructional Resources and Materials

- This unit requires building a relationship with local community activists committed to fighting for environmental justice. Invite two or three activist guests to visit the class.
- “Frontline Youth: Fighting for Climate Justice” video
| youtube.com/watch?v=NmRgQcMPIQo
- “Want to Be a Youth Activist?: Here Are Some Tips” video
| youtube.com/watch?v=I1Fx3m2oPC4
- *No Voice Too Small: Fourteen Young Americans Making History*, by Lindsay H. Metcalf
- “Question Brainstorm for Environmental Justice Visitors” handout

Vocabulary/Conceptual Development

Activism: Actions people take to address injustice and bring about political or social change.

Activist: A person who engages in actions to address injustice and bring about social or political change.

Cognates from the “Frontline Youth” Video

alliance/alianza, colonization/colonización, culprit/culpable, devastate/devastar, displacement/desplazamiento, genocide/genocidio, indigenous/indígena, initiative/iniciativa, and intersectional/interseccional.

Centering Student, Family, and Community Knowledge and Experiences

Students ask community activists about how they work to ensure environmental justice. Students make connections to their local communities, environments, and lives, including how environmental injustice shapes their health and well-being. Spanish-English cognates invite students to utilize and expand their entire linguistic repertoire.

Potential Challenges

Students and teachers may not be aware of community-based organizations or community activists fighting for environmental justice in their local communities. Parents and families are good sources of community knowledge to help build these relationships.

We suggest community outreach as a way to build relationships, by listening and building trust over time. This requires getting to know community partners and learning about their organizations, strengths, and ways to engage in mutually beneficial activities.

Students may have difficulty formulating questions to ask environmental justice panelists.

Emergent bilingual (EB) students may confuse the different syntax structures of “do” versus “can” information questions (e.g., “Where DOES environmental injustice occur?” and “What actions CAN I take?”). The word “do” can be particularly confusing as it does not have a parallel question word or structure in Spanish and many other languages.

Lesson Procedures

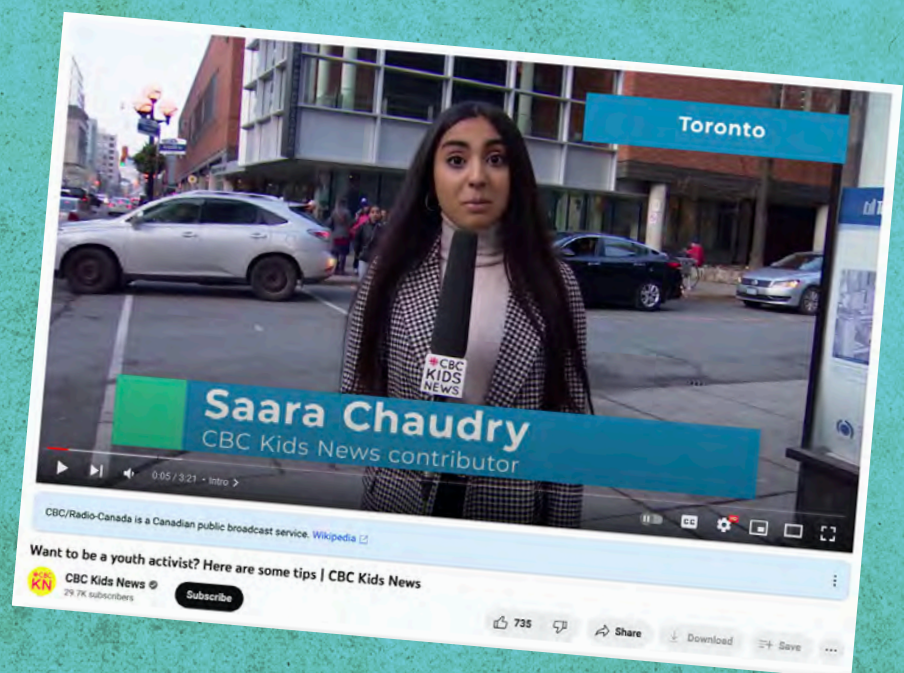
Introduction

Recently we watched a video about activism for environmental justice in Newark. The activists took action to address a specific environmental injustice in their community. Today we are going to think about environmental injustices in our own communities and develop questions for local community organizations about actions that we can take to address these injustices. We are doing this to prepare to interview community activists and/or community-based organization leaders.

