

# 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](http://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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## CEAR Fellows and Research Assistants

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## Partners

**Philly Children's Movement** | [phillychildrensmovement.org](http://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](http://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](http://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](http://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](http://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](http://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](http://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](http://andrecebradyart.com)

## Graphic Design

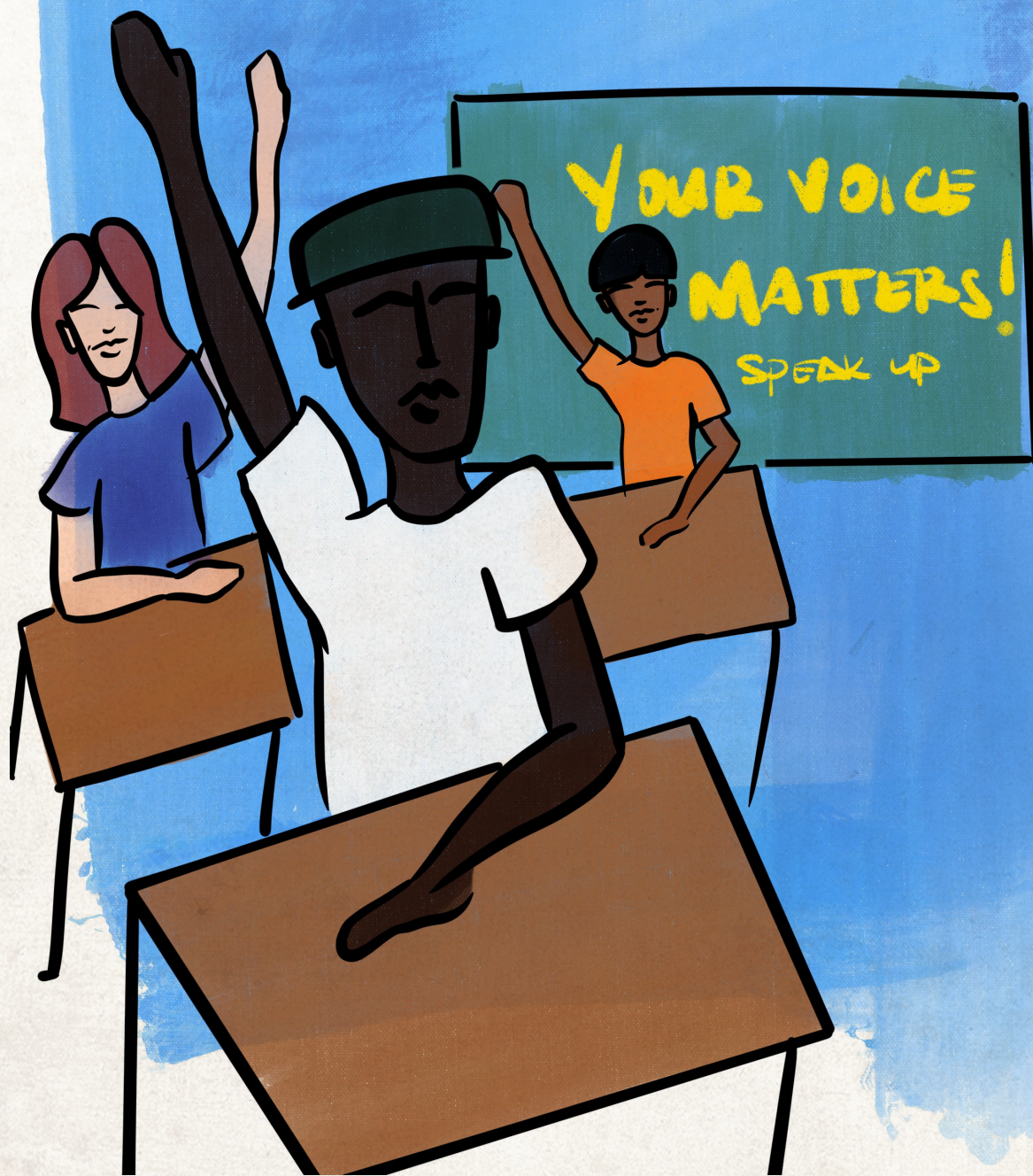
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## UNIT TWO

