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# A Curriculum Creation For Revolutionary Change: Using Diverse Mentor Text To Teach Literary Elements Through A Social Justice Lens

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**A Curriculum Creation For Revolutionary Change: Using Diverse Mentor Text To Teach  
Literary Elements Through A Social Justice Lens**

Sara Barkley, B.A.

Otterbein University

April, 2021

Submitted in partial fulfillment of the requirements for a Master of Arts in Education degree.

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A CURRICULUM CREATION FOR REVOLUTIONARY CHANGE: USING DIVERSE  
MENTOR TEXT TO TEACH LITERARY ELEMENTS THROUGH A SOCIAL JUSTICE  
LENS

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By

Sara Barkley

2021

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MENTOR TEXT TO TEACH LITERARY ELEMENTS THROUGH A SOCIAL JUSTICE  
LENS

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# A CURRICULUM CREATION FOR REVOLUTIONARY CHANGE: USING DIVERSE MENTOR TEXT TO TEACH LITERARY ELEMENTS THROUGH A SOCIAL JUSTICE LENS

## ABSTRACT

The purpose of this study is to present a literacy curriculum designed specifically for fifth grade students. The curriculum utilizes Culturally Relevant Pedagogy (1995) and Learning for Justice (2018) social justice standards and domains, in order to provide best practices for all students to achieve academic success, celebrate diversity, and take action against injustices in the world. The following question framed the literature research that was conducted to develop this curriculum: How can we create a literacy based curriculum through a social justice lens that utilizes diverse children's mentor text in order to create equitable school experiences? The question was answered through literature research regarding best practices for utilizing diverse mentor text, equitable reading and writing practices in an elementary classroom, and social justice education instruction. This research was combined with culturally relevant pedagogy criteria to develop a literacy based curriculum that teaches reading, writing, and justice to elementary students. The sample unit plan is a guide for other educators interested in incorporating this curriculum into their own classrooms.



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## SECTION ONE

### Introduction

The purpose of this study is to create a literacy based curriculum designed through a social justice lens, in order to encourage inclusive practices in an intermediate elementary classroom. This will be a four week curriculum that allows for intermediate teachers to use diverse mentor texts to teach literary elements such as: theme, main idea, inferencing, point of view, compare and contrast, and figurative language. As educators, we know books can serve as mirrors, windows, and doors for our students (Bishop, 1990). Unfortunately, the text that is accessible in our current curriculum does not mirror the children in front of us. As I reflect on the needs of my students, I have found it necessary to celebrate the unique identities of all students and integrate diversity in our daily instruction. Incorporating diverse texts in the curriculum, is an essential tool in creating a socially just community that extends beyond the classroom.

As a fifth grade teacher, I understand the importance of teaching curriculum through a social justice lens. Social justice to me means equitably distributing wealth, power, opportunities, and privileges. In our schools, this means equitably providing resources and access so all students can achieve academic success, while feeling safe and valued in our classrooms. An important piece of social justice is identity, which is why I will make sure all students are represented in this curriculum. As you can see, teaching through a social justice lens has had a positive impact on my students. This email from a parent is just one example of appreciative feedback received, “I can’t tell you how excited I was to see your book list on your slideshow. With so many black and brown faces present, I knew my son would be in good hands.” My purpose is to ensure that every child is in good hands.

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Every parent and guardian should feel that their child will be valued and supported at school. As our society and schools become more diverse, it is essential to develop learning experiences, create materials, and encourage conversation that reflect the students in front of us. The U.S. Census Bureau (2018), projected that, by 2020, children of color would account for the majority of the nation's 74 million children. However, our current curriculum is white-washed and the texts we use often depicts an overwhelmingly white world (Sandoval et al., 2017). We know that this depiction is not a reality and can be harmful to our children. If students are involved in a curriculum where they are not represented they internalize the misrepresentation and grow to be apathetic learners. It is essential that every student has academic success and in order to do that, we must have a diverse curriculum.

Research shows that using a diverse curriculum is crucial for children, especially children of color, to thrive and develop literacy skills (Nieto, 2013). Equally significant, a diverse curriculum is necessary for developing empathy, creating a sense of belonging, and building a space for all our students to feel like they matter. "But for dark people, the very basic idea of mattering is sometimes hard to conceptualize when your country finds you disposable," (Love, 2019, p.2). Bettina Love (2019) argues that for many children, realizing that their voice and experiences matter and are valued is difficult when the world we live in is constantly reinforcing the opposite. This curriculum will be designed to create a safe environment in which students can bring their own lives, experiences, and perspectives into the classroom.

In 2020, following the murder of George Floyd, the suburban school district where I teach formed an Inclusivity and Justice Task Force. This central Ohio district quickly realized the need for change. The district's Board of Education passed a resolution on July 9, 2020, that

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outlines the district's commitment to equity and diversity with four main goals. One goal states, the district will create a three year plan to target and dismantle systemic racism in our schools through policy recommendations, recruitment of a more representative workforce, and curriculum review and guidance. As a member of this committee and teacher in the district, I recognize and argue for institutional and transformative change. One part of this change is curriculum review and guidance. As part of this review and guidance, my school district will evaluate our current curriculums and find ways to develop a new curriculum that will represent all students. Our committee has recognized utilizing diverse text and analyzing our current text lists are two ways we can improve our curriculums immediately.

Finally, not only is this work necessary, personally and professionally, it is also crucial because it aligns with our state and national standards. According to Ohio's Learning Standards for English Language Arts, students must come to understand perspectives and cultures.

"Students appreciate that the 21st century classroom and workplace are settings in which people from often widely divergent cultures and who represent diverse experiences and perspectives must learn and work together. Students actively seek to understand other perspectives and cultures through reading and listening, and are able to communicate effectively with people of varied backgrounds..." (Ohio Department of Education, 2017, p.6). Not only does this work connect to the standards of the Ohio Department of Education, but it also aligns with the National Council of Teachers of English. The NCTE/IRA standards for English Language Arts tell us that students need to read a wide range of text to understand themselves and others and they must also develop an understanding of and respect for diversity in language across many cultures. Finally, we must promote equity and excellence for all. Failing to provide these

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opportunities not only hurts our nation's vision of public education, but also our democratic ideal (National Council of Teachers of English, 1996).

This curriculum will allow students to use diverse text to develop literacy skills through read alouds, written responses, and class discussions. The research question driving the curriculum development is: How can we create a literacy based curriculum through a social justice lens that utilizes diverse children's mentor text in order to create equitable school experiences? Section two will examine and analyze research related to culturally relevant pedagogy, social justice education, teachers of students of diverse backgrounds, and other literature describing best practices, which will drive the development of the created curriculum.

### **SECTION TWO**

#### **Literature Review**

With the idea of developing a social justice curriculum, I conducted a literature review that will explore what it means to develop a curriculum through a social justice lens. To do this, I will first lead you through the theoretical framework of a culturally relevant pedagogy. Next, I will define social justice, explain why it is necessary, and show how it can be implemented in our curriculum. Then, I will address how this work is challenging yet crucial and build credibility through analyzing the national and state standards. Finally, I will present what a social justice perspective looks like in action and how diverse texts can be used as a guide for facilitating this work. By the end of this review, you will understand why the curriculum I am developing makes sense and aligns with the characteristics described below.

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### **Culturally Relevant Pedagogy**

Across the country, there is a constant feeling of unrest. Inequalities have gained attention, and many people are beginning to recognize the structural racism that founded our nation. These topics may be new to the privileged perspective and media focus, but they are not unfamiliar to many educators. We teach in an education system that, for the last 250 years, has profited from Black and Brown children's suffering (Love, 2019). There has been a substantial amount of research written about that suffering and our schools' failures, but little has been done to examine the success of African-American students. The curriculum being designed centers around the work of Gloria Ladson-Billings (1995), who identifies culturally relevant pedagogy as "good teaching." Through her research, many questioned her efforts and she was told that her findings were just good teaching. In response, Ladson-Billings (1995) stated, "I am describing good teaching, and to question why so little of it seems to be occurring in the classrooms populated by African American students" (p. 159). In reality, her pedagogy is more than just good teaching. Culturally relevant teaching is a pedagogy of opposition, similar to critical pedagogy, but focused on collective empowerment. "Culturally relevant generally refers to how the curriculum and pedagogy enacted by the teacher are meaningful for their students" (Nieto, 2013, p. 137). It is argued that the curriculum and pedagogy should center around the experiences and backgrounds of students. Through her work, Ladson-Billings (1995) has found that culturally relevant pedagogy relies on three criteria. First, students must experience academic success. Next, students must develop and/or maintain cultural competence. Finally, students must develop a critical consciousness through which they challenge the status quo of the current social order.

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### *Academic Success*

The culturally relevant teacher must provide a way for students to maintain their cultural identity while they succeed academically. Despite inequalities in our schools, students must develop academic skills, such as literacy, numeracy, and technological, social, and political proficiency. These abilities allow students to be active participants in a democracy. Having the student choose academic excellence is the goal of culturally relevant teaching. This is a primary responsibility; however, it can be difficult to achieve. When considering a deficit ideology, many educators see students' attitudes, mindsets, and behaviors that are different from their own as incorrect or in some way a deficit. In addition, many believe they need to fix these attitudes, cultures, mindsets, or behaviors instead of addressing racial bias and institutional or structural racism. A deficit ideology is a belief system that locates the primary cause of educational disparities within communities of color (Gorski, 2019). Teachers often focus on students' weaknesses, or what students lack, rather than focusing on their strengths. A culturally relevant teacher focuses on the unique identities and strengths of their students and finds ways to incorporate those perspectives and experiences into the curriculum. Instead of minimizing the actions and influence from students of color, we must encourage their cultural values and styles to be appreciated and affirmed in the classroom (Ladson-Billings, 1995).

The practices of a culturally relevant teacher influence academic success in many ways. In a study, Howard (2001) analyzed elementary student perceptions and interpretations of culturally relevant learning experiences. Through student interviews, it was found that this pedagogy has a positive effect on learners and their academic achievement. One theme that students continued to reiterate throughout the study was the many ways in which their academic

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achievement improved based on the teacher's pedagogy. The data from student interviews offer many suggestions for classroom practice and research. One specific strategy that teachers can use based on the findings in this study is showing a sense of care to all students.

Caring. Explicit and implicit showing of the concern and care that teachers have for their students is vital. Teachers can demonstrate care in numerous ways, through positive reinforcement, expression of high expectations, giving praise to student accomplishments, and taking time to find out about students' lives outside of the classroom. A sincere commitment to student academic and social development may be the most important expression of concern and care. (p. 146)

When students participate in a caring environment and feel that the teacher promotes high expectations for all students, academic success or excellence becomes the desired outcome and reality for all students.

### ***Cultural Competence***

In addition to achieving academic success, culturally relevant teaching must also allow for students to develop a sense of cultural competence. To maintain cultural competence, students must be able to communicate and interact with people across cultures. Ladson-Billings (1995) found that academic success often came at the expense of the students' cultural and psychosocial well-being. Fordham and Ogbu (1985) introduced a phenomenon entitled "acting white" where African-American students who were academically successful were often excluded by their peers. These students believed that it was crucial for them to stand apart from their peers, in order to avoid negative biases and stereotypes that were associated with African-American students in general. This created the dilemma of negotiating the academic

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demands of school while demonstrating cultural competence (Ladson-Billings, 1995). Culturally relevant teachers showcase their students' cultures as a way to enhance their learning.

### ***Critical Consciousness***

Academic success and cultural competence are necessary components of a Culturally Relevant Pedagogy, however, Ladson-Billings (1995) also believes that teachers must also encourage students to critique the inequalities that surround them. In order to do this, teachers must first understand, research, and recognize the inequalities of our society, as well as their causes. For many educators, this might mean shifting ideologies and stepping out of their own comfort zone to recognize and address their own bias. Then, teachers must encourage students to critique cultural norms, values, and assess institutions that produce and maintain these social inequalities. Addressing and analyzing these inequalities within society is a way for schools to prepare students to be active citizens.

### ***Characteristics of Culturally Relevant Pedagogy***

Within the culturally relevant pedagogy, Ladson-Billings (1995) argues that there is room for flexibility as to how teachers meet this criteria. Within her research, she found that some teachers are more fluid, while others take on a more structured approach. This is often a reflection of personalities and unique teaching styles. However, in order to identify characteristics of culturally relevant pedagogy, three broad propositions have emerged that are held by the culturally relevant teacher: the conceptions of self and others, the manner in which social relations are structured, and the conceptions of knowledge (Ladson-Billings, 1995). Culturally relevant teachers believe that all students can learn, see their pedagogy as an art, believe they are members of the community, and see teaching as a way to give back. They also



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look to maintain and create social interactions and relations. In the classroom, this looks like maintaining fluid teacher-student relationships, demonstrating a feeling of connectedness with all students, developing a community of learners, and encouraging students to learn collaboratively. Finally, when addressing the conceptions of knowledge, culturally relevant teachers must understand knowledge is not fixed and knowledge must be looked at critically. Teachers must be passionate about knowledge, scaffold and create connections to facilitate learning, and use a range of assessments (Ladson-Billings, 1995). In order to address these disparities and create a society that provides equitable educational opportunities to all students, we must shift our focus to examining the success of students through a culturally relevant pedagogy.

### **Social Justice Education: What is it?**

Today's classrooms are diverse in many ways today-- from race, ethnicity, gender, and language to social class, religion, sexual orientation, and ability. Educators must be prepared to teach all identities represented in the classroom. Teaching through a social justice perspective requires flexibility and a willingness to learn and grow. Social justice can be defined in many ways. Hackman (2005) states that social justice education encourages students to take an active role in their own education.

Social justice education does not merely examine difference or diversity but pays careful attention to the systems of power and privilege that give rise to social inequality, and encourages students to critically examine oppression on institutional, cultural, and individual levels in search of opportunities for social action in the service of social change. (p.104)

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Social justice is a set of beliefs, a collection of attitudes, and behaviors in relation to teaching and learning. Social justice challenges and disrupts misconceptions, bias, and stereotypes that heighten structural inequalities and discrimination. Bell (1997) defines social justice as being a goal and a process.

We believe that social justice is both a process and a goal. The goal of social justice is full and equal participation of all groups in a society that is mutually shaped to meet their needs. Social justice includes a vision of society in which the distribution of resources is equitable and all members are physically and psychologically safe and secure. (p. 1)

Teaching through a social justice lens allows all students to be equipped with the necessary resources to reach their full potential. This includes material resources, such as, books, curriculum, and, funding, as well as emotional resources. Teaching from a social justice perspective means having a belief system that all students have strengths that can allow them to be academically successful. Instead of focusing on the deficit ideology, the curriculum should draw on students' strengths and areas of expertise. Finally, social justice education encourages critical thinking and through their role in a democratic society, students see the need for social change (Nieto, 2013). Education is political because it creates outcomes where some profit from policies, curriculum, and practice, while others are disadvantaged (Freire, 1970). As educators, we can see teaching is political. Nieto (2013) encourages us to ask ourselves to consider who has and does not have access to quality education and why that is. Teaching through a social justice lens will allow all students to receive a quality education. Marginalized communities will be able to profit from our policies, curriculum, and practice, instead of constantly being disadvantaged.

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### ***Four Domains of Social Justice Education***

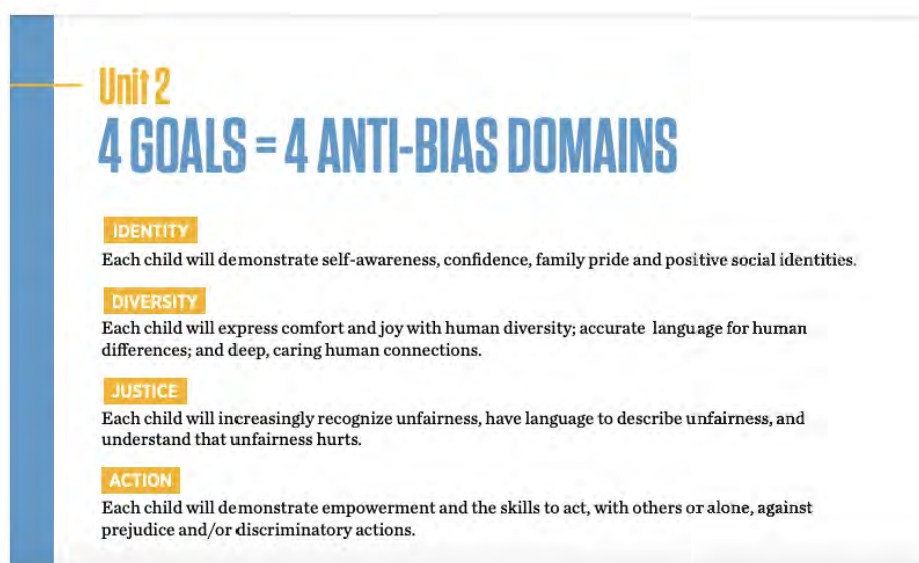
Learning for Justice, formerly known as Teaching Tolerance, (2020) defines social justice through four domains: identity, diversity, justice, and action (See Figure 1). Identity is the foundation of the other domains. Students and teachers must first understand their own identities in order to understand the identities of others. This includes ethnicity and societal groups. Identity is what makes us diverse. Understanding these unique identities should be a positive experience that allows students to feel comfortable, express pride, and hold a high value of all identities. The next domain is diversity. “Diversity is the concept of understanding that there are lots of different identity groups, learning about them, and respectfully expressing curiosity” (Jacobson, 2018, p. 36). Teaching diversity is difficult, as it requires educators to teach a child about all the different things in the world that make each person who they are. Teaching diversity is critical in understanding the world around us. Students must learn to acknowledge diversity with empathy, respect, and understanding. Educators must encourage this response through connection, rather than fear and hesitation (Learning for Justice, 2016). Often, diversity is avoided, as it requires educators to take the time to assess their own bias and educate themselves about the world around them. Culturally relevant pedagogy has taught us that this self-education and critique are necessary.