[Provide information about specific community activists and the community-based organizations collaborating on this activity.]

Before watching the “Frontline Youth: Fighting for Climate Justice” video, share these questions and assess students’ prior knowledge through a pair-share activity. Students turn and discuss the questions. Ask for students to share responses.

- 1) What environmental injustices were raised by Nalleli in *The Sacrifice Zone*?
- 2) What environmental injustices did we see with the Tree Equity Scores?
- 3) What other environmental injustices do you see in your local communities (e.g. water, air, and/or soil pollution)?
- 4) What actions are being taken in your local communities to fight these injustices?



Introduction of Activism

Taking action against environmental injustice is a form of activism. What is “activism”?

Potential student responses may include “protesting,” “changing laws,” and/or “fighting discrimination.”

What examples of activism have you heard about or seen? What is an “activist”?

Potential student responses include “people who engage in actions to fight against social or political injustice.”

Who are activists you know or have heard of?

Potential student responses include “Nalleli and Maria from the Ironbound Community Corporation [The Sacrifice Zone], Martin Luther King, Jr., Malcolm X, Malala Yousafzai, Nelson Mandela, César Chávez” as well as people in their families and communities.

View the “Frontline Youth: Fighting for Climate Justice” Video

Do you know anybody personally who you consider an activist? Can youth (young people) be activists? Of course, remember Nalleli!

Let’s watch this video and see what other youth are doing.

Watch the video “Frontline Youth: Fighting for Climate Justice.”

Debrief After the Video

Pair and share after the video. Strategically place EB students from the same home languages together, and encourage students to use all of their linguistic resources to support comprehension and when they share with one another.

Ask students to turn to their partner to discuss the following questions:

- 1) What did you notice in the video?*
- 2) What are some ways that you can be an activist?*

Ask two to three pairs of students to share out before transitioning to the next step.

View the “Want to Be a Youth Activist? Here are Some Tips.” Video

Now we are going to watch another short video that gives ideas of how young people like you can be activists. As you watch, write down examples of actions you can take to be an activist.

Watch the video “Want to Be a Youth Activist? Here are Some Tips.”

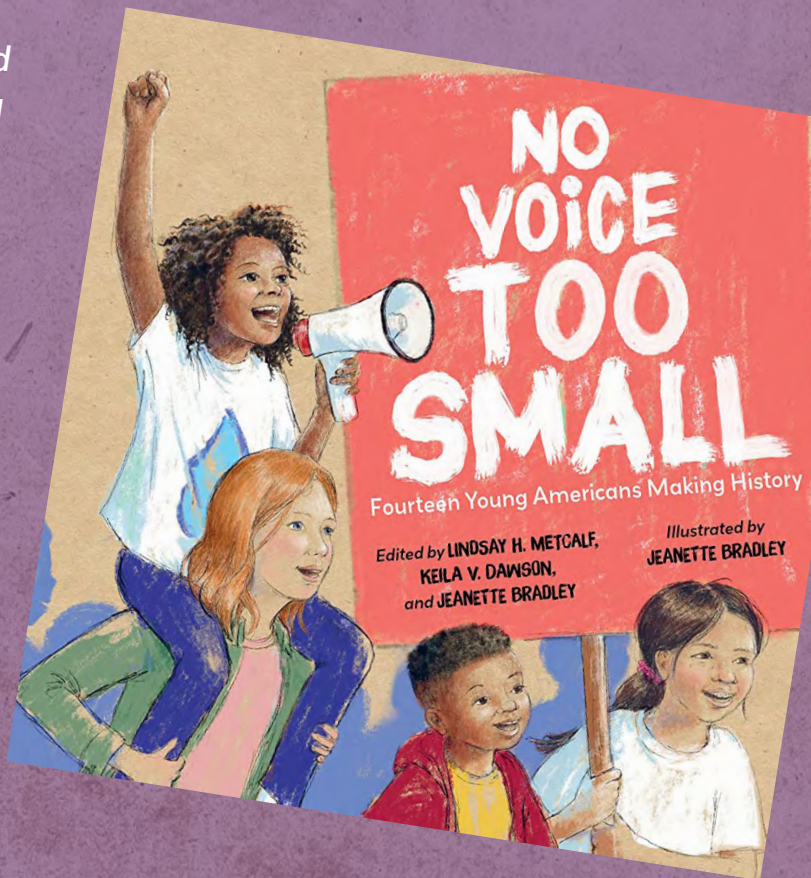
Prompt students to return to their pairs to discuss the examples of actions they can take to be activists. This will support the interview questions they will develop during Day 2 Session.