# 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](http://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](http://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](http://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](http://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](http://www.babycentre.co.uk/ims/2016/12/iStock-171153078_wide.jpg)
- [Photograph of child hiding their face]. Very Well Family. | [tinyurl.com/bdfnbfaa](http://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](http://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](http://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](http://www.youtube.com/watch?v=AQtN6oeiF2U)
- Kiger, P. J. (2019, October 28). *Minimum wage in America: A timeline*. HISTORY. | [www.history.com/news/minimum-wage-america-timeline](http://www.history.com/news/minimum-wage-america-timeline)
- Learning for Justice. (2017, April 26). *What's fair?* | [www.learningforjustice.org/classroom-resources/lessons/whats-fair-0](http://www.learningforjustice.org/classroom-resources/lessons/whats-fair-0)
- Moon, J. (2018). *Why Mendez still matters*. Learning for Justice. | [www.learningforjustice.org/magazine/spring-2018/why-mendez-still-matters](http://www.learningforjustice.org/magazine/spring-2018/why-mendez-still-matters)
- Morgan, J. (2019, December 20). *103 years later: Emma Tenayuca's push for labor rights still resonates in San Antonio*. Texas Public Radio. | [www.tpr.org/news/2019-12-20/103-years-later-emma-tenayucas-push-for-labor-rights-still-resonates-in-san-antonio](http://www.tpr.org/news/2019-12-20/103-years-later-emma-tenayucas-push-for-labor-rights-still-resonates-in-san-antonio)
- National Park Service. (2018). *Martin Luther King, Jr.: Jim Crow laws*. National Park Service. | [www.nps.gov/malu/learn/education/jim\\_crow\\_laws.htm](http://www.nps.gov/malu/learn/education/jim_crow_laws.htm)
- Poyo, J. (1987, February 21). *Audio of interview with Emma Tenayuca* [Interview]. Oral History Collection; UTSA Libraries Special Collections. | [digital.utsa.edu/digital/collection/p15125coll4/id/1172](http://digital.utsa.edu/digital/collection/p15125coll4/id/1172)
- 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](http://www.withwayfinder.com/thought-leadership/five-reasons-you-should-co-create-classroom-norms-with-students-at-the-start-of-each-year)
- Wagner, E. (2021, March 30). *Emma Tenayuca*. National Park Service. | [www.nps.gov/people/emma-tenayuca.htm](http://www.nps.gov/people/emma-tenayuca.htm)
- WGBH. (2005). *Mendez v. Westminster: Desegregating California's schools*. PBS LearningMedia. | [ny.pbslearningmedia.org/resource/osi04.soc.us.h.civil.mendez/mendez-v-westminster-desegregating-californias-schools](http://ny.pbslearningmedia.org/resource/osi04.soc.us.h.civil.mendez/mendez-v-westminster-desegregating-californias-schools)
- 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](http://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](http://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](http://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 blue outline and a blue shadow. The bottom line reads "NOT FAIR!" in black letters with a pink outline and a pink shadow. The text is set against a white background.