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**Figure 1**

*Learning for Justice Social Justice Education Domains*

<https://www.learningforjustice.org/professional-development/facilitator-guides>



The following domain is justice. “Justice is the understanding that there is unfairness in the world both on the individual and institutional level and that biases have a harmful impact on all” (Jacobson, 2018, p. 36). This is an opportunity to learn about stereotypes and how stereotypes are harmful. Stereotypes can be found in the media, marketing, and through conversation. The goal of a social justice educator is to encourage students to understand that people are hurt by what makes them different or unique and begin to understand that it is wrong for people to be hurt in this way. Dismantling stereotypes and questioning norms must take place in a social justice classroom. Finally, the fourth domain is action. This is when students begin to understand that it is their responsibility, as educated citizens, to address and stand up against the injustice and bias in our communities and world. Action is a critical part of social justice. This is when students begin to see a problem, carry out a plan to address it, and reflect

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on the necessary change. “Action is when students finally realize that learning about their own identity, the diversity in the world, and the justice needed to make the world a better place all was for a reason” (Jacobson, 2018, p. 37).

### **Social Justice Education: Why is it important?**

Teaching through a social justice lens is necessary in order to bridge inequalities and create a system where everyone has access to quality education. “Education has done very little to shift power or to distribute it evenly. Rather, it has functioned to ensure that power stays where it has been- among the wealthy, among the men, among the white people (Minor, 2019, p 25). Educators must provide a space where our students can feel safe, comfortable, and celebrated daily. The classroom is the heart of many identities, cultures, and homes. “Less attention than ever is paid to education as a way to expand the human spirit and create a better world” (Nieto, 2015, p. 4). Public schools are no longer viewed as the one place where all children, regardless of race, culture, and social class, can be educated. This may be the first place students experience others who may speak, appear, or perform differently from what they know. Teaching acceptance and understanding is the responsibility of all teachers. The teacher acts as a model and controls the classroom culture and experience for all students. Teachers must ensure that every student feels safe and welcome in the classroom and encourage students to be caring, empathetic children that will not promote or spread intolerance outside of the classroom walls (Jacobson, 2018).

Social justice education addresses many issues such as: intolerance, bias, prejudice, discrimination, and equity. These are problems that students face daily. As a society, conversations around race, diversity, and bias often happen at a later age, but the reality is, not all

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children have the luxury or privilege of being shielded from injustices. Young children understand right from wrong and demand fairness often. Racial identity begins to develop at a young age. “Children as young as three, when exposed to prejudice and racism, tend to embrace and accept it even though they might not understand the feelings” (Spiegler, 2016, p. 1). Fortunately for educators, this bias can be unlearned. Understandings can be reversed if children experience and are exposed to diversity in a positive way. Through social justice education, teachers can be intentional and begin to unravel those biases developed at a young age and introduce the normalcy of other cultures.

### **Social Justice Education: How can it be implemented in the classroom?**

Numerous educators and policymakers have tackled the issue of how social justice can be implemented in the classroom. There is no formula or clear rubric that defines how to teach from a social justice perspective. However, many have practiced this style of teaching and have researched what works and what does not. Social justice issues and topics are brought up in classroom conversations frequently. How we, as educators, respond to this dialogue and engage with our students is what makes teaching *for* social justice.

### ***Traditional, Progressive, or Critical***

As social justice issues or topics are brought up in the classroom, the traditional teacher affirms the students’ interest in these issues, but stops with the positive affirmation, instead of involving the issue in the classroom curriculum. The progressive teacher sees the conversation as an opportunity to build on students’ interest and empathy. They may create mitigative action that will create a class discussion and response. The critical teacher, like the progressive teacher, creates opportunity within the curriculum to address these issues; however, the critical teacher

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uses these topics as a basis for discussion to create transformative change. The critical teacher engages students in reflective dialogue.

### *Characteristics of a Social Justice Classroom*

According to Peterson (2012) are five characteristics that are essential when implementing a critical or social justice classroom. These characteristics include a curriculum grounded in the lives of our students, dialogue, a questioning or problem approach, an emphasis on critiquing bias and attitudes, and teaching of activism (Peterson, 2012). In order to build a community of learners, teachers must include the lives of students in the curriculum. The curriculum must mirror students' interests and identities, as well as create connections between those and the broader society. In addition to the five characteristics stated above, Hackman (2005) outlines five essential components for social justice education. These components, which are necessary for effective implementation include: content mastery, critical thinking and analysis of oppression, action and social change, personal reflection, and awareness of multicultural group dynamics.

One way to implement this in the classroom is through reading discussions. Students can write an interesting sentence from a book they are reading and then write how that sentence reminds them of something in their own lives. With opportunities to make connections and discuss their reflections, students can feel that their lives and community are a part of the curriculum. Incorporating dialogue may begin with a poem, song, photo, or news article. This creates an opportunity for discussion and builds a curriculum that is based on what students already know. A questioning or problem approach encourages students to think critically and explore ways that their lives are connected and limited by society. As educators, we can give our

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students the lens to appreciate the richness that already exists in their lives (Calkins, 1991).

Through questioning, researching, and discussing, students begin to evaluate what is fair within society. Emphasis on critiquing bias and attitudes is another characteristic of the social justice classroom. Within text, students must examine the messages being shared and how these messages promote justice. Learning about the different perspectives that exist within our society allows students to become critical thinkers and evaluate what perspectives are repeatedly represented and which are often silenced in our books, stories, news reports, or other forms of media. Finally, teaching activism is a necessary characteristic of the social justice classroom because it reminds students of the struggle and the continued battle happening in society. Using diverse texts is one way to raise awareness around issues of oppression, and focusing on protagonists fighting for social justice allows students to see activism in action (Peterson, 2012). Peterson's components of a social justice classroom align with the characteristics of teachers of students of diverse backgrounds.

### ***Teachers of Students of Diverse Backgrounds***

Through her research of how public school teachers can help *all* students reach their full potential, Nieto (2013) reminds us of characteristics and practices of teachers that engage with students of diverse backgrounds. These characteristics include engaging in critical self-reflection, valuing language and culture, insisting on high-quality, excellent work from all students, honoring families, and exemplifying a commitment to lifelong learning. Engaging in critical self-reflection allows teachers to assess their own bias, values, and assumptions and how this may be affecting the way they teach their diverse learners. Culturally responsive teachers value their students' language and culture. These backgrounds and perspectives create a rich



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curriculum and must be visible and honored through representation. When teachers insist on high-quality work from *all* students, they are showing the belief that each child is capable and worthy. We must be purposeful in our selection of classroom materials and select books that are challenging, while also respecting our students' intelligence. In the classroom, insisting on high-quality work may look structured, intense, or traditional, but we must not use students' backgrounds as a justification for not expecting excellence. Not only as culturally responsive teachers do we need to create a sense of family in the classroom, we must also consider the families of our students. To honor our families we must communicate with them and learn from them. One way to implement this in the classroom is by reaching out to parents who might not be able to attend a meeting or school activity. Building trust through communication and finding ways to involve all families shows that we, as educators, respect and value our students' families and cultures. In conclusion, as educators, we are lifelong learners. We can learn from our students, our families, and the materials we choose for our curriculum to create a space where *all* students can thrive.

### ***Characteristics of a Highly Qualified Teacher***

Finally, in her book, *Why We Teach Now*, Nieto (2015) explains that we can't wait around for structural change as too many children are being lost. In order to keep caring and committed teachers in our schools, we must look at what can be done now. Through the characteristics of highly qualified teachers we can become effective teachers of all students. In addition to the characteristics and practices of teachers of students of diverse backgrounds, a highly qualified teacher connects learning to students' lives. Students' lives and experiences become our curriculum. We must not just insert culture into education, we must insert education into culture

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(Ladson-Billings, 1995). Additionally, a highly qualified teacher stays committed even with all the obstacles and resistance, places a high value on students' identities, creates a safe haven for learning, challenges the bureaucracy of the school and district, is willing and eager to experiment, and finally, cares, respects, and loves all students (Nieto, 2013).

### **Change is Challenging and Crucial**

The work of a social justice teacher is not easy. "These are hard times for social justice. This is because social and civic gains have never come easily- in our society or in any other- not have benevolent leaders simply handed them down (Nieto, 2005, p. 4). This is even more the case in 2021. I feel the gravity of Nieto's words across the Summer of 2020 and into the 2020-21 school year. For me, I worry that the timeline for change will become an excuse and through this process we will allow educators to continue to harm the students in front of them. I feel the weight of these challenges as if teachers are murdering the spirits of students. Our country's children are walking out of schools to demand safety; we are seeing that Black lives are still not mattering. Educators must digest all this and more.

Love (2018) argues, it is our responsibility, as educators, to save education. "Abolitionist teaching is teachers taking back their schools, classroom by classroom, student by student, parent by parent, and school community by school community (Love, 2018, p. 89). This work is extremely difficult and filled with struggle. Bettina Love (2018) believes that abolitionist teaching is not an approach, but a way of life. Abolitionist teachers must constantly take action against injustices and tear down the educational survival complex. Teachers can't do this work alone, but together can take down the system and make freedom a reality for all. Justice-centered

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curriculums are one way we can continue to fight for a world that has yet to be created (Love, 2018).

### ***Public Schools and Possibility***

Nieto (2015) makes serious claims about the importance of this work. “Given teachers’ loss of professional autonomy, a general lack of respect for the profession, and an obsession with high-stakes testing, the sociopolitical context of public education has become bleak” (Nieto, 2015, p. 54). Due to resistance and policy, the work has continued to be challenging. In my experience as a teacher, I can see many educators are constantly trying to build equitable opportunities in a system that is built for so many to fail. Nieto (2015) argues that many are losing hope in the possibilities of public education. She believes there is little respect for teachers and the young people we teach. Education is no longer seen as a way to expand our minds, perspectives, and create a better world. Public schools are no longer seen as a place where all students, no matter their race, religion, social class, or language, are educated. With Nieto’s research in mind, my opinion is that we must change the way our public schools educate our children in order to create equitable opportunities for all students represented in our public schools.

### ***The Last Hope for Change***

This work is challenging and it is crucial in order to create change. Minor (2019) reminds us creating change brings many unsought realities for educators. Change is participatory. Change is personal. Change is not one-size-fits- all. Change is not instant. There is no quick path. Minor (2019) argues change requires us to abandon ways of doing and thinking that have not had successful outcomes in the past. He believes we must consider

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schools, communities, students, and the uneasy history that binds them. We must also allow ourselves to fail, reflect, improve, and continue to try. This work can't be done alone. We often silence the struggle and stress. Our narrative of change ignores the times we spend missing our families, second-guessing our practices, disagreeing with policy and colleagues, and healing from the stress of the job. "We can help the profession to craft a better hero narrative. In doing so, we can craft better heroes... not just for the students that we hope to teach but for the world that we hope to build (Minor, 2019, p. 6).

Although this work is challenging, it is pivotal for the children in front of us to learn, succeed, and thrive. "These, then, are difficult but also promising times for those who view public education as the last and, in many cases, the only hope for fulfilling our society's stated ideals of sustaining democracy through public education (Nieto, 2015). When teachers teach through a social justice lens and have the characteristics necessary to teach children of diverse backgrounds, schools can serve this hopeful purpose. Students need access to teachers that connect learning to students' lives, create a safe haven for learning, and care about, respect, and love their students.

### ***Shift in Demographics***

As demographics of our students are changing, this work has become extremely crucial. In 2018, there were 73.4 million children in the United States and children of color made up 49.7 percent of those children (CDF, 2020). It is projected that by the year 2020, children of color will make up the majority of the children in America. The population will continue to become more racially and ethnically diverse (Colby & Ortman, 2015). These growing numbers should be seen as an asset, as diversity has always driven change, innovation, and progress in our country

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(Nieto, 2015). Nieto (2015) asked why, given the difficult conditions, so many teachers continue to persist. She found teachers believe in the ability of public school to be beneficial, and they are advocates for social justice. We are seeing more teachers becoming activists for education reform, parents are opting children out of standardized testing, and we are beginning to shift the blame to policies that were set up for poor results.

### **What do the learning standards say?**

Not only is this work crucial due to the changing demographics of our students, it is also clearly stated in the standards we teach. Standards focused around equity can be found in the National Council of Teachers of English and Common Core. Learning for Justice, an organization aimed to prevent the growth of hate, also has clear standards of a social justice teacher. As we look at these standards, we can better understand why a social justice curriculum is necessary.

### ***Equity and Excellence For All***

The National Council of Teachers of English and International Reading Association (1996) have published English language arts standards that are designed to complement other national, state, and local standards. Like the characteristics of a culturally relevant curriculum, the NCTE/IRA has outlined core beliefs, asserting that standards are necessary to promote high educational expectations for all students in order to bridge the gaps that exist in educational opportunities. The goal of the standards is to prepare students for the literacy demands of today and tomorrow. However, we can not begin to prepare for the demands of tomorrow, when we are not ready for the demands of today.

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Literacy is more than just reading and writing. We must teach skills that allow students to become critical thinkers, productive members of society, and lifelong learners. Many of the standards outlined by the NCTE/IRA can be taught through the four social justice domains: identity, diversity, justice, and action. For example, in order to teach diversity, the standard states, “students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographical regions, and social roles” (p. 3). Also, when teaching our students to be active citizens, the standards state students must “conduct research on issues and interests by generating ideas and questions, and by posing problems” (p. 3). These standards state the need for change through a shared vision. A shared vision of equity does not imply a single approach to teaching. The NCTE shares common elements of this shared vision. First, teachers must share a belief that developing literacy standards is necessary in preparing our students for the diverse demands that they will continue to face throughout their lives. Next, English language arts supports other subjects and skills that are necessary for students to become successful problem solvers. Teachers should also develop best practices through meaningful activities that encourage reading, writing, speaking, and listening in, and out of the classroom (NCTE/IRA, 1996). Finally, we must promote equity and excellence for all. It is clear that we have fallen short of this goal.

In a democracy, free and universal schooling is meant to prepare *all* students to become literate adults capable of critical thinking, listening, and reading, and skilled in speaking and writing. Failure to prepare our students for these tasks undermines not only our nation’s vision of public education, but our democratic ideal. (p. 6).

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In order to promote equity and excellence for all, we must provide equal access to resources, adequate staffing, and safe, well-equipped schools. Not only is this work crucial because of the national standards listed above, it is also necessary when looking at the Common Core Standards.

### ***21st Century Classroom***

The Common Core has been adopted by over 80% of the states in our country. The Common Core outlines college and career readiness standards for English language arts. The Common Core (2021) states, students who are college and career ready in reading, writing, speaking, listening, and language come to understand other perspectives and cultures.

Students appreciate that the twenty-first-century classroom and workplace are settings in which people from often widely divergent cultures and who represent diverse experiences and perspectives must learn and work together. Students actively seek to understand other perspectives and cultures through reading and listening, and they are able to communicate effectively with people of varied backgrounds. They evaluate other points of view critically and constructively. Through reading great classic and contemporary works of literature representative of a variety of periods, cultures, and worldviews, students can vicariously inhabit worlds and have experiences much different than their own. (para. 8)

The 21st century classroom and workplace are spaces where people from diverse backgrounds, cultures, experiences, and perspectives must learn and work together. Through reading and listening, students can begin to understand other perspectives and cultures. Students must be able to communicate effectively with people of diverse backgrounds. Diverse literature

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can provide many perspectives and represent a variety of cultures, views, and experiences that are different from those that we experience firsthand. We must include diverse literature in our curriculum to allow opportunities to understand these identities.

### ***Recommended Text Exemplars***

Although the Common Core encourages students to read widely in order to become college and career ready, the text exemplars provided in Appendix B, by the Common Core, do not mirror this vision. In a recent study, Burns, Kimmel, and Garrison (2013) analyzed the recommended text exemplars to see how well the recommended list mirrors the vision of creating authentic learning opportunities in order to understand other perspectives and cultures. The exemplar list includes stories, read-alouds, poetry, and informational text. The texts were chosen based on three criteria: complexity, quality, and range. Researchers found the average original publication date of books to be 1970, little variety in genre, most include fantasy, and most book settings to be in the western hemisphere, mainly North America (Burns, Kimmel & Garrison, 2013). When looking at the protagonists of these recommended texts, the majority are very homogeneous in terms of gender, age, and race or ethnic background. There are undoubtedly more male protagonists than female. The list includes seventeen titles with a personified animal as the protagonist, nineteen titles having European or European American characters as the protagonist, and only twelve titles with a minority character as the protagonist (Burns, Kimmel & Garrison, 2013). We must ask ourselves if this list represents the diverse backgrounds of the students we teach. How can we include the identities of the students in our classrooms if they are left out of the curriculum?



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### ***Anti-Bias Education***

In order to include the identities of our students and build a culturally relevant pedagogy that centers around the experiences and backgrounds of our students, we must teach through a social justice curriculum. Learning for Justice provides educators with social justice standards, used as a road map for anti-bias education at every grade level (See Figure 2). These age-appropriate anchor standards are divided into four domains: identity, diversity, justice, and action.