Ask two to three pairs of students to share their examples of actions they can take to be activists.

Read Aloud

Over the course of this unit, we’ve seen videos and read about many young activists. Now we’re going to read aloud a book that provides more examples of the ways young people like you can take action for change. As you listen, jot down the names of activists who inspire you.

Read aloud the book **No Voice Too Small: Fourteen Young Americans Making History**, by Lindsay H. Metcalf.



Debrief After the Read Aloud

After the read aloud, prompt the students to pair and share.

Turn to your partner to discuss the following questions:

- 1) Who is one young activist who stood out to you in this book? Why?*
- 2) What are some ways that you can be an activist?*

Next time, we are going to think about other ways of learning from activists who fight for environmental justice. We are going to interview community activists from local organizations.

Day 2 Session

Develop Questions for Activists

We are going to welcome some visitors who are local community activists and/or community-based organization leaders. Before that, we are going to develop interview questions for our visitors who are addressing environmental injustice in our community. Our conversations will help us to better understand how to fight for environmental justice. We will use our questions to interview community leaders about environmental justice issues in our communities.

Model for students how to write questions, reminding them of the helpful “wh-questions” words. Use the “Question Brainstorm for Environmental Justice Visitors” handout. Brainstorm with students and write out examples on board to model with students. Create pairs of students or have them select a partner.

Questions should address the environmental injustices that exist and actions that activist leaders are taking to fight for environmental justice in local communities.

Pairs will develop one question about environmental injustices in the community and one question about actions to take. Then combine the pairs to form small groups, so students can work together to further refine their questions. The small groups will share four questions with the whole class. Use the “Question Brainstorm for Environmental Justice Visitors” handout.

Discussion of Student Questions

Compile the questions from each group, and then prioritize as a class which questions are the most important ones to ask the activists.

Let's make sure our questions focus on the following two areas:

- 1) Environmental injustices that are taking place in the community, and*
- 2) Specific actions that community activist leaders are taking to address them.*

Day 3 Session

Community Leader Classroom Visit

Organize a classroom visit with two to three community activists and/or community-based organization leaders who are committed to fighting for environmental justice.

Today we are happy to welcome our guests, XXXXX, who are local community activists. I would like to ask each visitor to introduce themselves, the community organization they work in, what communities they advocate for, and what issues they are passionate about?

Allow each community partner to introduce themselves. Then ask students to take turns asking the visitors their questions developed during the Day 2 Session.

Thank you for joining us. We have some questions students prepared that we'd like to ask you. [Students ask questions.]

Provide students with Post-It notes so they can write answers to the two questions while listening to the panelists. Ask students to put their names on the Post-it notes you will collect and review to assess comprehension.

Closure

Students, please join me in thanking our guests. We know how busy you are and are grateful that you gave us your time today.

As you leave today, please write your answers to this question: What actions are community leaders taking to fight for environmental justice? Ask students to share one answer and put their Post-it notes on the board (or use digital platforms like Padlet or Jamboard to collect students' responses).

Assessment

Students' understanding of activism will be assessed through observation of the whole group discussion focusing on their understandings of environmental justice and connections to specific actions they and others can take as activists in their local community.

The form and content of students' questions will be assessed via the brainstorming document and observations of students' questions during the visit with community activists. Students will demonstrate comprehension by writing their Post-it notes.

Alignment to Standards

New Jersey Student Learning Standards for Science

5-ESS3-1: Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources, environment, and address climate change issues.

World-Class Instructional Design and Assessment (WIDA) English Language Development

Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.