## 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](http://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](http://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

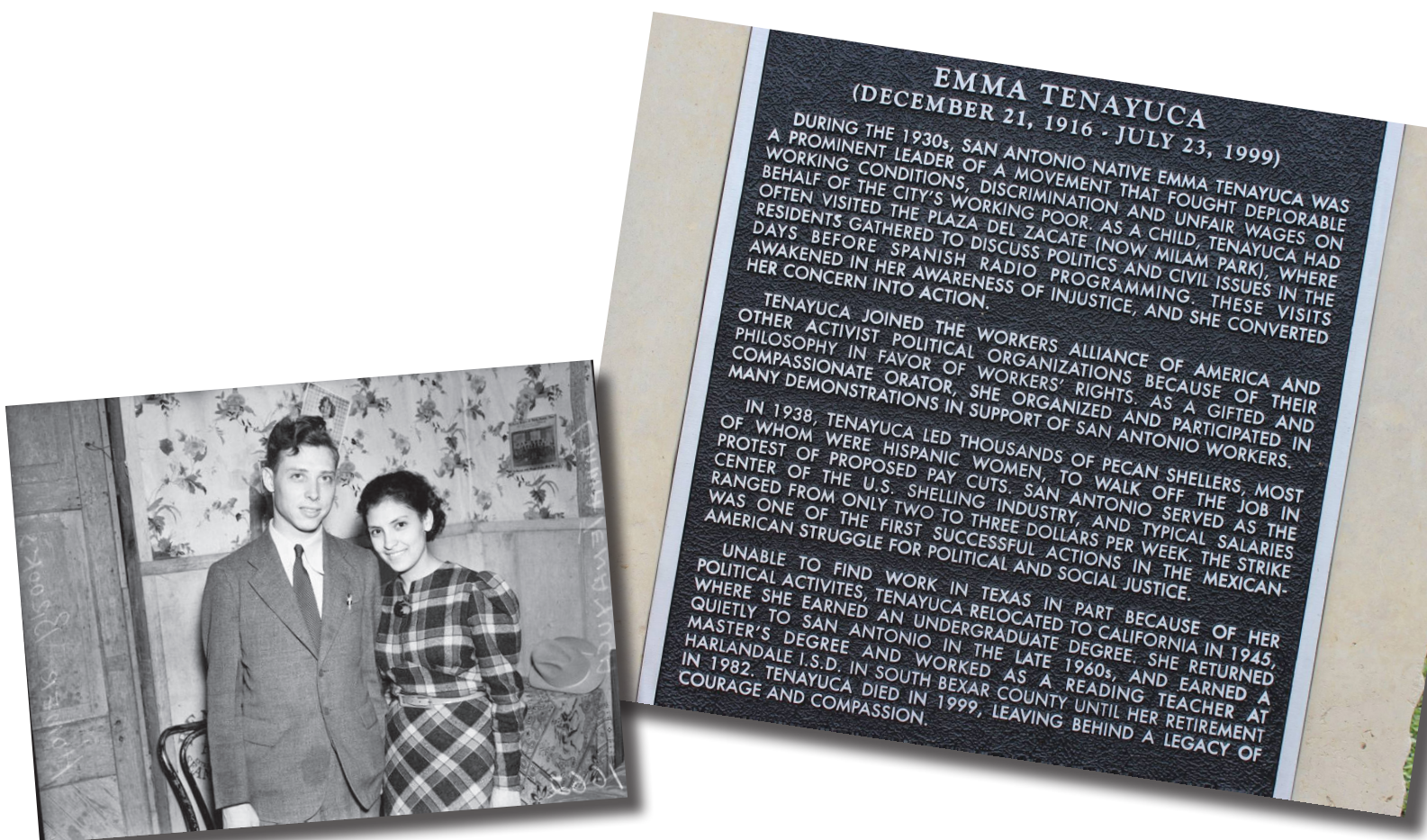
Students may think that all rules and/or laws are fair.

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.