Teaching about IDJA allows educators to engage in a range of anti-bias, multicultural and social justice issues. This continuum of engagement is unique among social justice teaching materials, which tend to focus on one of two areas: either reducing prejudice or advocating collective action. (Learning for Justice, 2018, p. 2)

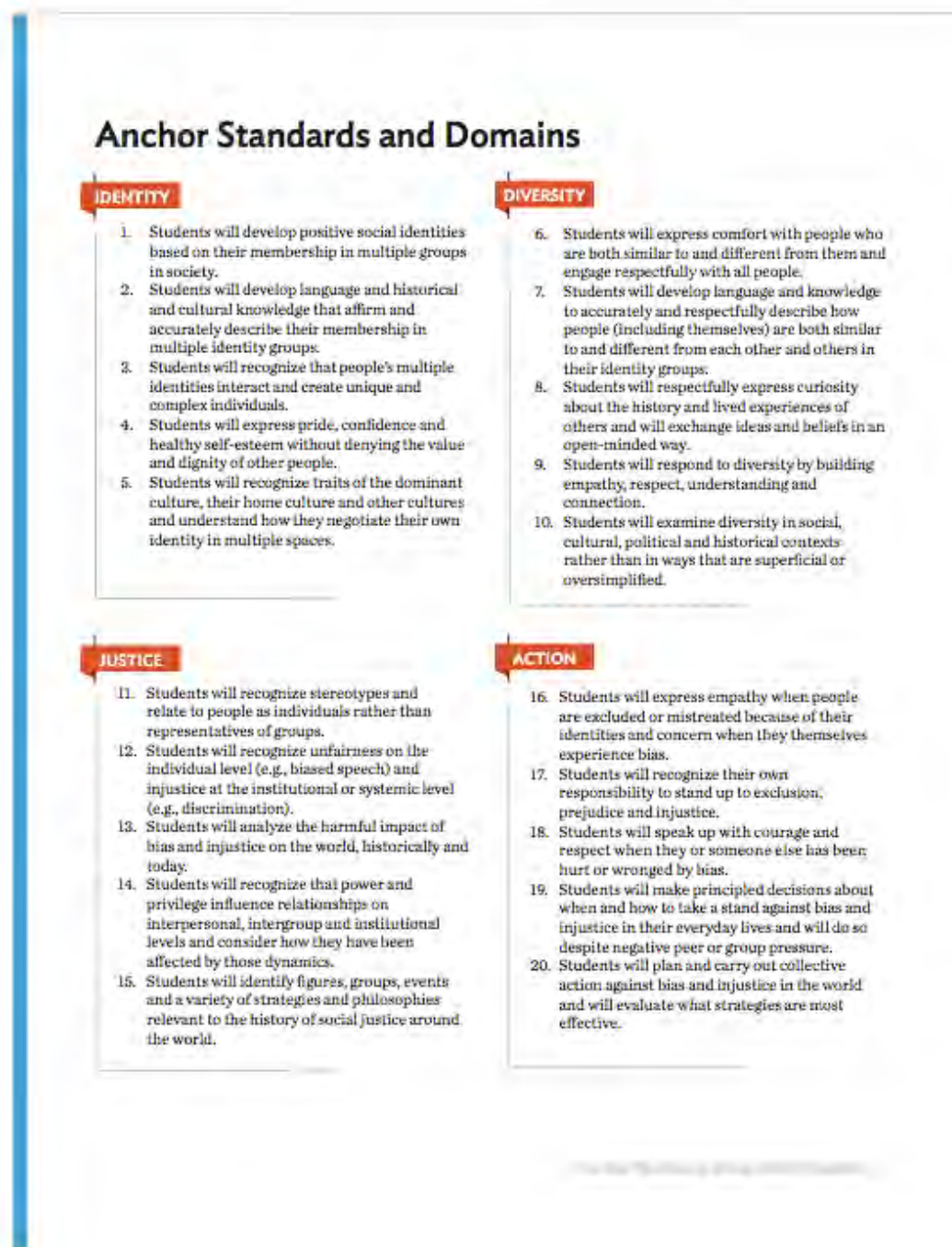
These anchor standards provide outcomes and anti-bias scenarios for each grade level that encourage addressing prejudice in the classroom. For example, in an identity standard for grades 3-5, the outcome states: “I know my family and I do things the same as and different from other people and groups, and I know how to use what I learn from home, school and other places that matter to me” (Learning for Justice, 2018, p. 6). This may be shown through an anti-bias scenario that involves a conversation about a chaperone who is wearing a hijab. Students may wonder why this chaperone is wearing the hijab and what it is. Having a conversation with our students around these unfamiliar identities allows students to better understand their identity while learning about those around us. Using diverse texts creates opportunities to see this in action and provides an anti-bias experience through conversation, questioning, and reflection.

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The Learning for Justice social justice standards can guide our curriculum development and make our schools more just, equitable, and safe.

**Figure 2**

*Learning for Justice Social Justice Education Anchor Standards and Domains*



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### **Social Justice Education in Action**

In order to include these standards in our curriculum, we must teach through a social justice lens. What does social justice look like in action? There is no specific script, rather several examples as to how we can develop curriculums that center around the experiences and backgrounds of our students. This section will serve as a guide to show educators what the research literature recommends regarding how educators can adapt curriculum to include all perspectives and allow all students to be successful learners. “To be successful, start by establishing an atmosphere where students feel safe sharing their opinions and by developing a classroom culture of respect” (Hernandez, 2016, p. 5). After establishing this environment, social justice teaching can happen through listening, awareness, writing, critical reader responses, discussion, and teacher education. I will provide several strategies and examples that can be adapted into the curriculum in a variety of ways. After all, we want our students to do more than just survive in our classrooms.

### ***Begin by Listening***

When planning a learning experience, we must begin by listening to our students. Through listening to our students’ daily concerns and wonders, we can begin to create experiences that are meaningful for our students. Listening to our students’ conversations in the hallway, during morning meetings, or on the playground can serve as a guide for planning a learning experience (Smith-Buster, 2016). The big ideas we hear are important to our students, thus should drive our curriculum. “... I want to build a bridge for children- a bridge between what we are doing in class and the lives that they lead outside of class. I want to be able to show kids how each skill I teach in class makes life right now better outside of class (Minor, 2019, p.

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33). Listening and creating connections allows our students to feel that what they are being taught is necessary and relevant.

### *Authentic and Aware Advocates*

Through awareness, students can develop empathy, openness, and self-reflection. Fain (2017) argues curriculum must provide voice and choice for our students. This may look like a classroom discussion or writing response. “Authentic and safe spaces for children are critical as children learn to critically discuss and unravel tensions about their ideas, bias, and opinions connected to issues of social justice” (Fain, 2008, p. 2017). In a safe space, students must feel that their responses to discussions are valued and heard. We know our students learn best when they are passionate and interested in the subject. Providing several ways for students to demonstrate their understanding can create an equitable environment for all students. One way this can be done in the classroom is by having students generate a list of questions or concerns and then using one of those as a focus for their work. This allows students to identify injustices and take action and propose solutions through critical thinking and problem solving. Finally, advocacy and aid give students the power to effect change in the world.

### *Action through Writing*

Through writing, students can continue to become social justice advocates. “Exploring social justice through writing impacts the way in which my students view themselves in today’s world” (Smith-Buster, 2016, p. 109). For example, Smith-Buster (2016) encourages pairing current event articles with mentor texts gives students the opportunity to see how injustices have been part of our past and present world and the cycle that continues to occur. Students can compare and contrast these injustices and question their role in our present society. Students can

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share the experiences they have had with injustices through writing. Too often, we see teaching writing as a formula, one that doesn't connect to students' lives and does not provide opportunities to question socially significant issues and ideas (Flint & Laman, 2012). Writing is one way to communicate personal connections, share perspectives, and build ideas with the world beyond the classroom walls. Writing is one way for students to question, connect, and wonder about the world around them. Writing allows us to dream, imagine, and create. "Imagine what they would grow up to become, if becoming anything was taught to be the default, not the exception" (Smith-Buster, 2016, p. 111).

### *Elementary Strategies*

When teaching young children about bias, diversity, and social justice, there are five elementary strategies we can implement in our curriculum (Spiegler, 2016). The first is the use of children's literature. Reading books is a core part of the elementary curriculum and can teach about people who are different or can affirm our identities. Another strategy is to use news media and find topics through news stories. These themes can be discussed in the classroom in other content than just reading. We might discuss relevant stories that highlight bias and young people taking action to promote justice. The third strategy Spiegler outlines is to teach anti-bias lessons. This not only assists in creating a safe classroom climate, but also addresses social and emotional needs, such as, bullying, teasing, and name-calling. The next strategy is to give familiar examples. Spielger advises that we must draw on students' interests and passions as opportunities to explore diversity and bias through analyzing stereotypes. Finally, we must explore solutions.

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For example, while it's useful to provide food to homeless people, we want to deepen the conversation to convey a social justice perspective and a wider lens with children.

Therefore, discuss the stigma and stereotypes of homeless people, learn about unfair housing policies, and reflect on solutions that will reverse the problem in a lasting way and encourage students to take action. (Spiegler, 2016, p. 5)

Including social justice projects in the classroom prepares our students to be productive members of society.

### ***Empowering Future Educators***

Finally, Fabionar (2020) shows how through teacher education, we can empower future educators. In order to see social justice teaching in action, Fabionar suggests we must equip our new teachers with skills to develop and maintain socially just practices. If we want our future curriculum and instruction to be taught through a social justice lens, we must create better programs for our next generation educators. Committing to systemic change requires all of us. Fabionar encourages us to advocate for policies and programs that promote social justice goals. Too often, our teacher education programs see the classroom as a self-contained space, removed from the outside world. However, we must see our classrooms as a space that is constantly affected by systemic practices that impact our students daily. "But in this moment, let us respond to the call for change and take deliberate action to better prepare teachers to exercise power in schools and transform our education system" (Fabionar, 2020, p. 149). By teaching through a social justice lens, we can respond to this call for change and we can be deliberate about how we create a better system for our students.

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### **Diverse Mentor Text**

In order to teach from a social justice lens, include all perspectives in our curriculum, and provide equity and excellence for all, we must, in addition to the practices stated above, incorporate diverse text in our curriculum. In this section we will evaluate the role of diverse text in the classroom, encourage the representation of all identities, analyze our bookshelves, and interpret strategies for selecting text.

Culturally relevant texts are often at the center of a culturally relevant pedagogy. Diverse text is used as a basis for helping students understand themselves and others (Ladson-Billings, 1992). The role of diverse text in literature can open endless possibilities for our students. Diverse text increases student awareness about the values, beliefs, and practices of cultures other than their own (Evans, 2005). In addition to awareness of other cultures, using diverse text in the classroom increases understanding and acceptance of students within their own culture (Evans, 2005). Diverse text provides an opportunity for students to gain knowledge of cultural heritage and respect themselves. Diverse text can heighten understanding of differences and diversity, thus giving students the power to create the belief that we should all be treated the same regardless of differences, ethnicity, or ability (Evans, 2005). Making the decision to include diverse text in the curriculum will create a space where students can understand prejudice, bias, tolerance and have the power to develop a stance and understanding of tolerance.

As leaders of the classroom, Nieto (2017) argues we have power to make educational decisions within our four walls. We are constantly making decisions regarding curriculum and instruction. Through the use of diverse text and student voice and choice, we share the power and allow students to make decisions in regards to their learning (Nieto, 2017). Students must have

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the opportunity to respond and act on their new understandings in order to become productive citizens. Literacy in the 21st century should focus on global problems and action that can resolve these issues. “If we teach students to be literate without helping them to develop a commitment to construct a just and humane world, we will foster a nation and world in which there is a threat to justice everywhere” (Evans, 2005, p. 101).

### ***Including all Identities***

Diverse text allows our students to no longer feel invisible. Including text in our curriculum that mirrors the identities in our classrooms will allow students to feel that their lives are valued and they are able to accomplish great dreams. Ruth Sims Bishop (2015) explains how reading can become a self-affirmation experience.

Books are sometimes windows, offering views of world that may be real or imagined, familiar or strange. These windows are also sliding glass doors, and readers have only to walk through in imagination to become part of whatever world has been created or recreated by the author. When lighting conditions are just right, however, a window can also be a mirror. Literature transforms human experience and reflects it back to us, and in that reflection we can see our own lives and experiences as part of the larger human experience. (p. 1)

If students do not identify with someone in the text, they may not like it or may not feel connected or interested (Geraci, 2003). Diverse text increases student interest. Teachers must encourage diverse readers to engage with text and become willing and able to respond (Blake, 1998). A critical reader response is based on the conception that the author’s and reader’s perspectives both affect the understanding of the text. The use of cultural text that reflects



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students' ideologies, experiences, and realities creates an environment where students feel more willing to participate. Students need to feel empowered to express their views and make connections with the curriculum materials. In order for students to become critical thinkers, they must have conversations. "Literature should open conversations and dialogue, should move us all to a greater understanding of the world and humanity- our failures and our triumphs- our broken pathways to fuller consciousness, our shattered and mended hearts, our incredible capacity for generosity" (Christensen, 2017, p. 182). Diverse text provides a range of perspectives and encourages students to create their own understanding. It can be used as a tool for themed units, read alouds that encourage conversation, and book talks that spark interest for teachers and students (Collier, 2016). Integrating diverse mentor text in the curriculum provides students with the opportunity to analyze social constructs through various types of literature and media (Smith-Buster, 2016).

As a teacher of literature I want students to learn to value their own thinking, to participate in authentic discussion of reading materials, to hear why others might have different, equally valid interpretations of the same text, to argue and convene evidence that proves their point, to bring in their own lives as part of the dialogue, to discover other people's lives. (Christensen, 2017, p. 182)

Through diverse text, we, as teachers, can create learning experiences for students that encourage participation and discussion as well as valuing all identities and thinking.

### ***Analyzing our Bookshelves***

In order to adapt our curriculum and create experiences that include diverse text, we need to reflect on what is on our bookshelves. "The world depicted in children's books is

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overwhelmingly White” (Crisp et al., 2016, p. 29). Our books often show a world that is predominantly upper middle class, heterosexual, nondisabled, English-speaking, and male (Crisp et al., 2016). The Cooperative Children’s Book Center (CCBC) has been documenting books received annually by and about Black, Indigenous, and People of Color since 1994. In the most recent study, the CCBC received 7,717 books in 2018 and 2019 combined. Of those books received, about 29% contained significant content, topics, characters, or themes about Black, Indigenous, and People of Color (CCBC, 2020). Fortunately for educators, there is hope, this has increased from 2014, when only 11% of books received contained these topics, but we still have a long way to go. Analyzing our bookshelves allows us to investigate the representation of diversity that is included in our classroom libraries and curriculum.

### ***Tips for Success***

When developing curriculum and creating learning experiences, we must begin by making a conscious effort to seek out diverse mentor texts that represent the purpose of our teaching and learning. This includes “mentor texts with characters of color living their day-to-day lives, characters fighting for rights that were long ago guaranteed, and characters participating in culturally inclusive traditions” (Smith-Buster, 2016, p. 108). When choosing culturally relevant, or diverse texts, we must be purposeful with our selections. In order to effectively use diverse text, teachers must examine positionality, create a safe learning environment, get to know students’ backgrounds, carefully select culturally relevant texts, create transformative experiences during reading, and extend beyond the text (Kibler & Chapman, 2018).

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Children's books are powerful. They reflect attitudes in our society toward diversity and influence young minds and attitudes through messages. Quality diverse text can teach children about who is important, who matters, and who is visible (Derman-Sparks, 2016). When selecting diverse, anti-bias children's books, we must look for racism, sexism, and other representations of hate. Begin by checking the illustrations and looking for stereotypes, tokenism, and invisibility (Derman-Sparks, 2016). Also, we must pay attention to the storyline. These blatant representations of hate may no longer be prevalent, but subtle racist and sexist attitudes and assumptions may still be present. When analyzing the storyline, look for standards of success, resolution of problems, and the role of women. Is it "white" behavior that allows a person of color to get ahead or gain acceptance and approval? How are problems presented and solved in the storyline? Are people of color "the problem"? Are oppressions faced by people of color represented in the storyline as an injustice? Finally, are the achievements of girls and women due to their own perseverance, intelligence, and initiative? (Carlson, n.d.). Next, pay attention to the messages given about different lifestyles. Even though the text shows diversity, the messages around diversity may be inaccurate and inappropriate depictions of cultures and realities. We must also look for books about children and adults engaging in actions for change. To fully understand fairness and cooperation, children need to know how to stand up for themselves and take action in a time of injustice. When selecting text, analyze the heroes, the struggle, and the norms represented. We must also consider the author's and illustrator's background and perspective. Derman-Sparks (2016) reminds us of loaded words that can be harmful in text. "A word is loaded when it in any way demeans or makes people invisible because of any of their identities (Derman-Sparks, 2016, p. 6). Finally, when selecting diverse

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text, look at the copyright date. Begin by selecting books with a recently published copyright date as those books often are more relevant and sensitive to the reality of society. Once we purposefully select the right text, we open up endless possibilities for learning, listening, sharing, and reflecting. Not only can diverse text allow students to see themselves, learn about others, and feel connected to the curriculum, we can also use diverse text to learn about literary elements and other English language arts standards.

### **Research Focus**

Social justice education can allow students to achieve academic success, develop an understanding of cultural competence and anti-bias education, and create opportunities for authentic advocacy and awareness. Through exploration of identity, diversity, justice, and action students can feel represented in the curriculum. As an elementary school teacher, I am inspired by the possibilities of change in our public schools, which is why I am developing a literacy based curriculum through a social justice lens. This curriculum will use diverse mentor text as a guide for facilitating conversations, developing an understanding of literary elements, and promoting action through reading and writing. In a time of unrest, inequalities have gained attention. The time for change is now. We can no longer allow our children to suffer, while our system continues to profit. Through a curriculum that is designed for our students, we can begin to examine success and create a system in which equity and excellence is a reality for all.

## **SECTION THREE**

### **Theoretical Framework**

The curriculum designed stems from the work of Gloria Ladson-Billings. With discussions centered around improving education, teacher education, equity, and diversity,

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Ladson- Billings (1995) found that little research had been done to compose a pedagogy.

Through challenging understandings around the intersection of culture and teaching,

Ladson-Billings built a culturally relevant theory of education that prepares teachers to support equitable and just educational experiences for all students.

The curriculum developed utilized the culturally relevant pedagogy criteria and theoretical underpinnings, which are outlined below. Included with each description, I have outlined how the culturally relevant criteria is represented through elements of my curriculum. I began the creation of this curriculum by outlining the four social justice domains, which intersect with the characteristics of culturally relevant teaching. In order to develop a curriculum in which all students are represented, I carefully selected diverse mentor text, which are used to teach literary elements and encourage thoughtful conversations. Then, I designed learning experiences that encourage students to bring their knowledge and identities into the classroom. The curriculum is developed in a way that all students can experience academic success, maintain cultural integrity, and critique the injustices in our world.