Notes

PEB students who are newer to developing questions and responses will need differing levels of scaffolds to write syntactically accurate questions in English. Sticking to information-word questions (rather than questions that are yes/no, hypothetical, and/or tag, etc.) will streamline this complexity for them. This lesson pairs well with explicit teaching on the syntax of questions and responses, including in the negative, since this syntax and the word not do not have an equivalent term or structure in languages like Spanish.

This unit and this lesson in particular require that teachers build relationships with community activists and/or community-based organizations. These relationships require continued connection and mutually benefited opportunities.

Extensions (Optional)

Teacher and students will write thank you notes to the participating community activists and/or community-based organization leaders, including some action steps the students identified during the Day 3 Session. The teacher can encourage the use of the student's home language in this activity.

References

CBC Kids. (2020, January 6). *Want to be a youth activist?* [Video]. YouTube.

| [youtube.com/watch?v=I1Fx3m2oPC4](https://www.youtube.com/watch?v=I1Fx3m2oPC4)

Climate Justice Activists. (2020, January 29). *Frontline youth: Fighting for climate justice*

[Video]. YouTube. | [youtube.com/watch?v=NmRgQcMPIQo](https://www.youtube.com/watch?v=NmRgQcMPIQo)

Metcalf, L. (2020). *No voice too small: Fourteen young Americans making history*.

Charlesbridge Press.

Fighting for Environmental Justice

Question Brainstorm for Environmental Justice Visitors

Wh- Questions

Who What When Where Why How*

*It does not begin with Wh-, but it works in the same way.

Examples

Where	does	environmental injustice	occur	near us?
Wh- word	question verb	subject	action verb	additional info

What	actions	can	I	take?
Wh- word	object	question verb	subject	action verb

Directions

In this activity, you will work with different groups of partners to brainstorm questions for our panelist of environmental justice activists.

Here are some sample questions:

1. Where does environmental injustice occur near us? (Information question.)
2. What actions can I take? (Question about actions.)
3. If you could change one local environmental injustice, what would it be? (Hypothetical question: "If you could. . .")

Step 1: With your partner, brainstorm at least 1 question for the panelists regarding environmental justice.

1. _____
(Wh- word)

Now brainstorm at least 1 question regarding actions to fight for environmental justice.

1. _____
(Wh- word)

If you have time, brainstorm additional questions for the panelists.

1. _____
(Wh- word)

2. _____
(Wh- word)

3. _____
(Wh- word)

Check off if the question has each of these components:

Question #

Component	1	2	3	4	5	6	7
Wh- word							
Question verb (does, can, is)							
Question mark							
Is it about environmental justice?							
Does it incorporate vocabulary related to environmental justice?							
Are you interested in the answer?							
Does it help you imagine actions related to environmental justice?							

UNIT SIX, LESSON FIVE

Environmental Justice in Action

Grade Level: 5

Subject: Science

Suggested Length: 1–2 days (45-minute sessions per day)

Lesson Overview

Students plan their own actions to fight for environmental justice by identifying sources of local pollution (e.g., air, soil, water) and decide on a specific issue to address. Students work in groups to draft specific, measurable, achievable, relevant, and timely (SMART) action plans that they can use to fight for environmental justice in their local communities.

Content Objectives

Students will be able to do the following:

- Create a SMART action plan to fight for environmental justice in their local communities.
- Compare activists' different approaches to environmental activism.

Language Objectives

Students will be able to do the following:

- Write a SMART plan to fight for environmental justice using complex (subordinate clause/s) or compound (more than one subject or predicate) sentences.
- Explain future goals in written SMART action plans.

Essential Questions

- How do young people like me take action to fight for environmental justice?
- How will I take action to fight for environmental justice in my local communities?

Instructional Resources and Materials

- Our "SMART Goals Related to Environmental Justice" handout.

Vocabulary/Conceptual Development

SMART Action Plan: A plan that is specific, measurable, achievable, relevant, and timely.

Centering Student, Family, and Community Knowledge and Experiences

Students will decide on environmental injustices they want to address that is relevant to their own communities. They will draw on the experiences and knowledge shared by the Community Leader Classroom Visit in Lesson 4. Students will generate a SMART action plan to fight for environmental justice in their community.

Potential Challenges

Students' action plans address changing individual behavior instead of the systems that perpetuate the injustice.