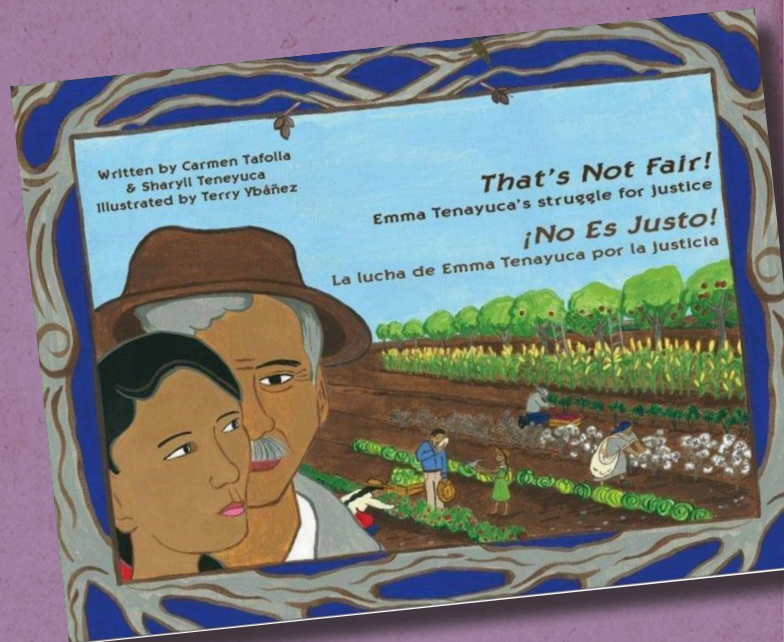
1. What were they? Let’s write them on the chart.

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

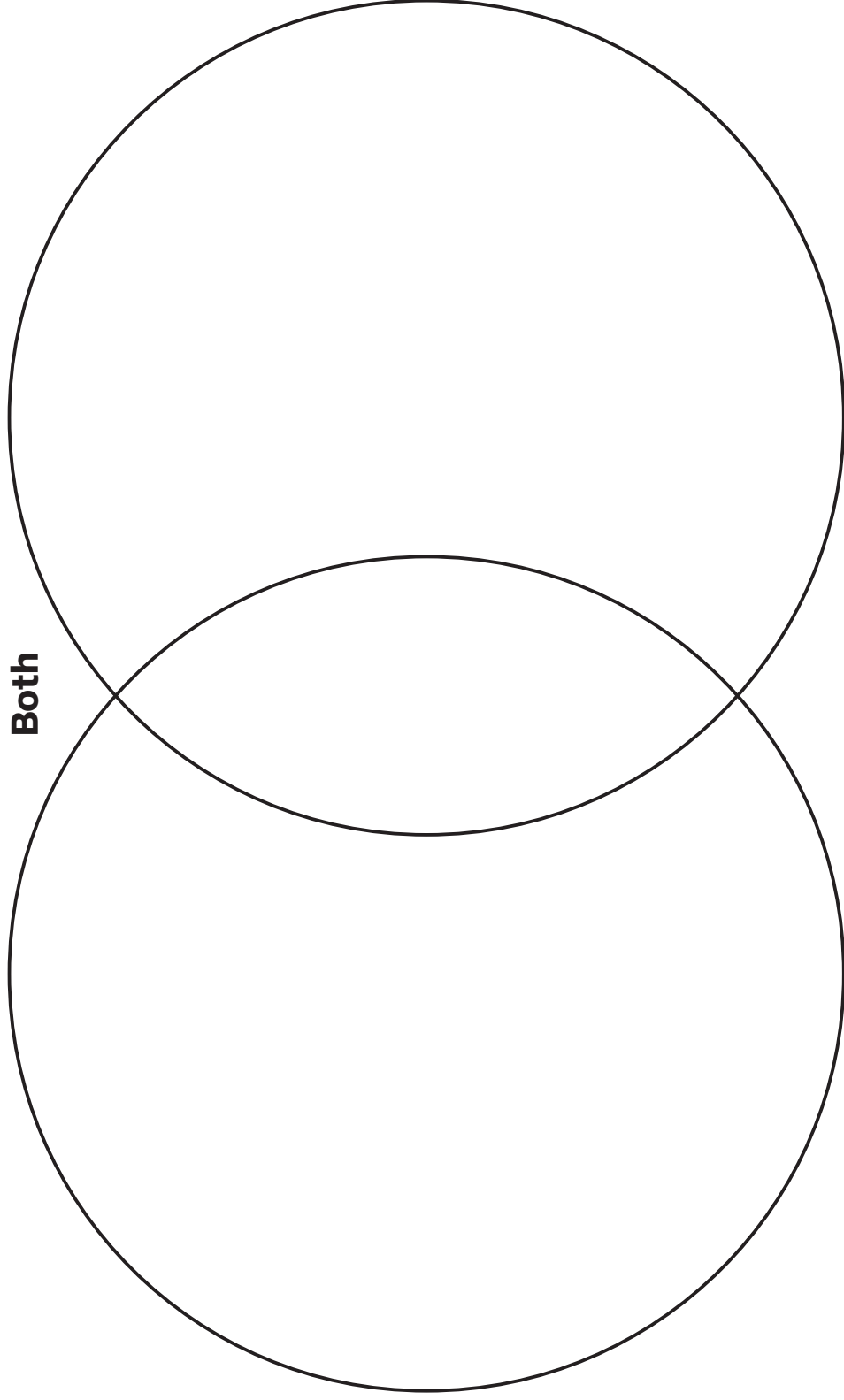
*Now you will work with your small group. What I'd like you to do with your group is to think about how you would describe Emma and the others who took action and how you would describe the employers. You will use a Venn diagram to put all of the describing words about Emma and her community members 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](http://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.**