### **Academic Success**

Ladson-Billings (1995) states that despite the current social inequalities and adverse classroom environments, students must develop academic skills in order to achieve. “The way those skills are developed may vary, but all students need literacy, numeracy, technological, social, and political skills in order to be active participants in a democracy,” (Ladson-Billings, 1995, p. 160). Academic success can be defined in many ways, however the academic achievement in classrooms must not be limited to standardized assessments. Students must demonstrate the ability to read, write, speak, as well as pose and solve problems. Students must

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pose their own questions and engage in peer review of problem solutions at sophisticated levels.

One primary responsibility of a culturally relevant teacher is to assist students in becoming academically successful. Culturally relevant teaching requires the teacher to make the learning meaningful to students in a way that allows them to “choose” academic excellence.

In order to facilitate academic success, this curriculum allowed for students to interact with a variety of assessments. These assessments were formal and informal. Informal assessments included observations, specifically during in class discussions. Formal assessments, which were completed by the teacher and student at the end of the week. With the purpose of giving students ownership of their learning, students used rubrics to self-assess and reflect on their understanding. Also, in order to improve literacy skills, in order to become active participants in a democracy, students had daily opportunities to read, write, speak, and solve problems. Students were encouraged to question, critique, and respond during the four-week curriculum. Finally, the curriculum included meaningful work that connects to students’ lives and other real world experiences.

### **Cultural Competence**

In addition to academic success, Ladson-Billings (1995) argued that a culturally relevant pedagogy must provide a way for students to maintain their cultural integrity while succeeding academically. A culturally relevant teacher must encourage students, rather than attempt to minimize their influence in the classroom. The cultural values and integrity of students must be affirmed and appreciated. School must be a place where students of diverse backgrounds can be themselves. Students’ culture must be utilized as a vehicle for learning. If students are

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encouraged to be themselves in all interactions, while achieving in school, academic engagement may become a reality for all students.

The curriculum developed allows for students to maintain cultural integrity through exploring diversity. Through the use of diverse text students are exposed to representations similar and different from themselves. Diversity is one of the four domains of social justice education and each of the four weeks of this curriculum focuses on one specific domain. The week that focuses on diversity builds connections between school and home. Students shared family traditions and values through *Where I'm From* poetry writing. This curriculum encouraged students to celebrate their unique identities. Another domain of social justice education is identity and the unique identities of all students were celebrated.

### **Cultural Critique and Sociopolitical Awareness**

It is not enough to solely focus on academic success and cultural competency. Ladson-Billings (1995) states that culturally relevant teachers must also encourage students to recognize, understand and critique social inequalities. In order to facilitate these conversations, teachers must first notice and make sense of these inequalities themselves. Unfortunately, teacher education programs do not always allow for teachers to reflect on information regarding social inequity. Culturally relevant teachers must also encourage students to be active citizens and develop a broad sociopolitical consciousness, they must critique cultural norms, values, and policies that institutions produce in order to maintain social inequalities. Then, in order to disrupt these inequalities, students can critically engage through research and action. Through developing literacy skills, teachers can assist students in planning and exposing these

## A CURRICULUM CREATION FOR REVOLUTIONARY CHANGE: USING DIVERSE MENTOR TEXT TO TEACH LITERARY ELEMENTS THROUGH A SOCIAL JUSTICE LENS

inequalities. Critical consciousness allows students to connect to learning, develop understandings of the world around them, draw conclusions, think critically, and take action.

Ladson-Billings' research around cultural critique aligns with the Learning for Justice social justice standards. Learning for Justice (2018) identifies action as one of the four social justice domains. "Collective action challenges inequality directly by raising consciousness and focusing on improving conditions for under-represented groups. The standards recognize that, in today's diverse classrooms, students need knowledge and skills related to both prejudice reduction and collective action" (Learning for Justice, 2018, p. 4). In order to achieve this, the curriculum encouraged students to express empathy when people are excluded or mistreated due to their identity. Students recognized their own responsibility to stand up against prejudice and injustice. We encouraged students to make decisions about when and how to take a stand against bias. Finally, students planned and carried out collective action against injustices in the world (Learning for Justice, 2018).

The curriculum designed provided students with opportunities to critique, explore, and take action against inequalities in our world. The third week of this curriculum focused on justice. Mentor text such as *I Dissent: Ruth Bader Ginsburg Makes Her Mark* and *Malala's Magic Pencil* model what it looks like to fight against injustice. Then, the final week of this curriculum focused on action. With the use of the mentor text, *The Youngest Marcher*, students saw that even children their age can take action against cultural norms and policies that promote injustice. Students used a graphic organizer to develop their sociopolitical consciousness and brainstorm norms, policies, and institutions that produce and maintain social inequalities. Students worked together to select an action and write for change. Finally, through sharing ideas



## A CURRICULUM CREATION FOR REVOLUTIONARY CHANGE: USING DIVERSE MENTOR TEXT TO TEACH LITERARY ELEMENTS THROUGH A SOCIAL JUSTICE LENS

and presentations, students had an opportunity to educate their peers and bring awareness to these issues.

### **Conception of Self and Others**

In her research, Ladson-Billings (1995) found three broad propositions that would serve as the theoretical underpinnings of culturally relevant pedagogy. The first of these propositions, or characteristics, is the conception of self and others. Ladson-Billings (1995) found that teachers believed that all the students were capable of academic success, saw their pedagogy as an art, saw themselves as members of the community, and saw teaching as a way to give back to the community. In the classroom, students were not permitted to choose failure. In the classroom, stereotypes must be challenged and we must be willing to take risks. Finally, including the community in the curriculum allows students to feel that where they live is celebrated and valued.

In an attempt to give back to the community and highlight members of the community, part of this curriculum focused on diversity. The mentor text, *The Arabic Quilt*, was used as a guide to promote a community culture in the classroom. This book shares unique family traditions that are brought into the classroom setting. After reading this book, we focused on themes within the diversity domain. Students had an opportunity to share their own traditions through conversations within the community in which they belong.

### **Social Relations**

In order to meet the criteria of academic success, cultural competence, and critical consciousness, culturally relevant teachers must create social interactions and relationships. Ladson-Billings (1995) has outlined characteristics that must be considered when creating social

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relations. These characteristics include: maintaining a fluid student-teacher relationship, demonstrating connectedness with all students, developing a community of learners, and encouraging students to learn collaboratively and be responsible for their classmates. In order to build relationships, the teacher-student relationship must be equitable and reciprocal. Students need to have the opportunity to act as teachers and highlight their expertise. This can be done through peer-revision, informal and formal peer collaborations, and by making the area of expertise of each student known to the rest of the class. Finally, a culturally relevant teacher encourages students to learn collaboratively, teach each other, and be responsible for the academic success of others.

The curriculum designed included several opportunities for students to learn collaboratively and teach each other, in order to build a community of learners. On Friday, students presented their work, learned from their peers, and celebrated their learning success. On Thursdays throughout the curriculum, students worked with their classmates through peer-revision of their writing. Finally, whether students are brainstorming ways to take action or writing for justice, they were given many opportunities to collaborate within the classroom.

### **Conceptions of Knowledge**

The final proposition that serves as the theoretical underpinning of culturally relevant pedagogy is the conception of knowledge. Ladson-Billings (1995) describes knowledge as shared, recycled, and constructed. Knowledge must be viewed critically and teachers must be passionate about knowledge and learning. Teachers must also scaffold, or build bridges, to facilitate learning and assessments must vary in order to incorporate multiple forms of excellence. This characteristic is similar to developing social relations, as it also provides

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students with an opportunity to share expertise and learn from one another. This not only brings the interests and passions of students into the classroom, but gives everyone, teacher included, the opportunity to engage as an audience and active participant. When including multifaceted assessments, a culturally relevant teacher may allow students to choose the standards and piece of evidence for which they will be evaluated. Another example is looking at the curriculum critically and challenging policy and materials being used. Finally, teachers must share power in the classroom and encourage students to question, challenge, and act in order to create an equitable learning environment.

As suggested by Ladson-Billings (1995), this curriculum was constructed in a way that promotes knowledge in many forms. In this curriculum, I recommend that students participate in the development of rubrics in order to take ownership of their learning. This curriculum also included modeling and scaffolding through the use of mentor text, whole group instruction, and then independent practice. As stated previously, on Fridays, students presented their writing and shared new knowledge with their peers, as I, the teacher, became part of the community of learners. Finally, when implementing this curriculum in my classroom, I demonstrated my passion and enthusiasm for social justice education.

The diagram included below, summarizes the characteristics of culturally relevant pedagogy and social justice education. The purpose of this diagram is to display the work outlined above. Each characteristic of culturally relevant pedagogy pairs with curricular elements that support the necessary criteria. This diagram could also be used by other educators to create their own culturally relevant curriculum through a social justice lens.

A CURRICULUM CREATION FOR REVOLUTIONARY CHANGE: USING DIVERSE MENTOR TEXT TO TEACH LITERARY ELEMENTS THROUGH A SOCIAL JUSTICE LENS

| Culturally Relevant Pedagogy Criteria          | Characteristics of Culturally Relevant Pedagogy Criteria   | Curricular Elements that Support Culturally Relevant Pedagogy Criteria                             |
|--|--|--|
| Academic Success                               | <input type="checkbox"/> Variety of Assessments  | → Self and Peer Assessment Rubrics   |
|  | <input type="checkbox"/> Ability to read, write, speak, pose, and solve problems                     | → Action based learning  |
| Cultural Competence                            | <input type="checkbox"/> Maintain cultural integrity   | → Mentor text with diversity focus   |
|  | <input type="checkbox"/> Encourage student influence and appreciate and affirm cultural values       | → Best Part of Me Writing Assignment<br>→ Where I'm From Poems                                     |
| Cultural Critique and Sociopolitical Awareness | <input type="checkbox"/> Recognize, understand, and critique social inequalities                     | → <i>I Dissent</i> and <i>Malala's Magic Pencil</i> model examples of how to critique inequalities |
|  | <input type="checkbox"/> Take Action   | → Week 4: Writing for Change Proposal  |
| Conception of Self and Others                  | <input type="checkbox"/> Community immersion is important  | → Mentor Text: <i>The Arabic Quilt</i> and <i>The Youngest Marcher</i> promote community immersion |
|  | <input type="checkbox"/> Teaching is the act of pulling knowledge out                                | → Sharing family traditions and values through <i>Where I'm From</i> poems                         |
| Social Relations                               | <input type="checkbox"/> Maintaining fluid student-teacher relationships is important                | → Peer Revision Rubrics  |
|  | <input type="checkbox"/> Create connections to all students while developing a community of learners | → Read Aloud discussions   |
| Conceptions of Knowledge                       | <input type="checkbox"/> Knowledge is shared, recycled, and constructed                              | → Presentation/ Celebration Day  |
|  | <input type="checkbox"/> Knowledge must be viewed critically   | → Community creation of rubrics for assessment   |

# A CURRICULUM CREATION FOR REVOLUTIONARY CHANGE: USING DIVERSE MENTOR TEXT TO TEACH LITERARY ELEMENTS THROUGH A SOCIAL JUSTICE LENS

## **Justice, Just Justice**

Ladson-Billings (2015) challenged the term social justice when presenting at the American Education Research Association. She received the Social Justice in Education award, yet in her presentation, titled “Justice, Just Justice” she explained her fears around the term social justice. She argued what we should be seeking and fighting for is justice, just justice. She believes that social justice is not expansive enough to confront the tremendous injustices that have a defining grip on our society. She fears that social justice is becoming a buzzword, part of a discourse or “can’t”, a target for rightist critique, and a way for us to lose sight of the big picture.

I agree justice must be the focus of our fight, however I challenge her fears around social justice. In the elementary classroom, which is where this curriculum is designed to be utilized, teaching from a social justice lens is necessary. Social justice education allows students to learn about identity, diversity, justice, and action. This curriculum may be students' first experience in school with justice, which is why exploring identities and celebrating the diversity around us allow students to develop awareness of injustices. Finally, after exploring and critiquing injustices, students must learn to take action, which is the fourth domain of social justice (Learning for Justice, 2018). In her pedagogy, Ladson-Billings (1995) challenges students to critique policies and norms that produce and maintain inequalities. Many relationships can be seen between culturally relevant pedagogy and social justices, which is why both are reflected within the curriculum developed.

## **SECTION FOUR**

### **The Curriculum**

# Reading, Writing, and Justice for *ALL*

## A Literacy Curriculum for Revolutionary Change

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**Sara Barkley**

Otterbein University 2021

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## Introduction to the Curriculum

Welcome to Reading, Writing, and Justice for *ALL*! This is a four week literacy based curriculum that has been created through a social justice lens. Students will have the opportunity to see themselves reflected in this curriculum and will learn about the world around them. This curriculum has been designed for a fifth grade classroom, but it can be easily adapted for other grade levels. A lesson plan template has been provided, however this curriculum is not a script. It is recommended that when using this curriculum, teachers allow students' interests to drive the instruction. In addition, it is assumed that educators utilizing the curriculum have experience with reading and writing instruction at the elementary level.

Each week will focus on one social justice domain, as well as a literary element. The social justice domains are identity, diversity, justice, and action. The literary elements represented in this curriculum are point of view, theme, compare and contrast, and problem and solution. A diverse mentor text has been paired with each social justice domain and literary element. It is always recommended to purchase these useful mentor texts for your classroom or school library, however, if you do not have access to these materials, the internet is a great resource. Many authors and publishers have created read aloud videos that can be easily accessed and utilized for instruction of this curriculum.

The curriculum has been constructed in an organized, predictable pattern. Each day of the week will have a daily focus. For example, on



Monday, the diverse mentor text will be introduced. On Tuesday, the literary element will be reviewed. Wednesday's focus will be on writing. Thursday will focus on peer-revision and partner work. Finally, Fridays will center around sharing student work through presentations and self-assessing through rubrics and reflection.

The lesson plan template included in this curriculum incorporates several lesson components that are starting points for instruction. These lessons are easily adaptable to fit the needs of each group of students. Each lesson includes objectives, Common Core standards, social justices education standards, essential questions, required materials, vocabulary focus, a lesson overview, detailed procedures, and an optional extension.

The curriculum below utilizes Gloria Ladson-Billings' culturally relevant pedagogy (1995) and the Learning for Justice (2018) social justice education model. Each lesson includes learning objectives driven from the Common Core standards as well as the Learning for Justice social justice standards. This allows for the curriculum to be accessible and easily adjusted to meet specific state standards.

Finally, following each lesson template, printable additional materials and other useful examples are included. These additional materials include: graphic organizers, brainstorming worksheets, rubrics, checklists, examples for modeling, writing samples, anchor charts, and much more! Enjoy!

# Lesson Plan Template

Week 1: \_\_\_\_\_

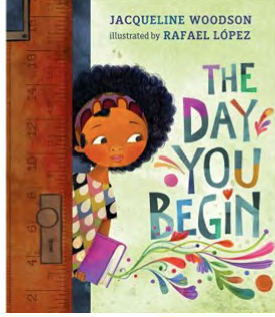
Lesson 1: \_\_\_\_\_

| Lesson Component  | Unit _____ Lesson Plan |
|---|------------------------|
| Lesson Objective(s)                                       |                        |
| Common Core English Language Arts Standard(s)             |                        |
| Learning For Justice Social Justice Education Standard(s) |                        |
| Essential Questions                                       |                        |
| Materials Needed  |                        |
| Vocabulary  |                        |
| Overview  |                        |
| Procedure   |                        |
| Optional Extension  |                        |

## Week 1: Identity + Point of View

### Lesson 1: *The Day You Begin*

| Lesson Component   | Reading, Writing, and Justice for <i>ALL</i>   |
|--|--|
| <b>Lesson Objective(s)</b>                                       | <b>Students will be able to:</b> <ul style="list-style-type: none"><li>• Know and like who they are and can talk about their family and themselves and describe our various group identities</li><li>• Feel good about their identity without making someone else feel badly about who they are.</li></ul>   |
| <b>Common Core English Language Arts Standard(s)</b>             | <b>SL.5.1</b> <ul style="list-style-type: none"><li>• Engage effectively in a range of collaborative discussions with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</li></ul> <b>SL.5.3</b> <ul style="list-style-type: none"><li>• Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</li></ul>  |
| <b>Learning For Justice Social Justice Education Standard(s)</b> | <b>Week 1 Continuous Identity Standards:</b> <ol style="list-style-type: none"><li>1. Students will develop positive social identities based on their membership in multiple groups in society.</li><li>2. Students will recognize that people's multiple identities interact and create unique and complex individuals.</li><li>3. Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.</li></ol> |
| <b>Essential Questions</b>                                       | <ul style="list-style-type: none"><li>• What makes me who I am?</li><li>• How are other people similar to and different from me?</li><li>• What do stories teach us about identity?</li></ul>  |
| <b>Materials Needed</b>  | <ul style="list-style-type: none"><li>• Chart Paper</li><li>• Mentor Text: <i>The Day You Begin</i></li></ul>  |