Additional time will be needed to teach how to formulate a SMART goal if students are unfamiliar with this type of planning.

Lesson Procedures

Introduction

Yesterday we thought about youth activists and the types of actions they take to address environmental injustice. We asked questions about environmental injustices in our community and how community members fight for environmental justice.

What actions can we take in our own communities to fight environmental injustice?

Use a pair-share activity to generate actions students can take in their community inspired from the prior lesson's Community Leader Classroom Visit. Place students into pairs or have students self-select a partner. Pairs will receive a Post-it note to write down ideas for actions. These will be added to the board and read aloud to highlight the actions students can take to address environmental injustice.

Possible student responses include "protest, walk out, strike, rally, post on social media," etc.

Review SMART Goals and Future Tense

We have focused on SMART goals in the past. Does anyone remember what the different letters represent?

Have students answer and review what each aspect means. As a reminder, SMART Action Plan: S is for specific, M is for measurable, A is for achievable, R is for relevant, and T is for timely. "Our SMART Goals Related to Environmental Justice" handout has a written example provided.

In previous lessons, we talked about the importance of trees and tree planting. Would this be a good SMART goal for tree planting?: "I'm going to plant lots of trees."

Have students answer. Then point out that although the plan is relevant, it lacks specificity, which is important for a SMART action plan.

Pass out the "Our SMART Goals Related to Environmental Justice" handout. Say to students, *Let's imagine that tree planting was our action plan. Let's work through a SMART goal for the plan using the sentence stems.*

Model a SMART Goal

Specific: Our specific goal is that we will each attend two tree-planting events with 'X local organization' and bring two people from our family, friends, and/or community.

Measurable: We will track the progress we make toward our goal by attending one event by [insert deadline, i.e., month, end of school year, etc.] and a second by [insert deadline].

Achievable: Our goal is achievable because we can work with the organization we already found that does this, and we will support each other to achieve it.

Relevant: Achieving this goal is important and meaningful to us because our area has limited tree covering. Tree covering is important to purify the air and reduce health problems.

Timely: Our goal will be achieved by [insert deadline].

The sentence frames on the SMART goal handout and model about tree planting will support all students, including emergent bilingual students, as they structure sentences for their SMART plan.

Point out to emergent bilingual students, *I noticed something in the sentences. They state, "I WILL attend . . ." and "I WILL complete..." Is this something that already happened? (No.)*

Right, it is something that WILL happen. Remember that when we write in English about something in the future, we put the helping verb "will" before the action verb. So, "I WILL attend, I WILL eat lunch this afternoon, I WILL ride the bus home on Thursday."

Develop Action Plans

Help students develop their action plans by taking the following steps:

- 1) Brainstorm topics and ask students to choose an issue of environmental injustice in your community (other than tree planting, for example, air, food, soil, or water pollution). Group students by the focus of their environmental injustice.
- 2) In groups, use “Our SMART Goals Related to Environmental Justice” handout to create goals and actions around their identified issues of environmental injustice.

Support students in taking action that addresses injustices systemically. For example, redirect students away from talking individually to community members about not littering. Rather, focus students on the systems in place that address trash and recycling (e.g., Why is there litter? Where is there litter in our community? Are garbage bins easily accessible in public places where people are eating and spending time? What factors determine where we find garbage and recycle bins? Are they distributed in all public spaces? How often are public garbage bins emptied? Who is already working to fight against this injustice? What actions are they taking? What can we do to support these efforts?).

Feedback on SMART Goals

Using a projector, share to the class each group’s page one of the SMART handout on a goal that is specific to environmental injustice. Ask each group to present their goal with the class and review the steps to achieve the goal. As each group presents, the rest of the class will provide feedback focused on creating systemic change and engaging the community in action towards environmental justice.

Ask students to respond to these questions on page two of the SMART handout:

Specific: What specific details do we learn about this plan? Does it focus on individual issues or broader systemic issues?

Measurable: How will achieving the goal be measured?

Achievable: What skills and ability are needed to achieve this goal? Does the group have the skills and ability to achieve this goal?

Relevant: Why is this goal important to the group?

Timely: When does the group expect to take action and achieve their goals?

Closure

Write answers to these questions with your name on a Post-it note to submit to the teacher.