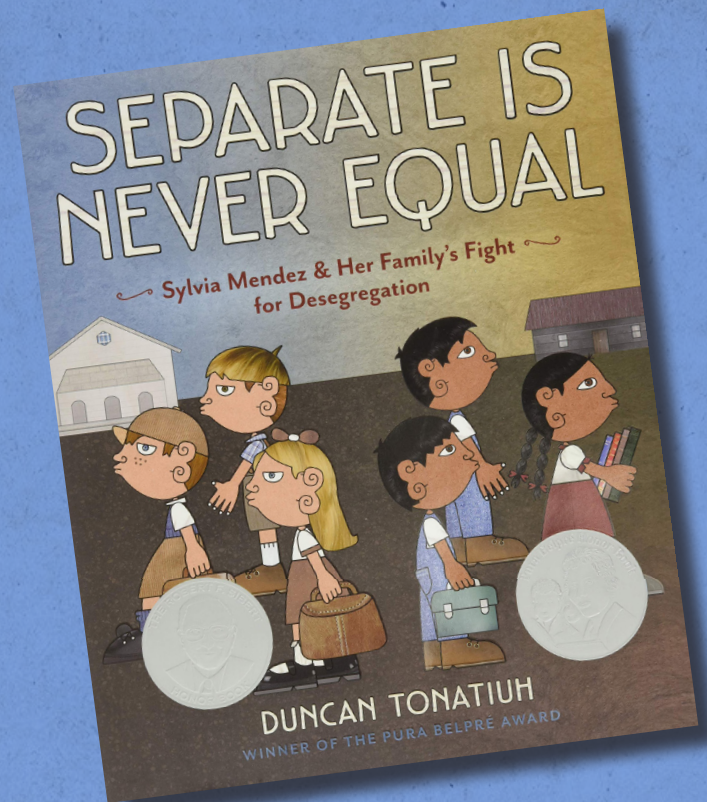
Above: First Lady Michelle Obama speaks with a National Park ranger at the *Brown v. Board of Education* National Historic Site in Topeka, Kansas on May 16, 2014. (Source: Wikimedia Commons)

## 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

Moon, J. (2018). *Why Mendez still matters*. Learning for Justice. | [www.learningforjustice.org/magazine/spring-2018/why-mendez-still-matters](http://www.learningforjustice.org/magazine/spring-2018/why-mendez-still-matters)