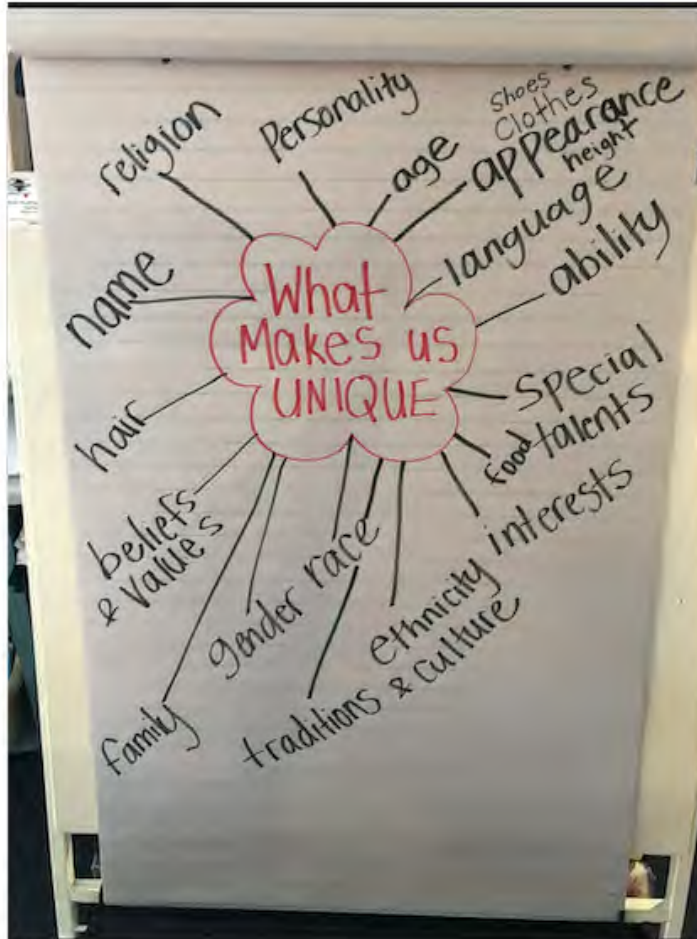
|                   |  |
|-------------------|--|
|                   |   |
| <b>Vocabulary</b> | <ul style="list-style-type: none"> <li>• Identity</li> </ul>   |
| <b>Overview</b>   | <p>In this lesson, students will be introduced to the first diverse mentor text of this unit. Students will learn the ins and outs of identity through the read aloud, <i>The Day You Begin</i> by Jacqueline Woodson. With guided discussions, students will begin to think about what makes us so fabulously different. Finally, as a whole group, students will brainstorm ways that we are unique.</p>   |
| <b>Procedure</b>  | <ol style="list-style-type: none"> <li>1. Write the words, “What Makes Us Unique” in the middle of the chart paper. Explain to students, that you will read aloud a book and as you read, they should be thinking about ways that we are each unique.</li> <li>2. Read aloud, <i>The Day You Begin</i>, by Jacqueline Woodson. <ol style="list-style-type: none"> <li>a. As you read, pause for discussion. Below, are some questions that you may ask your students during and after this read aloud. <ol style="list-style-type: none"> <li>i. How do you think Rigoberto felt when the class laughed at his language? What does evidence tell you about his sense of belonging?</li> <li>ii. Describe a time you had an unfamiliar lunch or saw someone else eating unfamiliar foods?</li> <li>iii. Have you ever walked into a room full of people who seemed different than you? How did you feel? What made you feel that way? Discuss your feelings and how they changed as time passed.</li> <li>iv. What is something that makes you</li> </ol> </li> </ol> </li> </ol> |

|                           |  |
|---------------------------|--|
|                           | <p>unique? Is it a positive or negative trait? How can you turn this trait into your new beginning?</p> <p>3. After reading, ask students, what makes us so fabulously different or what makes us unique? Brainstorm student responses on the web on the chart paper.</p> <p>a. Response may include: religion, name, hair, beliefs and values, family, gender, race, traditions, ethnicity and culture, interests, food, special talents, abilities, language, appearance, etc.</p> <p>4. Then, explain to students how all the ways that we are unique create our identity. Identity is the qualities, characteristics or beliefs that make a person who they are</p>  |
| <b>Optional Extension</b> | <p><b>Who's in the Room?</b></p> <p>Lead a class discussion on what information is important to know when meeting someone new. Ask students, what things they learned about each of the characters in the book. What would you want to ask someone when you meet them for the first time? Generate a list of questions that students feel would help them get to know their classmates. Then, partner students and ask them to interview each other. Students should document all of the answers that they have in common as well as their differences. At the conclusion of interviews, students will introduce their partners to the rest of the class. Finally, ask students if there is a character in the book that they can relate to and explain why.</p> |

## Additional Materials

### Lesson 1: *The Day You Begin*

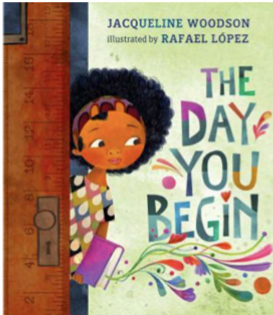
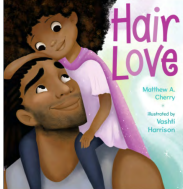

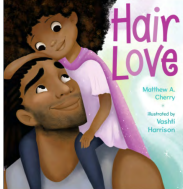

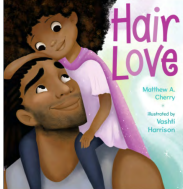

#### What Makes Us Unique Anchor Chart Example



## Week 1: Identity + Point of View

### Lesson 2: Point of View Introduction

| Lesson Component   | Reading, Writing, and Justice for <i>ALL</i>   |
|--|--|
| <b>Lesson Objective(s)</b>                                       | <b>Students will be able to:</b> <ul style="list-style-type: none"><li>• Know and like who they are and can talk about their family and themselves and describe our various group identities</li><li>• Feel good about their identity without making someone else feel badly about who they are.</li><li>• Describe how a narrator's point of view influences how events and feelings in a story are described.</li></ul>  |
| <b>Common Core English Language Arts Standard(s)</b>             | <b>SL.5.1</b> <ul style="list-style-type: none"><li>• Engage effectively in a range of collaborative discussions with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</li></ul> <b>RL.5.6</b> <ul style="list-style-type: none"><li>• Describe how a narrator's or speaker's point of view influences how events are described.</li></ul>  |
| <b>Learning For Justice Social Justice Education Standard(s)</b> | <b>Week 1 Continuous Identity Standards:</b> <ol style="list-style-type: none"><li>1. Students will develop positive social identities based on their membership in multiple groups in society.</li><li>2. Students will recognize that people's multiple identities interact and create unique and complex individuals.</li><li>3. Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.</li></ol> |
| <b>Essential Questions</b>                                       | <ul style="list-style-type: none"><li>• What are different points of view seen in the text?</li><li>• How does the author's point of view influence the impact, feelings, and events of the book?</li><li>• What do stories teach us about identity?</li></ul>   |
| <b>Materials Needed</b>  | <ul style="list-style-type: none"><li>• Point of View Anchor Chart</li><li>• Mentor Text: <i>The Day You Begin</i></li></ul>   |

|   |   |   |   |   |  |
|---|---|---|---|---|--|
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| Vocabulary  | <ul style="list-style-type: none"><li>• Identity</li><li>• Point of View</li><li>• First Person</li><li>• Third Person</li></ul>  |   |   |   |  |
| Overview  | <p>In this lesson, students will be introduced to their first literary element. This week will focus on point of view. Students will learn about the author’s point of view and how it influences the meaning of the book. The teacher will introduce the point of view anchor chart and model how to look for evidence in the text using the mentor text, <i>The Day You Begin</i>. Then, students will have the opportunity to work together with a new text and analyze the point of view’s influence.</p>   |   |   |   |  |
| Procedure   | <p>*To begin this lesson, it is recommended that you bring students to a carpet meeting area or a space where all</p>   |   |   |   |  |



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|  | <p>students can see the anchor chart and engage in a whole class discussion.</p> <ol style="list-style-type: none"> <li>1. Begin by asking students what they already know about point of view. This could be done through a think, pair, share. Have students think about what they know, pair with someone close to share their thinking, and then allow students to share out with the whole group.</li> <li>2. Next, introduce the point of view anchor chart. Explain the meaning and difference between first person and third person point of views.</li> <li>3. Then, using the mentor text, <i>The Day You Begin</i>, look for evidence of the point of view the author used. Ask students the following questions: <ol style="list-style-type: none"> <li>a. What evidence do you see in this book that helps you know what point of view is used?</li> <li>b. How does the point of view influence how meaning and events are described?</li> <li>c. How might the story be different if it was told from a different point of view?</li> </ol> </li> <li>4. After having a class discussion, show students the four new books that will be used for the application piece of this lesson. <p>*Allow students to choose the text that interests them. This is another opportunity for books to be used as mirrors and doors. Students may choose a book in which their identity is represented or they may choose a book where they can learn about other identities that are unfamiliar.</p> </li> <li>5. Explain to students that in their group they will first read the book together. Then they will decide which point of view the narrator chose to use in the text. Next, students will look for evidence of the point of view used. Finally, students will decide how the point of view used influences the meaning and events shared in the text. Students will record their information on the post-it notes provided so their thinking can be added to the anchor chart.</li> <li>6. Finally, after students have time to complete the task above. Bring everyone back to the meeting space to share their thinking. Allow each group to share their responses and add their post-it notes to the anchor chart.</li> </ol> |
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|                    | <p>7. To conclude this lesson, have students think about the following question to prepare them for the next day's lesson: How can the narrator's point of view influence how the reader understands identity? When writing about identity, what point of view do you think should be used?</p>        |
| Optional Extension | <p><b>Point of View Book Browse</b></p> <p>Have students browse their own book collection and look for ways that the narrator's point of view influences how events in the book are described. Students can record their thinking in their reader's notebook or in a <b><i>Document Chart</i></b>.</p> |

## Additional Materials

### Lesson 2: Point of View Introduction

#### Point of View Anchor Chart

**POINT of VIEW**

The perspective from which a piece of text is written.

| 1st Person Point of View   | 3rd Person Point of View   |               |                   |           |           |   |                   |  |  |  |   |                   |  |  |  |   |                   |  |                   |  |   |                   |  |  |  |   |       |      |               |          |           |  |  |  |  |  |
|--|--|---------------|-------------------|-----------|-----------|---|-------------------|--|--|--|---|-------------------|--|--|--|---|-------------------|--|-------------------|--|---|-------------------|--|--|--|---|-------|------|---------------|----------|-----------|--|--|--|--|--|
| <ul style="list-style-type: none"><li>The story is told from the viewpoint of one of the characters.</li></ul>   | <ul style="list-style-type: none"><li>The narrator is NOT a part of the story.</li></ul> |               |                   |           |           |   |                   |  |  |  |   |                   |  |  |  |   |                   |  |                   |  |   |                   |  |  |  |   |       |      |               |          |           |  |  |  |  |  |
| <b>PRONOUNS:</b><br>I, We, Me, My  | <b>PRONOUNS:</b><br>He, She, They  |               |                   |           |           |   |                   |  |  |  |   |                   |  |  |  |   |                   |  |                   |  |   |                   |  |  |  |   |       |      |               |          |           |  |  |  |  |  |
| <table border="1"><thead><tr><th>GROUP</th><th>TEXT</th><th>POINT OF VIEW</th><th>EVIDENCE</th><th>INFLUENCE</th></tr></thead><tbody><tr><td>1</td><td>[Red sticky note]</td><td></td><td></td><td></td></tr><tr><td>2</td><td>[Red sticky note]</td><td></td><td></td><td></td></tr><tr><td>3</td><td>[Red sticky note]</td><td></td><td>[Red sticky note]</td><td></td></tr><tr><td>4</td><td>[Red sticky note]</td><td></td><td></td><td></td></tr></tbody></table> | GROUP  | TEXT          | POINT OF VIEW     | EVIDENCE  | INFLUENCE | 1 | [Red sticky note] |  |  |  | 2 | [Red sticky note] |  |  |  | 3 | [Red sticky note] |  | [Red sticky note] |  | 4 | [Red sticky note] |  |  |  | <table border="1"><thead><tr><th>GROUP</th><th>TEXT</th><th>POINT OF VIEW</th><th>EVIDENCE</th><th>INFLUENCE</th></tr></thead><tbody><tr><td></td><td></td><td></td><td></td><td></td></tr></tbody></table> | GROUP | TEXT | POINT OF VIEW | EVIDENCE | INFLUENCE |  |  |  |  |  |
| GROUP  | TEXT   | POINT OF VIEW | EVIDENCE          | INFLUENCE |           |   |                   |  |  |  |   |                   |  |  |  |   |                   |  |                   |  |   |                   |  |  |  |   |       |      |               |          |           |  |  |  |  |  |
| 1  | [Red sticky note]  |               |                   |           |           |   |                   |  |  |  |   |                   |  |  |  |   |                   |  |                   |  |   |                   |  |  |  |   |       |      |               |          |           |  |  |  |  |  |
| 2  | [Red sticky note]  |               |                   |           |           |   |                   |  |  |  |   |                   |  |  |  |   |                   |  |                   |  |   |                   |  |  |  |   |       |      |               |          |           |  |  |  |  |  |
| 3  | [Red sticky note]  |               | [Red sticky note] |           |           |   |                   |  |  |  |   |                   |  |  |  |   |                   |  |                   |  |   |                   |  |  |  |   |       |      |               |          |           |  |  |  |  |  |
| 4  | [Red sticky note]  |               |                   |           |           |   |                   |  |  |  |   |                   |  |  |  |   |                   |  |                   |  |   |                   |  |  |  |   |       |      |               |          |           |  |  |  |  |  |
| GROUP  | TEXT   | POINT OF VIEW | EVIDENCE          | INFLUENCE |           |   |                   |  |  |  |   |                   |  |  |  |   |                   |  |                   |  |   |                   |  |  |  |   |       |      |               |          |           |  |  |  |  |  |
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## Additional Materials

### Lesson 2: Point of View Introduction

#### Optional Extension Document Chart

### Point of View

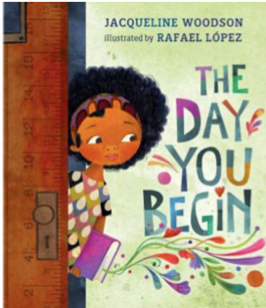
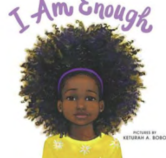



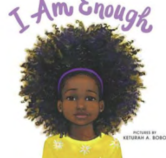



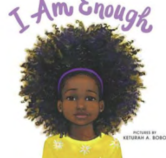



Browse your own book collection and look for ways that the narrator's point of view influences how events in the book are described. Record your thinking below!

| What is the book title? | What is the narrator's point of view | What evidence was found to support the point of view? | How does the point of view influence how events are described in the book? |
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## Week 1: Identity + Point of View

### Lesson 3: The Best Part of Me Writing

| Lesson Component   | Reading, Writing, and Justice for <i>ALL</i>   |
|--|--|
| <b>Lesson Objective(s)</b>                                       | <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Identify and celebrate the best part of their physical identity through clear, descriptive writing.</li> <li>Choose the point of view in which they will write their paragraph.</li> </ul>  |
| <b>Common Core English Language Arts Standard(s)</b>             | <p><b>W.5.4</b></p> <ul style="list-style-type: none"> <li>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</li> </ul> <p><b>W.5.10</b></p> <ul style="list-style-type: none"> <li>Write routinely over shorter time frames for a range of discipline-specific tasks, purposes, and audiences.</li> </ul> <p><b>RL.5.6</b></p> <ul style="list-style-type: none"> <li>Describe how a narrator's or speaker's point of view influences how events are described.</li> </ul> |
| <b>Learning For Justice Social Justice Education Standard(s)</b> | <p><b>Week 1 Continuous Identity Standards:</b></p> <ol style="list-style-type: none"> <li>Students will develop positive social identities based on their membership in multiple groups in society.</li> <li>Students will recognize that people's multiple identities interact and create unique and complex individuals.</li> <li>Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.</li> </ol>   |
| <b>Essential Questions</b>                                       | <ul style="list-style-type: none"> <li>What is the best part of you?</li> <li>How does the best part of you contribute to your identity?</li> <li>How can the narrator's point of view change the understanding of identity?</li> <li>What do stories teach us about identity?</li> </ul>  |
| <b>Materials Needed</b>  | <ul style="list-style-type: none"> <li>iPad/ Camera</li> <li>Writing Paper/ Writing Notebook</li> </ul>  |