Which group's SMART goals inspire you to take action? How might you begin to take action today?



Illustrated portrait of Autumn Peltier by Ethical Comics. Autumn Peltier is an Anishinaabe Indigenous rights advocate from the Wiikwemkoong First Nation on Manitoulin Island, Ontario, Canada. She was named Chief Water Commissioner for the Anishinabek Nation in 2019. In 2018, at the age of thirteen, Peltier addressed world leaders at the United Nations General Assembly on the issue of water protection (Source: *Wikimedia Commons*)

Assessment

Formative assessment will include observations of student participation in small group discussions and work as well as comprehension checks during whole-class discussions.

The summative assessment will be via the SMART handout, which will demonstrate how students think about environmental justice, activism, and ?

Alignment to Standards

Science

5-ESS3-1: Obtain and combine information about ways individual communities use science ideas (measuring air quality, planting trees, etc) to protect the Earth's resources and environment.

New Jersey Student Learning Standards for English Language Arts

NJSLSA.R7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RI.5.7: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

World-Class Instructional Design and Assessment (WIDA) English Language Development

Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.

Extensions (Optional)

Orient students to youth activism and the work of a First Nations youth activist for clean water in the video “On National Child Day, Meet Clean Water Activist Autumn Peltier.” | youtube.com/watch?v=A33XRMLBbOc

Repeat the lesson with SMART Goals focused on environmental injustices in the school context. Consider ways to implement the action plan. What specific steps are needed? Who takes which roles and responsibilities? How can students inform school administration about the issue? What community partners could be involved?



Environmental Justice Action Plans: Our SMART Goals Related to Environmental Justice

As you brainstorm your environmental injustice, consider whether the injustice is focusing on an individual challenge or a broader systemic challenge.

Our Group's Environmental Injustice: _____

Activist Team Members' Names: _____

Use this chart to brainstorm each component of your SMART goal with your team members.

Specific	What specifically are you going to achieve?	Our specific goal is...
Measurable	How will you measure your progress?	We will track the progress we make toward our goal by...
Achievable	Do you have the skills and abilities necessary to achieve your goal?	Our goal is achievable because we can...
Relevant	Why is achieving this goal important to you? How is it meaningful?	Achieving this goal is important and meaningful to us because...
Timely	How much time do you have to achieve your goal?	Our goal will be achieved by...

Tree Planting Example

<p>Specific</p>	<p>What exactly are you going to achieve?</p>	<p>Our goal is that...we will each attend two tree-planting events with X local organization and bring two people from our family, friends, and/or community.</p>
<p>Measurable</p>	<p>How will you measure your progress?</p>	<p>We will track the progress we make toward our goal by... attending one event by [month, year] and a second by [month, year].</p>
<p>Achievable</p>	<p>Do you have the skills and abilities necessary to achieve your goal?</p>	<p>Our goal is achievable because we can... work with the organization we found that plants trees, and we will support each other to attend the tree-planting events.</p>
<p>Relevant</p>	<p>Why is achieving this goal important to you?</p> <p>How is it meaningful?</p>	<p>Achieving this goal is important and meaningful to us because... our area has limited tree covering. Tree covering is important to purify the air and reduce health problems.</p>
<p>Timely</p>	<p>How much time do you have to achieve your goal?</p>	<p>Our goal will be achieved by... [Month, year].</p>

Steps to Reach our Goal

You can't achieve your entire goal at once. Think through the steps, in order, that you'll need to take to achieve your goal.

Step 1

Step 2

Step 3

Step 4

Potential Partners

You can't achieve your goal alone. Brainstorm and research local resources that can help you reach your goal (e.g., local activists, educators, and/or community and family members, etc.).

Person/Organization	How they will support us	Best way to contact them

Group Presentations: Our SMART Goals Related to Environmental Justice

Answer the following questions for each group:

Specific: What specific details do we learn about this plan? Does it focus on individual issues or broader systemic issues?

Measurable: How will achieving the goal be measured?

Achievable: What skills and ability are needed to achieve this goal? Does the group have the skills and ability to achieve this goal?

Relevant: Why is this goal important to the group?

Timely: When does the group expect to take action and achieve their goals?

Group 1

Group 2

Group 3