National Park Service. (2018). *Jim Crow laws* National Park Service. | [www.nps.gov/malu/learn/education/jim\\_crow\\_laws.htm](http://www.nps.gov/malu/learn/education/jim_crow_laws.htm)

WGBH. (2005). *Mendez v. Westminster: Desegregating California's schools*. PBS LearningMedia. | [ny.pbslearningmedia.org/resource/osi04.soc.us.civil.mendez/mendez-v-westminster-desegregating-californias-schools](http://ny.pbslearningmedia.org/resource/osi04.soc.us.civil.mendez/mendez-v-westminster-desegregating-californias-schools)  
Zinn Education Project. (n.d.). *Feb. 18, 1946: Courts ruled in favor of the Mendez family*. | [www.zinnedproject.org/news/tdih/courts-mendez](http://www.zinnedproject.org/news/tdih/courts-mendez)

## References

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](http://www.youtube.com/watch?v=aX9Dmo24_cc&t=102s)

Tonatiuh, D. (2014). *Separate is never equal: Sylvia Mendez and her family's fight for desegregation*. Abrams Books for Young Readers.

## 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](http://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](http://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](http://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](http://www.babycentre.co.uk/ims/2016/12/iStock-171153078_wide.jpg)
- “Photograph of Child Hiding Their Face” image 5  
| [tinyurl.com/bdfnbfaa](http://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](http://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 If _____	Effect of Saying Something Then _____
Words	<ul style="list-style-type: none"> <li>Telling someone to stop if they are hurting someone.</li> <li>Writing a poem</li> <li>Talk to people about your feelings so they understand.</li> </ul>	<ul style="list-style-type: none"> <li>The person would not get hurt anymore.</li> <li>You can give it to someone or others can read it.</li> <li>You will feel better and solve problems.</li> </ul>
Actions	<ul style="list-style-type: none"> <li>Sitting with someone who is lonely.</li> <li>Planting a garden.</li> </ul> <p><small>Get someone who can help.</small></p>	<ul style="list-style-type: none"> <li>The person will feel better. We can have friends.</li> <li>People can feel happy and calm. Animals and Earth can be healthier and more beautiful.</li> </ul>
Creativity	<ul style="list-style-type: none"> <li>Painting</li> <li>Wearing a new style/clothes.</li> <li>Sharing brilliant ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Make you and others happy. Share with others.</li> <li>you can be happy and comfortable</li> <li>you can be others can learn from you.</li> </ul>
All	Make signs/protest	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.*