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|   | <ul style="list-style-type: none"><li>● Chart Paper</li><li>● Point of View Anchor Chart</li><li>● Mentor Text: <i>The Day You Begin</i></li></ul> <div></div> <ul style="list-style-type: none"><li>● Additional Text (See Chart Below)</li></ul> <table><tr><td><i>I Am Enough</i><br/>GRACE BYERS<br/><br/><a href="https://www.youtube.com/watch?v=Mp4GZ1l0pfY">https://www.youtube.com/watch?v=Mp4GZ1l0pfY</a></td><td><i>Eyes That Kiss in the Corners</i><br/><br/><a href="https://www.youtube.com/watch?v=ZtlljDiqq3M&amp;t=76s">https://www.youtube.com/watch?v=ZtlljDiqq3M&amp;t=76s</a></td><td><i>Hair Love</i><br/><br/><a href="https://www.youtube.com/watch?v=0Sz3xfxdirE">https://www.youtube.com/watch?v=0Sz3xfxdirE</a></td><td><i>The Name Jar</i><br/><br/><a href="https://www.youtube.com/watch?v=bGCuOEoEXSc&amp;t=65s">https://www.youtube.com/watch?v=bGCuOEoEXSc&amp;t=65s</a><br/><u>s</u></td></tr></table> | <i>I Am Enough</i><br>GRACE BYERS<br><br><a href="https://www.youtube.com/watch?v=Mp4GZ1l0pfY">https://www.youtube.com/watch?v=Mp4GZ1l0pfY</a> | <i>Eyes That Kiss in the Corners</i><br><br><a href="https://www.youtube.com/watch?v=ZtlljDiqq3M&amp;t=76s">https://www.youtube.com/watch?v=ZtlljDiqq3M&amp;t=76s</a> | <i>Hair Love</i><br><br><a href="https://www.youtube.com/watch?v=0Sz3xfxdirE">https://www.youtube.com/watch?v=0Sz3xfxdirE</a> | <i>The Name Jar</i><br><br><a href="https://www.youtube.com/watch?v=bGCuOEoEXSc&amp;t=65s">https://www.youtube.com/watch?v=bGCuOEoEXSc&amp;t=65s</a><br><u>s</u> |
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| Vocabulary  | <ul style="list-style-type: none"><li>● Identity</li><li>● Point of View</li><li>● First Person</li><li>● Third Person</li></ul>   |   |  |  |   |
| Overview  | <p>In today's lesson, students will think about themselves in a positive light and express pride and self-confidence. Students will reflect on their own identity and think about the best part of them through their point of view. Students will be allowed to revisit books from the last couple days if necessary. Students will be challenged to take a picture of a physical feature that they love about themselves and then they will complete a descriptive writing assignment titled, <i>The Best Part of Me</i>.</p>  |   |  |  |   |
| Procedure   | <p>1. To begin this lesson, challenge students, through a</p>  |   |  |  |   |

|  |  |
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|  | <p>whole group discussion to think about yesterday's question. Ask students: How can the narrator's point of view influence how the reader understands identity? When writing about identity, what point of view do you think should be used? Hopefully students will come to the conclusion that writing through the first person point of view is best when writing about identity because we determine our identities and through first person point of view we can take ownership of who we are or want to be.</p> <ol style="list-style-type: none"> <li>2. Next, introduce the <i>Best Part of Me</i> writing assignment by modeling with an example. I have included my example in the additional resources, however I would recommend that you create your own example. That way, you build a connection with students and create a community of learners.</li> <li>3. In addition to the example you will use to model this writing assignment, you can also utilize the mentor text, <i>The Day You Begin</i>, as well as the books used in yesterday's lesson. Have a conversation about the characters in the story and what they might identify as the best part of them. I have included some examples below. <ol style="list-style-type: none"> <li>a. In <i>Hair Love</i>, Zuri may choose her hair as the best part of her. I think she would choose her hair because it is one way she is able to connect with her mom.</li> <li>b. In <i>I Am Enough</i>, the main character may choose her legs. I think this is the best part of her because her legs allow her to grow, stand, and climb.</li> <li>c. In <i>Eyes That Kiss In The Corners</i>, the main character may choose her eyes. Her eyes allow her to be proud of her culture and family.</li> </ol> </li> <li>4. After modeling, encourage students to think about their own identity and a physical feature that they love or would hate to lose. As Jacqueline Woodson said in <i>The Day You Begin</i> mentor text, students should think about what makes them so fabulously different.</li> </ol> |
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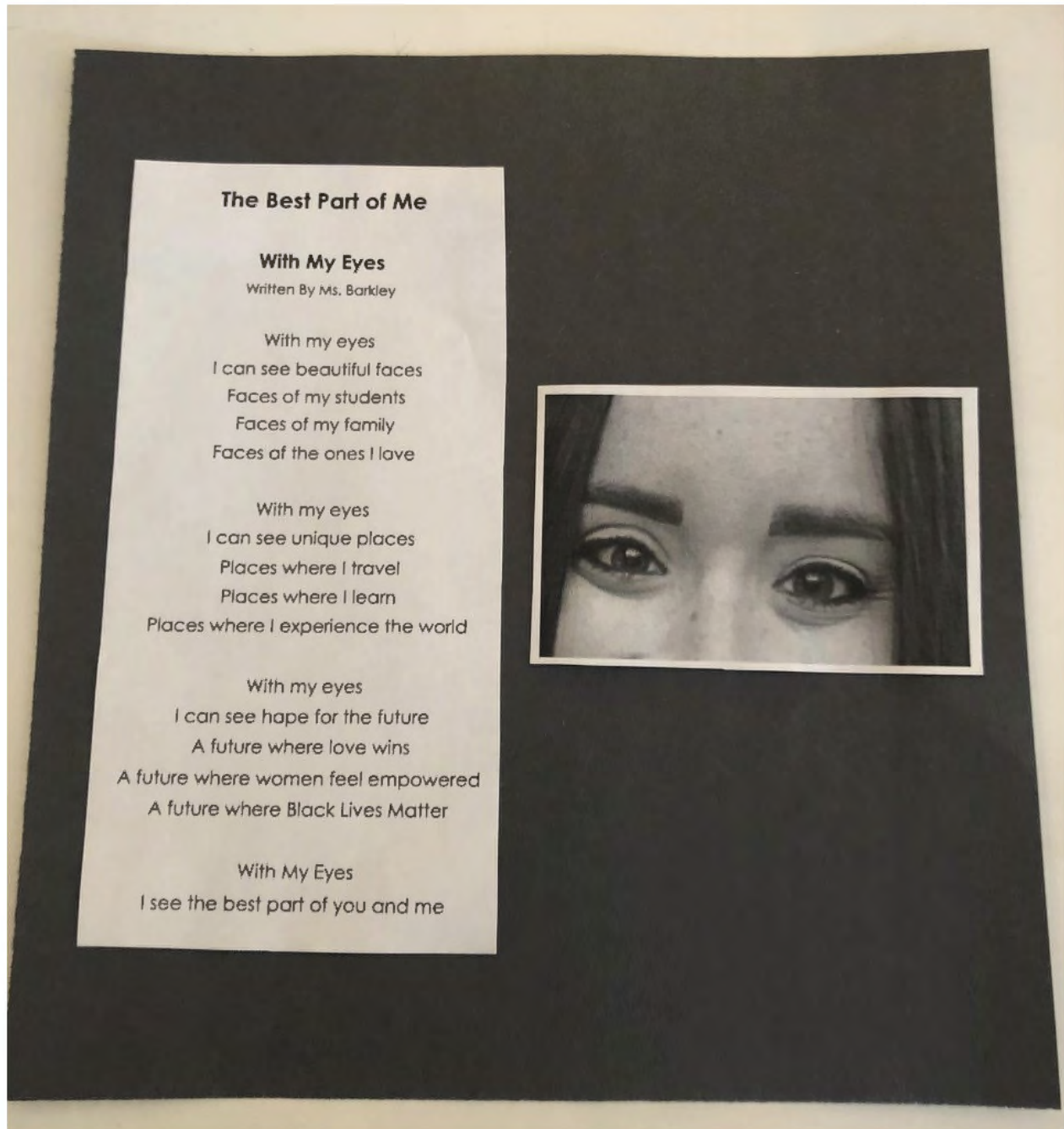
|                           |   |
|---------------------------|---|
|                           | <ol style="list-style-type: none"> <li>5. Once everyone has selected a physical feature that represents the best part of them, students should complete the prewriting brainstorming graphic organizer. Students should use the questions included in the brainstorming organizer as a guide to support their thinking.</li> <li>6. Now, it's time to write! Students should use the graphic organizer brainstorming sheet to write the first draft of their descriptive paragraph. This can be done in many ways. I recommend a descriptive poem. Make sure to give students clear expectations before they begin writing.</li> <li>7. Finally, students will use their iPad to take a picture of the physical feature they chose to write about. They may need a friend to help them take their picture. If iPads are unavailable, you can use any technology resource or camera that allows for picture taking. The photo will be saved and printed later to pair with their published writing piece.</li> </ol> |
| <b>Optional Extension</b> | <b>N/A</b>  |



## Additional Materials

### Lesson 3: The Best Part of Me Writing

#### My Example for Modeling



## Additional Materials

### Lesson 3: The Best Part of Me Writing

#### Brainstorming Graphic Organizer

## The Best Part of Me

What are the physical characteristics?

How does your \_\_\_\_ resemble a person, place, or thing?

When you think about your \_\_\_\_, what emotions do you feel?

In what ways does your \_\_\_\_ help you have fun and accomplish important things?

Anything else you want to mention related to the physical feature you chose.

## Week 1: Identity + Point of View

### Lesson 4: The Best Part of Me Peer Revision

| Lesson Component   | Reading, Writing, and Justice for <i>ALL</i>   |
|--|--|
| <b>Lesson Objective(s)</b>                                       | <b>Students will be able to:</b> <ul style="list-style-type: none"><li>● Revise and edit writing with the support of a peer.</li><li>● Provide editing and revising feedback to a peer.</li></ul>  |
| <b>Common Core English Language Arts Standard(s)</b>             | <b>W.5.5</b> <ul style="list-style-type: none"><li>● With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</li></ul> <b>RL.5.6</b> <ul style="list-style-type: none"><li>● Describe how a narrator's or speaker's point of view influences how events are described.</li></ul>  |
| <b>Learning For Justice Social Justice Education Standard(s)</b> | <b>Week 1 Continuous Identity Standards:</b> <ol style="list-style-type: none"><li>1. Students will develop positive social identities based on their membership in multiple groups in society.</li><li>2. Students will recognize that people's multiple identities interact and create unique and complex individuals.</li><li>3. Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.</li></ol> |
| <b>Essential Questions</b>                                       | <ul style="list-style-type: none"><li>● What is the best part of you?</li><li>● How can the narrator's point of view change the understanding of identity?</li><li>● What do stories teach us about identity?</li></ul>  |
| <b>Materials Needed</b>  | <ul style="list-style-type: none"><li>● Best Part of Me Writing Paragraphs</li><li>● Highlighters or other writing utensils</li><li>● Editing and Revising Checklist</li></ul>   |
| <b>Vocabulary</b>  | <ul style="list-style-type: none"><li>● Identity</li><li>● Point of View</li><li>● Edit</li><li>● Revise</li></ul>   |

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| <b>Overview</b>  | <p>In this lesson, students will work with a peer to edit and revise their writing. Students will use an editing and revising checklist to provide feedback to a peer in class. Students should have already learned the difference between editing and revising prior to this lesson.</p>  |
| <b>Procedure</b> | <ol style="list-style-type: none"> <li>1. To begin this lesson, model how to edit and revise writing. This should be done through a whole group discussion. Begin by walking through the checklist together. Model how to give feedback and allow students to practice providing feedback as well. In the additional resources below, there is a writing example that can be used. However, it is always recommended to create your own piece.</li> <li>2. After modeling, students will need to get out their writing pieces from yesterday.</li> <li>3. First, students will use the editing and revising checklist to self assess their own writing.</li> <li>4. Then, students will need to be paired with a peer to collaborate and connect during peer revision time.             <ol style="list-style-type: none"> <li>a. Students can be paired up in many ways! Students can be paired by interest, randomly selected, or student choice. Select an option that is the best choice for your community of learners.</li> </ol> </li> <li>5. Once students are paired up, they will exchange their piece of writing as well as the checklist. Students should then read through their peer's writing and provide feedback based on the expectations included in the checklist.</li> <li>6. Next, the pair of students will come back together and share their feedback with each other. Students will then each write ONE goal for improving their writing.</li> <li>7. Finally, students will have time to continue working on their own writing piece. It is ideal to provide time in class for students to incorporate the feedback into their writing. However, if there is not enough class time, students should revise their writing at home. They will need to be prepared to share out their writing the following day.</li> </ol> |

|                                  |  |
|----------------------------------|--|
| <p><b>Optional Extension</b></p> | <p><b>Peer-Revision Continued</b></p> <p>To extend this lesson, students should meet with multiple peers to receive feedback.</p> <p>Another way to extend, is to have students rainbow color code their writing. For example, students could:</p> <ul style="list-style-type: none"> <li>• <u>Underline</u> in <b>red</b> a place where you used great descriptive language.</li> <li>• <u>Underline</u> in <b>orange</b> a place where you substituted a verb to make your writing better.</li> <li>• <u>Underline</u> in <b>yellow</b> a place where you added something to your writing.</li> <li>• <u>Underline</u> in <b>green</b> the proper nouns that you capitalized.</li> <li>• <u>Underline</u> in <b>blue</b> a sentence that you are really proud of.</li> <li>• <u>Underline</u> in <b>purple</b> a place where you still want to make improvements.</li> </ul> |
|----------------------------------|--|

## Additional Materials

### Lesson 4: The Best Part of Me Peer Revision

#### The Best Part of Me Writing Example

## The Best Part of Me

### With My Eyes

Written By Ms. Barkley

With my eyes  
I can see beautiful faces  
Faces of my students  
Faces of my family  
Faces of the ones I love

With my eyes  
I can see unique places  
Places where I travel  
Places where I learn  
Places where I experience the world

With my eyes  
I can see hope for the future  
A future where love wins  
A future where women feel empowered  
A future where Black Lives Matter

With My Eyes  
I see the best part of you and me

## Additional Materials

### Lesson 4: The Best Part of Me Peer Revision

#### Editing and Revising Checklist

My Name \_\_\_\_\_ My Peer \_\_\_\_\_ Title of Writing \_\_\_\_\_

| Edit  | Self | Peer |
|---|------|------|
| I <b>capitalized</b> letters at the start of sentences and in proper nouns. |      |      |
| I used the correct <b>usage</b> of verbs and all my sentences are complete. |      |      |
| I included the appropriate <b>punctuation</b> at the end of each sentence.  |      |      |
| I checked my words for correct <b>spelling</b> .                            |      |      |

| Revise: Highlight or star a place in the writing piece to show the following: | Self | Peer |
|---|------|------|
| How can something be <b>added</b> to make the writing better?                 |      |      |
| Should something be <b>removed</b> from this piece of writing?                |      |      |
| Should something be <b>moved</b> to make the writing better?                  |      |      |
| How can something be <b>substituted</b> to improve this piece of writing?     |      |      |

|                               | Self | Peer |
|-------------------------------|------|------|
| Compliment                    |      |      |
| Suggestions<br>(Be specific!) |      |      |
| Question                      |      |      |

My Writing Goal:

## Week 1: Identity + Point of View

### Lesson 5: Sharing and Self-Assessing

| Lesson Component   | Reading, Writing, and Justice for ALL   |
|--|---|
| <b>Lesson Objective(s)</b>                                       | <b>Students will be able to:</b> <ul style="list-style-type: none"><li>Express pride and confidence when sharing their writing with the class.</li><li>Reflect on their learning of identity and point of view through self-assessment rubrics.</li></ul>   |
| <b>Common Core English Language Arts Standard(s)</b>             | <b>SL.5.4</b> <ul style="list-style-type: none"><li>Report on a topic or text or present an opinion; speak clearly at an understandable pace.</li></ul> <b>RL.5.6</b> <ul style="list-style-type: none"><li>Describe how a narrator's or speaker's point of view influences how events are described.</li></ul>   |
| <b>Learning For Justice Social Justice Education Standard(s)</b> | <b>Week 1 Continuous Identity Standards:</b> <ol style="list-style-type: none"><li>Students will develop positive social identities based on their membership in multiple groups in society.</li><li>Students will recognize that people's multiple identities interact and create unique and complex individuals.</li><li>Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.</li><li>Students will know that their group identities are part of who they are, but none of them fully describes them and this is true for other people too.</li></ol> |
| <b>Essential Questions</b>                                       | <ul style="list-style-type: none"><li>What is the best part of you?</li><li>How can the narrator's point of view change the understanding of identity?</li><li>What do stories teach us about identity?</li><li>What have I learned about myself, my identity, my writing, and those around me?</li></ul>   |
| <b>Materials Needed</b>  | <ul style="list-style-type: none"><li>The Best Part of Me writing piece</li><li>Self-assessment rubric</li></ul>  |



|                   |   |
|-------------------|---|
| <b>Vocabulary</b> | <ul style="list-style-type: none"> <li>● Identity</li> <li>● Point of View</li> <li>● Self-Assessment</li> </ul>  |
| <b>Overview</b>   | <p>Today's lesson is all about sharing and celebrating! Students will have the opportunity to present their writing to the class and reflect on their writing experience.</p>   |
| <b>Procedure</b>  | <ol style="list-style-type: none"> <li>1. To begin today's learning experience, students should get out their 'The Best Part of Me' writing piece.</li> <li>2. There are many ways to share writing. I recommend you assess your students' needs and comfort level before selecting how they will present. Here are a few options for presenting writing: <ol style="list-style-type: none"> <li>a. Bring students to the carpet space and have everyone sit in a big circle. Go around the circle and have students share their writing.</li> <li>b. Pair students up or have them share in a small group. This is a low risk choice.</li> <li>c. Have students share with the whole class through presentations. Students could come to the front of the room and read their writing piece to the class.</li> </ol> </li> <li>3. After each writer reads their piece, allow students to provide feedback. Ask the class if they have any compliments, suggestions or questions to share. This allows students to feel a sense of pride in their work and it also builds a community of learners.</li> <li>4. Once everyone has had the opportunity to share their writing, students should self-assess their writing. To self-assess, students will contribute to creating the rubric. To do this, I recommend having students share out goals that they accomplished through this writing piece, look back at the standards and objectives, and think about common areas in which writing should be evaluated. If you are able to come up with a list of 10 statements, allow students to select 5 to use for</li> </ol> |

|                           |   |
|---------------------------|---|
|                           | <p>their own rubrics.</p> <p>a. In the additional resources, there is a rubric that can be adapted to fit the needs of each student.</p> <p>5. Finally, the teacher should assess each students' writing using the same rubric.</p> |
| <b>Optional Extension</b> | N/A   |

## Additional Materials

### Lesson 5: Sharing and Self-Assessing

#### The Best Part of Me Rubric Example

Name: \_\_\_\_\_ Title of Writing: \_\_\_\_\_

| Goal   | Grade   | Evidence |
|--|---------|----------|
| I learned about other identities while celebrating my own. | 1 2 3 4 |          |
| I wrote using the first person point of view.              | 1 2 3 4 |          |
| I used feedback to revise my writing.                      | 1 2 3 4 |          |
| I expressed pride and confidence when sharing my writing.  | 1 2 3 4 |          |
| I believe my writing reflects my best work and effort.     | 1 2 3 4 |          |

Total Score: \_\_\_\_/20

| Peer Revision Writing Goal | Evidence of Completion |
|----------------------------|------------------------|
|                            |                        |

| Most Proud Moment | Next Steps |
|-------------------|------------|
|                   |            |

## Additional Materials

### Lesson 5: Sharing and Self-Assessing

#### The Best Part of Me Rubric Template

Name: \_\_\_\_\_ Title of Writing: \_\_\_\_\_

| Goal | Grade   | Evidence |
|------|---------|----------|
|      | 1 2 3 4 |          |
|      | 1 2 3 4 |          |
|      | 1 2 3 4 |          |
|      | 1 2 3 4 |          |
|      | 1 2 3 4 |          |

Total Score: \_\_\_\_/20

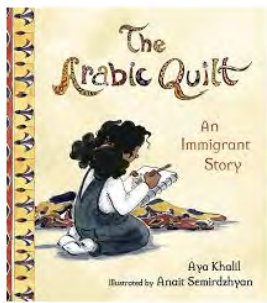
| Peer Revision Writing Goal | Evidence of Completion |
|----------------------------|------------------------|
|                            |                        |

| Most Proud Moment | Next Steps |
|-------------------|------------|
|                   |            |

## Week 2: Diversity + Theme

### Lesson 1: *The Arabic Quilt*

| Lesson Component   | Reading, Writing, and Justice for <i>ALL</i>   |
|--|--|
| <b>Lesson Objective(s)</b>                                       | <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Understand other people's lives and experiences and ask questions to learn more.</li> <li>Respectfully participate in a group discussion, share ideas, and build on others' ideas.</li> </ul>   |
| <b>Common Core English Language Arts Standard(s)</b>             | <p><b>SL.5.1</b></p> <ul style="list-style-type: none"> <li>Engage effectively in a range of collaborative discussions with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</li> </ul> <p><b>SL.5.3</b></p> <ul style="list-style-type: none"> <li>Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</li> </ul>  |
| <b>Learning For Justice Social Justice Education Standard(s)</b> | <p><b>Week 1 Continuous Diversity Standards:</b></p> <ol style="list-style-type: none"> <li>Students will want to know more about other people's lives and experiences, and know how to ask questions respectfully and listen carefully and non-judgmentally.</li> <li>Students will feel connected to other people and know how to talk, work and play with others even when they are different or when they disagree.</li> <li>Students will know that the way groups of people are treated today, and the way they have been treated in the past, is a part of what makes them who they are.</li> </ol> |
| <b>Essential Questions</b>                                       | <ul style="list-style-type: none"> <li>How and why is our community special?</li> <li>How can we celebrate diversity in our community?</li> <li>How does having different kinds of families make the world and our classroom community a richer place?</li> </ul>  |
| <b>Materials Needed</b>  | <ul style="list-style-type: none"> <li>Chart Paper</li> <li>Write Notebooks</li> <li>Mentor Text: <i>The Arabic Quilt</i></li> </ul>   |

|                   |  |
|-------------------|--|
|                   |   |
| <b>Vocabulary</b> | <ul style="list-style-type: none"> <li>• Diversity</li> </ul>  |
| <b>Overview</b>   | <p>In this lesson, students will be introduced to the second diverse mentor text of this unit. Students will learn the ins and outs of diversity through the read aloud, <i>The Arabic Quilt</i> by Aya Khalil. With guided discussions, students will begin to think about diversity through other people's lives and experiences. Finally, as a whole group, students will brainstorm ways we are diverse and ways to celebrate diversity.</p>   |
| <b>Procedure</b>  | <ol style="list-style-type: none"> <li>1. Write the words, "Where I'm From" at the top of the chart paper. Explain to students that you will read aloud a book and as you read, they should be thinking about how the author describes where Kanzi, the main character, is from. Think about specific examples as well as broad categories.</li> <li>2. Read aloud, <i>The Arabic Quilt</i>, by Aya Khalil. <ol style="list-style-type: none"> <li>a. As you read, pause for discussion. Below, are some questions that you may ask your students during and after this read aloud. <ol style="list-style-type: none"> <li>i. What are common foods your family eats at home? Why do you think Kanzi didn't want to be different?</li> <li>ii. What do you notice about all the children in the class? How might that contribute to Kanzi's sense of belonging?</li> <li>iii. Instead of making fun of Kanzi's language, how could students in the class learn to celebrate diversity?</li> <li>iv. Do you have anything at home that is special to you and reminds you of your culture and those you love?</li> </ol> </li> </ol> </li> </ol> |

|                           |  |
|---------------------------|--|
|                           | <ul style="list-style-type: none"> <li>v. How did Kanzi's class inspire others to celebrate diversity?</li> <li>vi. What do you think was the lesson of this story? What did we learn as readers?</li> </ul> <ol style="list-style-type: none"> <li>3. After reading this book and discussing together, ask students how the author describes where Kanzi, the main character, is from. Think about specific examples as well as broad categories. Explain to students that you don't just mean which country, but how did the author share Kanzi's traditions, language, special objects, foods, family, and more! I recommend you go page by page to do this and allow students to give evidence and share connections.</li> <li>4. Then, pass out the graphic organizer, which will be used on Wednesday when students write their poems. To prepare, students will brainstorm ideas together. Students can complete this with a partner, in small groups or can remain on the carpet for a whole group discussion. Students will use <i>The Arabic Quilt</i> to fill out Kanzi's side of the chart and then they will use their own home, experiences, culture, traditions, etc. to fill out the other side of the chart.</li> <li>5. Finally, allow students to share out some of the items that they listed on their chart.</li> </ol> |
| <b>Optional Extension</b> | <p><b>Where I'm From</b></p> <p>For this extension, each student will need a copy of the poem, <i>Where I'm From</i>, by Renée Watson. After reading the poem, students should then highlight the places where the author describes where she is from. Encourage students to use the graphic organizer chart as a guide. They could add a column to the chart and record evidence from the poem.</p>   |

## Additional Materials

### Lesson 1: *The Arabic Quilt*

#### Where I'm From Graphic Organizer

Name \_\_\_\_\_

| Where I'm From   | Kanzi | ME |
|--|-------|----|
| Items found around their home                                    |       |    |
| Items found in their yards or area surrounding their home        |       |    |
| Items found in their neighborhood                                |       |    |
| Names of Relatives, especially ones that link them to their past |       |    |
| Sayings that spill out and remind them of home                   |       |    |
| Names of food and dishes that recall family gatherings           |       |    |
| Names of places they keep their childhood memories               |       |    |



## Additional Materials

### Lesson 1: *The Arabic Quilt*

#### ***Where I'm From* by Renée Watson**

I'm made up of East Coast hip hop and island tradition.  
I'm from Baptist hymns and secular jigs.  
Tambourine playin', late night stayin'  
at church house, or my friend's house, or their  
friend's house  
(on the weekends).

Where I'm from there are corduroyed  
hand-me-downs  
and family keepsakes.  
Family pictures on the wall. Open Bible on the  
coffee table.

I'm from that side of town.  
Where the media only comes for bloodshed. Blood  
wasted.  
Never for blood restored, celebrated, or  
regenerated.

I'm from hopscotch and double dutch.  
Hide-n-go seek and Pac Man.

I'm from curry goat, rice and peas, and beef  
patties.  
From turquoise-blue water, white sand, and  
dreadlocks.  
Reggae is in my blood.

Grew up in the Pacific Northwest. A place where  
rain falls  
more than sun shines.  
I'm from Douglas firs and pine trees,  
where we walk under waterfalls,  
drive up windy roads to Mt. Hood,  
and escape to the beaches on the Oregon coast.

Where I'm from music takes away the blues.  
I'm from Bob Marley. Mahalia Jackson. Aretha  
Franklin. James Brown.  
I'm from Jackson 5 records and New Edition tapes.  
I'm from rewinding tapes over and over and over  
again  
so you can write down the lyrics and memorize  
them.

Where I'm from the whole neighborhood is your  
family.  
Ladies sit on their porches looking out for you  
shooing away boys like flies.  
Callin' your momma to tell what you did  
before you can get home and lie about it.

Where I'm from people ask my friend,  
"Is that your hair?" and she says, "Yeah it's mine. I  
bought it!"

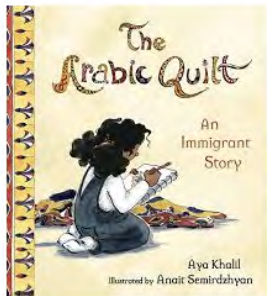
I'm from divorce being passed down to children  
like a family heirloom.  
I'm from single mommas pushing strollers, praying  
that their babies don't make the same mistakes as  
them.

I'm from a little goes a long way, from sun gonna  
shine after the rain.  
I'm from persevering souls and hard-working  
hands.  
From people destined to make it to their promised  
land.  
I'm from been there, done that, can and will do it  
again.  
Now you, tell me-- where you from?

## Week 2: Diversity + Theme

### Lesson 2: Theme Introduction

| Lesson Component   | Reading, Writing, and Justice for <i>ALL</i>   |
|--|--|
| <b>Lesson Objective(s)</b>                                       | <b>Students will be able to:</b> <ul style="list-style-type: none"><li>• Understand other people's lives and experiences and ask questions to learn more.</li><li>• Respectfully participate in a group discussion, share ideas, and build on others' ideas.</li><li>• Determine the theme of a story from details in the text.</li></ul>  |
| <b>Common Core English Language Arts Standard(s)</b>             | <b>SL.5.1</b> <ul style="list-style-type: none"><li>• Engage effectively in a range of collaborative discussions with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</li></ul> <b>RL.5.2</b> <ul style="list-style-type: none"><li>• Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</li></ul>  |
| <b>Learning For Justice Social Justice Education Standard(s)</b> | <b>Week 1 Continuous Diversity Standards:</b> <ol style="list-style-type: none"><li>1. Students will want to know more about other people's lives and experiences, and know how to ask questions respectfully and listen carefully and non-judgmentally.</li><li>2. Students will feel connected to other people and know how to talk, work and play with others even when they are different or when they disagree.</li><li>3. Students will know that the way groups of people are treated today, and the way they have been treated in the past, is a part of what makes them who they are.</li></ol> |
| <b>Essential Questions</b>                                       | <ul style="list-style-type: none"><li>• How and why is our community special?</li><li>• How can we celebrate diversity in our community?</li><li>• How does having different kinds of families make the world and our classroom community a richer</li></ul>   |

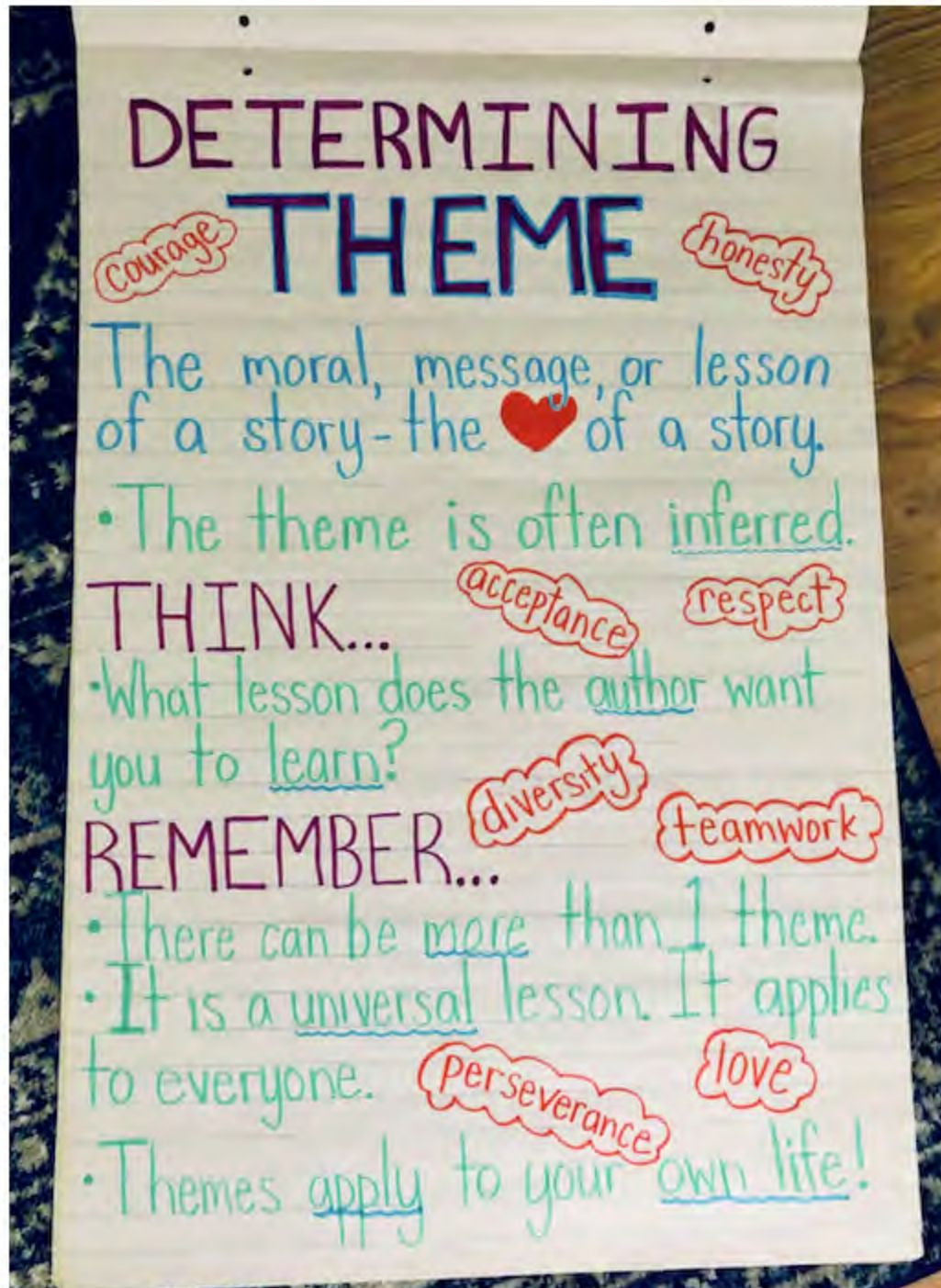
|                         |   |
|-------------------------|---|
|                         | place?  |
| <b>Materials Needed</b> | <ul style="list-style-type: none"> <li>● Theme Anchor Chart</li> <li>● Chart Paper</li> <li>● Theme Graphic Organizer</li> <li>● Mentor Text: <i>The Arabic Quilt</i></li> </ul>   |
| <b>Vocabulary</b>       | <ul style="list-style-type: none"> <li>● Diversity</li> <li>● Theme</li> </ul>  |
| <b>Overview</b>         | <p>In this lesson, students will be introduced to the second literary element of this unit. This week will focus on theme! Students will learn how to determine the theme of a story. The teacher will introduce the theme anchor chart and model how to use text details to determine the theme of the mentor text, <i>The Arabic Quilt</i>.</p>   |
| <b>Procedure</b>        | <p>*To begin this lesson, it is recommended that you bring students to a carpet meeting area or a space where all students can see the anchor chart and engage in a whole class discussion.</p> <ol style="list-style-type: none"> <li>1. Begin by asking students what they already know about theme. This could be done through a think, pair, share. Have students think about what they know, pair with someone close to share their thinking, and then allow students to share out with the whole group.</li> <li>2. Then, using the mentor text, <i>The Arabic Quilt</i>, look for details that support the theme, or lesson, of the story.. Ask students the following questions:             <ol style="list-style-type: none"> <li>a. What is the deeper meaning of this story?</li> <li>b. After reading this book, what do you think matters to the author?</li> <li>c. Which idea from the story do you think might stay with you?</li> </ol> </li> </ol> |

|                           |  |
|---------------------------|--|
|                           | <p>d. What did the author want people to learn from this story?</p> <ol style="list-style-type: none"> <li>3. Allow students to share responses to the questions above. Encourage students to explain their thinking using details in the text. This conversation should lead to the conclusion that- that's the theme!</li> <li>4. Next, introduce the theme anchor chart. Explain the meaning, examples, and counter examples. Students should understand that theme is the lesson of the story.</li> <li>5. Now it is time for students to apply what they understand in an independent activity. Using the theme graphic organizer, students should write the theme of <i>The Arabic Quilt</i>, include support from the text, and explain how this lesson can apply to their own lives. Connecting the lesson in the story to students' lives allows for meaningful learning and creating connections.</li> <li>6. Finally, provide students with a few minutes at the end of the lesson to share their responses. Through sharing, the community of learners will grow.</li> </ol> |
| <b>Optional Extension</b> | <p><b>Theme in Music</b></p> <p>Allow students to select a song that they enjoy listening to. You may need to give reminders about appropriateness within song lyrics. Then, students should use their iPads or other technology device to download the lyrics. After reading the lyrics, students should determine the theme of the song. Students could illustrate their lyrics based on the theme and create connections to their own lives. This can also be done with a variety of classroom books, Disney or Pixar digital shorts, art work, short stories, student writing, and much more!</p>  |

## Additional Materials

### Lesson 2: Theme Introduction

#### Theme Anchor Chart



Additional Materials

Lesson 2: Theme Introduction

Theme Graphic Organizer

# WHAT'S THE *LESSON?*

NAME \_\_\_\_\_ MENTOR TEXT TITLE \_\_\_\_\_

DATE \_\_\_\_\_

| THEME |
|-------|
|       |
|       |
|       |
|       |
|       |

| SUPPORT FROM THE TEXT |
|-----------------------|
|                       |
|                       |
|                       |
|                       |
|                       |
|                       |

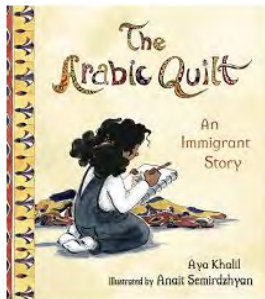
| HOW CAN THIS THEME OR TEXT APPLY TO YOUR OWN LIFE? |
|--|
|  |
|  |
|  |
|  |
|  |