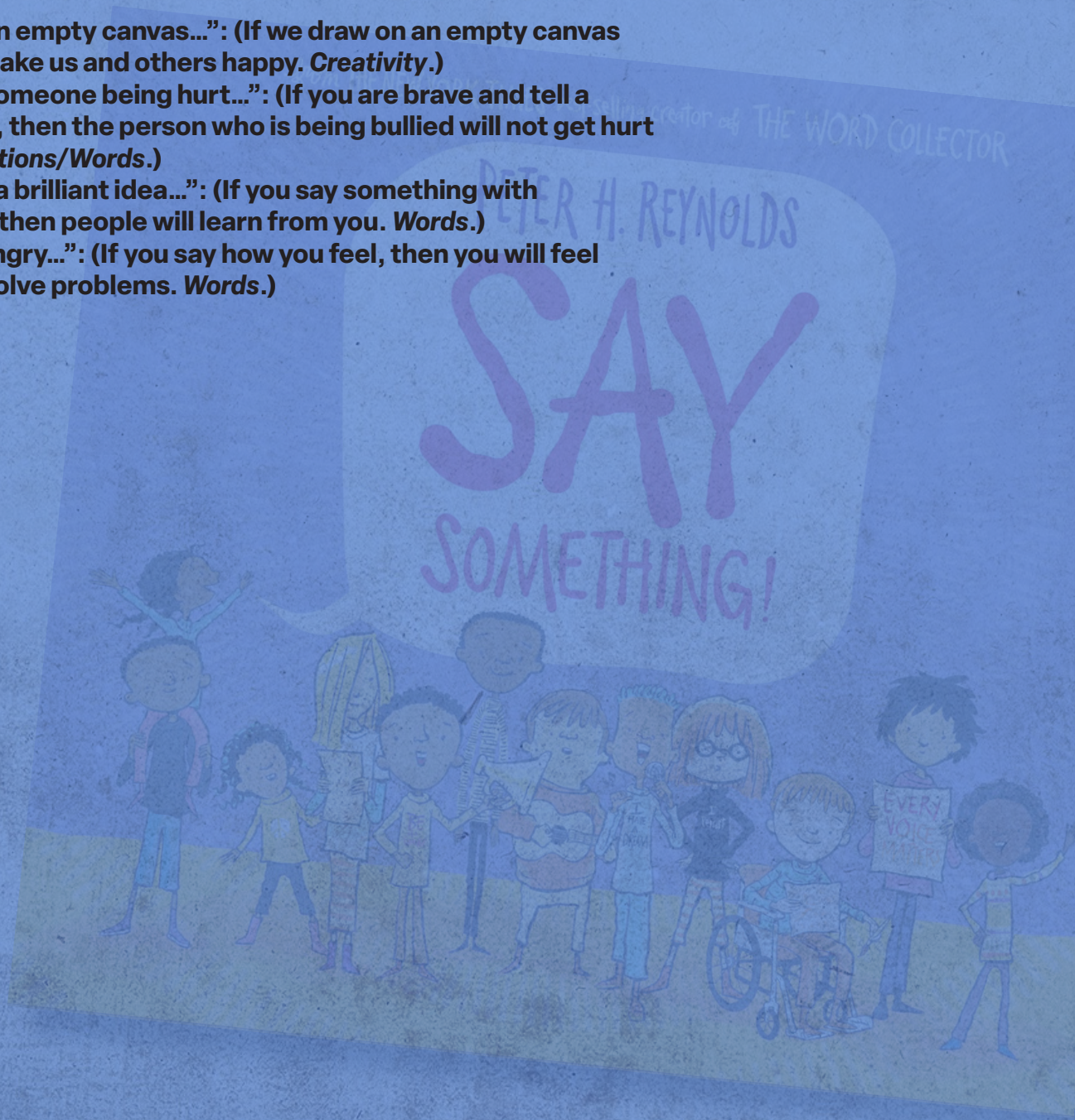
*Now let’s look at the last part of the chart. Do you see that it says, “Effect of Saying Something”? If someone sat with the boy, what effect would it have on him? What might happen? How might he feel? I think he will feel better, so I’m going to write that on our chart.*

*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

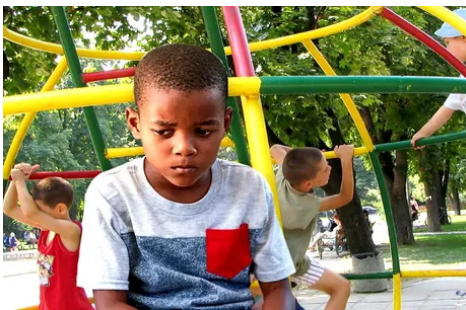


Image 4



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

<b>Event/Action “If I ...”</b>	<b>Effect of Saying Something “Then...”</b>

## Exit Slip

<b>Event/Action “If I ...”</b>	<b>Effect of Saying Something “Then...”</b>

## 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.

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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](http://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

<b>What are our community’s strengths?</b>	<b>What do you wish you could improve in our community to make things more fair for everyone?</b>

## **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

<b>Members of this group</b>	
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<b>Issue this group selected</b>	
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**Explanation: Explain why the issue you chose is important.  
(Is this issue currently unfair? How do you know?)**

This issue is important because \_\_\_\_\_

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**Justification: Who will this change help?**

This change will help \_\_\_\_\_

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**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.