## Week 2: Diversity + Theme

### Lesson 3: Where I'm From Writing

| Lesson Component   | Reading, Writing, and Justice for <i>ALL</i>   |
|--|--|
| <b>Lesson Objective(s)</b>                                       | <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Understand other people's lives and experiences and ask questions to learn more.</li> <li>Produce and develop a clear piece of writing which will celebrate the theme of diversity.</li> </ul>  |
| <b>Common Core English Language Arts Standard(s)</b>             | <p><b>W.5.4</b></p> <ul style="list-style-type: none"> <li>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</li> </ul> <p><b>W.5.10</b></p> <ul style="list-style-type: none"> <li>Write routinely over shorter time frames for a range of discipline-specific tasks, purposes, and audiences.</li> </ul> <p><b>RL.5.2</b></p> <ul style="list-style-type: none"> <li>Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</li> </ul>   |
| <b>Learning For Justice Social Justice Education Standard(s)</b> | <p><b>Week 1 Continuous Diversity Standards:</b></p> <ol style="list-style-type: none"> <li>Students will want to know more about other people's lives and experiences, and know how to ask questions respectfully and listen carefully and non-judgmentally.</li> <li>Students will feel connected to other people and know how to talk, work and play with others even when they are different or when they disagree.</li> <li>Students will know that the way groups of people are treated today, and the way they have been treated in the past, is a part of what makes them who they are.</li> <li>Students will want to know more about other people's lives and experiences, and I know how to ask questions respectfully and listen carefully and non-judgmentally</li> </ol> |

|                            |  |
|----------------------------|--|
| <b>Essential Questions</b> | <ul style="list-style-type: none"> <li>• How and why is our community special?</li> <li>• How can we celebrate diversity in our community?</li> <li>• How does having different kinds of families make the world and our classroom community a richer place?</li> </ul>  |
| <b>Materials Needed</b>    | <ul style="list-style-type: none"> <li>• Writer's Notebooks</li> <li>• Mentor Text: <i>The Arabic Quilt</i></li> </ul>    |
| <b>Vocabulary</b>          | <ul style="list-style-type: none"> <li>• Diversity</li> <li>• Theme</li> </ul>   |
| <b>Overview</b>            | <p>In this lesson, students will write their Where I'm From poems. Students will be challenged to include a theme or universal lesson in their poem. The theme of this week is diversity, so students should celebrate diversity through their poems.</p>  |
| <b>Procedure</b>           | <ol style="list-style-type: none"> <li>1. To begin this lesson, have students get out their Where I'm From Graphic Organizer from Week 2 Lesson 1. For a prewriting activity, give students 5-10 minutes to review their list and add to it. Students should focus on the column about them.</li> <li>2. After students have time to get their writing brains warmed up, allow students to share some items on their list. You could go one category at a time and allow students to share or have each student share 1-3 items on their list. This will help other students that are struggling to think of ideas and allow everyone to learn from the diverse group of classmates.</li> <li>3. Next, introduce the <i>Where I'm From</i> writing assignment by modeling with another poem example. The poem is included in the additional resources below. Read the poem aloud and have</li> </ol> |



|                           |  |
|---------------------------|--|
|                           | <p>students jot down what they notice and wonder about this style of writing. When students share out, hopefully they will notice the repetition and organization in this poem.</p> <ol style="list-style-type: none"> <li>4. After modeling, encourage students to think about the theme of this week, which is to celebrate diversity. We saw this theme in <i>The Arabic Quilt</i> and now they will use the theme to guide their writing. Their Where I'm From poems should allow others to learn about them, feel connected, and understand what has contributed to making them who they are today.</li> <li>5. Now, it's time to write! Students should use the graphic organizer brainstorming sheet to write the first draft of their poem. Encourage students to use metaphors, similes and descriptive language to turn their words into images. Make sure to give clear expectations before students begin writing. I would encourage students to have a stanza in their poem for each category or topic on their brainstorming sheet, however, I recommend you assess your students' needs and set expectations that allow all students to be capable of academic success.</li> <li>6. Students should have time to write their draft, ask questions, and celebrate their progress. They will need this draft to be ready for peer revision tomorrow.</li> </ol> |
| <b>Optional Extension</b> | <p><b>Record Writing</b></p> <p>One strategy to prepare for revisions, is to have students record themselves reading their writing. Students will be able to hear what they wrote and begin to think about ways they want to make their writing better.</p>  |

## Additional Materials

### Lesson 3: Where I'm From Writing

#### Where I'm From Poem by George Ella Lyon

**Where I'm From**  
**By George Ella Lyon**

I am from clothespins,  
from Clorox and carbon-tetrachloride.  
I am from the dirt under the back porch.  
(Black, glistening, it tasted like beets.)  
I am from the forsythia bush  
the Dutch elm  
whose long-gone limbs I remember  
as if they were my own.

I'm from fudge and eyeglasses,  
from Imogene and Alafair.  
I'm from the know-it-alls  
and the pass-it-ons,  
from Perk up! and Pipe down!  
I'm from He restoreth my soul  
with a cottonball lamb  
and ten verses I can say myself.

I am from Artemus and Billie's Branch,  
fried corn and strong coffee.  
From the finger my grandfather lost to the auger,  
the eye my father shut to keep his sight.

Under my bed was a dress box  
spilling old pictures,  
a sift of lost faces  
to drift beneath my dreams.  
I am from those moments--  
snapped before I budded--  
leaf-fall from the family tree.

## Week 2: Diversity + Theme

### Lesson 4: Where I'm From Peer Revision

| Lesson Component   | Reading, Writing, and Justice for <i>ALL</i>   |
|--|--|
| <b>Lesson Objective(s)</b>                                       | <b>Students will be able to:</b> <ul style="list-style-type: none"><li>● Revise and edit writing with the support of a peer.</li><li>● Provide editing and revising feedback to a peer.</li></ul>  |
| <b>Common Core English Language Arts Standard(s)</b>             | <b>W.5.5</b> <ul style="list-style-type: none"><li>● With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</li></ul> <b>RL.5.2</b> <ul style="list-style-type: none"><li>● Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</li></ul>  |
| <b>Learning For Justice Social Justice Education Standard(s)</b> | <b>Week 1 Continuous Diversity Standards:</b> <ol style="list-style-type: none"><li>1. Students will want to know more about other people's lives and experiences, and know how to ask questions respectfully and listen carefully and non-judgmentally.</li><li>2. Students will feel connected to other people and know how to talk, work and play with others even when they are different or when they disagree.</li><li>3. Students will know that the way groups of people are treated today, and the way they have been treated in the past, is a part of what makes them who they are.</li><li>4. Students will want to know more about other people's lives and experiences, and I know how to ask questions respectfully and listen carefully and non-judgmentally</li></ol> |
| <b>Essential Questions</b>                                       | <ul style="list-style-type: none"><li>● How and why is our community special?</li><li>● How can we celebrate diversity in our community?</li><li>● How does having different kinds of families make the world and our classroom community a richer</li></ul>   |

|                         |   |
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|                         | place?  |
| <b>Materials Needed</b> | <ul style="list-style-type: none"> <li>• Where I'm From Poem</li> <li>• Highlighters or other writing utensils</li> <li>• Editing and Revising Checklist</li> </ul>   |
| <b>Vocabulary</b>       | <ul style="list-style-type: none"> <li>• Diversity</li> <li>• Theme</li> <li>• Edit</li> <li>• Revise</li> </ul>  |
| <b>Overview</b>         | In this lesson, students will work with a peer to edit and revise their writing. Students will use an editing and revising checklist to provide feedback to a peer in class. Students should have already learned the difference between editing and revising prior to this lesson.   |
| <b>Procedure</b>        | <ol style="list-style-type: none"> <li>1. To begin this lesson, model how to edit and revise writing. This should be done through a whole group discussion. Begin by walking through the checklist together. Model how to give feedback and allow students to practice providing feedback as well. Ask if there is a volunteer that would like to share their writing with the class. This piece of writing can be used to model how to give feedback.</li> <li>2. After modeling, students will need to get out their writing pieces from yesterday.</li> <li>3. First, students will use the editing and revising checklist to self assess their own writing.</li> <li>4. Then, students will need to be paired with a peer to collaborate and connect during peer revision time. <ol style="list-style-type: none"> <li>a. Students can be paired up in many ways! Students can be paired by interest, randomly selected, or student choice. Select an option that is the best choice for your community of learners.</li> </ol> </li> <li>5. Once students are paired up, they will exchange their piece of writing as well as the checklist. Students should then read through their peer's writing and provide feedback based on the expectations included in the checklist.</li> </ol> |

|                           |  |
|---------------------------|--|
|                           | <ol style="list-style-type: none"> <li>6. Next, the pair of students will come back together and share their feedback with each other. Students will then each write ONE goal for improving their writing.</li> <li>7. Finally, students will have time to continue working on their own writing piece. It is ideal to provide time in class for students to incorporate the feedback into their writing. However, if there is not enough class time, students should revise their writing at home. They will need to be prepared to share out their writing the following day.</li> </ol> |
| <b>Optional Extension</b> | <p><b>Diversity Peer-Revision</b></p> <p>After reading a partner's piece of writing, jot down 3 questions you have about their Where I'm From story. This can be done similar to an interview. In order for students to know more about other people's lives and experiences, they will respectfully ask questions and practice listening to the responses.</p>  |

## Additional Materials

### Lesson 4: Where I'm From Peer Revision

#### Editing and Revising Checklist

My Name \_\_\_\_\_ My Peer \_\_\_\_\_ Title of Writing \_\_\_\_\_

| Edit  | Self | Peer |
|---|------|------|
| I <b>capitalized</b> letters at the start of sentences and in proper nouns. |      |      |
| I used the correct <b>usage</b> of verbs and all my sentences are complete. |      |      |
| I included the appropriate <b>punctuation</b> at the end of each sentence.  |      |      |
| I checked my words for correct <b>spelling</b> .                            |      |      |

| Revise: Highlight or star a place in the writing piece to show the following: | Self | Peer |
|---|------|------|
| How can something be <b>added</b> to make the writing better?                 |      |      |
| Should something be <b>removed</b> from this piece of writing?                |      |      |
| Should something be <b>moved</b> to make the writing better?                  |      |      |
| How can something be <b>substituted</b> to improve this piece of writing?     |      |      |

|                               | Self | Peer |
|-------------------------------|------|------|
| Compliment                    |      |      |
| Suggestions<br>(Be specific!) |      |      |
| Question                      |      |      |

My Writing Goal:

## Week 2: Diversity + Theme

### Lesson 5: Sharing and Self-Assessing

| Lesson Component   | Reading, Writing, and Justice for <i>ALL</i>   |
|--|--|
| <b>Lesson Objective(s)</b>                                       | <b>Students will be able to:</b> <ul style="list-style-type: none"><li>Express pride and confidence when sharing their writing with the class.</li><li>Reflect on their learning of diversity and theme through self-assessment rubrics.</li></ul>   |
| <b>Common Core English Language Arts Standard(s)</b>             | <b>SL.5.4</b> <ul style="list-style-type: none"><li>Report on a topic or text or present an opinion; speak clearly at an understandable pace.</li></ul> <b>RL.5.2</b> <ul style="list-style-type: none"><li>Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</li></ul>  |
| <b>Learning For Justice Social Justice Education Standard(s)</b> | <b>Week 1 Continuous Diversity Standards:</b> <ol style="list-style-type: none"><li>Students will want to know more about other people's lives and experiences, and know how to ask questions respectfully and listen carefully and non-judgmentally.</li><li>Students will feel connected to other people and know how to talk, work and play with others even when they are different or when they disagree.</li><li>Students will know that the way groups of people are treated today, and the way they have been treated in the past, is a part of what makes them who they are.</li><li>Students will want to know more about other people's lives and experiences, and I know how to ask questions respectfully and listen carefully and non-judgmentally</li></ol> |
| <b>Essential Questions</b>                                       | <ul style="list-style-type: none"><li>How and why is our community special?</li><li>How can we celebrate diversity in our community?</li><li>How does having different kinds of families make the world and our classroom community a richer</li></ul>   |

|                         |   |
|-------------------------|---|
|                         | place?  |
| <b>Materials Needed</b> | <ul style="list-style-type: none"> <li>• Where I'm From writing piece</li> <li>• Self-assessment rubric</li> </ul>  |
| <b>Vocabulary</b>       | <ul style="list-style-type: none"> <li>• Diversity</li> <li>• Theme</li> <li>• Self-Assessment</li> </ul>   |
| <b>Overview</b>         | Today's lesson is all about sharing and celebrating! Students will have the opportunity to present their writing to the class and reflect on their writing experience.  |
| <b>Procedure</b>        | <ol style="list-style-type: none"> <li>1. To begin today's learning experience, students should get out their Where I'm From poem.</li> <li>2. There are many ways to share writing. I recommend you assess your students' needs and comfort level before selecting how they will present. Here are a few options for presenting writing: <ol style="list-style-type: none"> <li>a. Bring students to the carpet space and have everyone sit in a big circle. Go around the circle and have students share their writing.</li> <li>b. Pair students up or have them share in a small group. This is a low risk choice.</li> <li>c. Have students share with the whole class through presentations. Students could come to the front of the room and read their writing piece to the class.</li> </ol> </li> <li>3. After each writer reads their piece, allow students to provide feedback. Ask the class if they have any compliments, suggestions or questions to share. This allows students to feel a sense of pride in their work and it also builds a community of learners.</li> <li>4. Once everyone has had the opportunity to share their writing, students should self-assess their writing. To self-assess, students will contribute to creating the rubric. To do this, I recommend having students share out goals that they accomplished through this writing piece, look back at the standards and objectives, and think about</li> </ol> |



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|                           | <p>common areas in which writing should be evaluated. If you are able to come up with a list of 10 statements, allow students to select 5 to use for their own rubrics.</p> <ul style="list-style-type: none"> <li>a. In the additional resources, there is a rubric that can be adapted to fit the needs of each student.</li> </ul> <p>5. Finally, the teacher should assess each students' writing using the same rubric.</p> |
| <b>Optional Extension</b> | N/A  |

## Additional Materials

### Lesson 5: Sharing and Self-Assessing

#### Where I'm From Rubric Example

Name: \_\_\_\_\_ Title of Writing: \_\_\_\_\_

| Goal  | Grade   | Evidence |
|---|---------|----------|
| I wanted to know more about other people's lives and experiences and was able to ask and listen respectfully. | 1 2 3 4 |          |
| I wrote a poem which reflects the theme of diversity.   | 1 2 3 4 |          |
| I used feedback to revise my writing.   | 1 2 3 4 |          |
| I expressed pride and confidence when sharing my writing.   | 1 2 3 4 |          |
| I believe my writing reflects my best work and effort.  | 1 2 3 4 |          |

Total Score: \_\_\_\_/20

| Peer Revision Writing Goal | Evidence of Completion |
|----------------------------|------------------------|
|                            |                        |

| Most Proud Moment | Next Steps |
|-------------------|------------|
|                   |            |

## Additional Materials

### Lesson 5: Sharing and Self-Assessing

#### Where I'm From Rubric Template

Name: \_\_\_\_\_ Title of Writing: \_\_\_\_\_

| Goal | Grade   | Evidence |
|------|---------|----------|
|      | 1 2 3 4 |          |
|      | 1 2 3 4 |          |
|      | 1 2 3 4 |          |
|      | 1 2 3 4 |          |
|      | 1 2 3 4 |          |

Total Score: \_\_\_\_/20

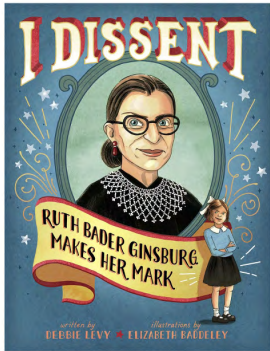
| Peer Revision Writing Goal | Evidence of Completion |
|----------------------------|------------------------|
|                            |                        |

| Most Proud Moment | Next Steps |
|-------------------|------------|
|                   |            |

## Week 3: Justice + Compare and Contrast

### Lesson 1: *I Dissent: Ruth Bader Ginsburg Makes Her Mark*

| Lesson Component   | Reading, Writing, and Justice for <i>ALL</i>   |
|--|--|
| <b>Lesson Objective(s)</b>                                       | <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Understand and recognize unfairness and the harmful impact of injustices on our world.</li> <li>Respectfully participate in a group discussion, share ideas, and build on others' ideas.</li> </ul>   |
| <b>Common Core English Language Arts Standard(s)</b>             | <p><b>SL.5.1</b></p> <ul style="list-style-type: none"> <li>Engage effectively in a range of collaborative discussions with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</li> </ul> <p><b>SL.5.3</b></p> <ul style="list-style-type: none"> <li>Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</li> </ul>  |
| <b>Learning For Justice Social Justice Education Standard(s)</b> | <p><b>Week 1 Continuous Justice Standards:</b></p> <ol style="list-style-type: none"> <li>Students will know when people are treated unfairly, and I can give examples of prejudice words, pictures and rules.</li> <li>Students will analyze the harmful impact of bias and injustice on the world, historically and today.</li> <li>Students will understand the actions of people and groups who have worked throughout history to bring more justice and fairness to the world.</li> </ol> |
| <b>Essential Questions</b>                                       | <ul style="list-style-type: none"> <li>What is an injustice?</li> <li>How have injustices harmed the world?</li> <li>How have actions of those in history brought justice and fairness to our world?</li> </ul>  |
| <b>Materials Needed</b>  | <ul style="list-style-type: none"> <li>Chart Paper</li> <li>Writer's Notebooks</li> <li>Mentor Text: <i>I Dissent: Ruth Bader Ginsburg Makes her Mark</i></li> </ul>   |

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|                   |   |
| <b>Vocabulary</b> | <ul style="list-style-type: none"> <li>• Justice</li> <li>• Injustice</li> <li>• Fairness</li> </ul>   |
| <b>Overview</b>   | <p>In this lesson, students will be introduced to the next diverse mentor text. This week, there will be two mentor texts, so the structure of the week will be a little different than the other weeks. Students will learn the ins and outs of justice through the read alouds, <i>I Dissent: Ruth Bader Ginsburg Makes Her Mark</i> by Debbie Levy (today) and <i>Malala's Magic Pencil</i> by Malala Yousafzai (next lesson). With guided discussions, students will begin to think about injustices at an individual and systemic level, the harmful impact of these injustices on our world, and great leaders who have taken action against injustices.</p>   |
| <b>Procedure</b>  | <ol style="list-style-type: none"> <li>1. Begin by writing the word <b>dissent</b> at the top of the chart paper. Ask students if they know the meaning of this word. Then, define dissent as a difference of opinion, often stated publicly. Ask students if they have ever disagreed with a rule, policy, or expectation and shared their opinions. If so, like Ruth Bader Ginsburg, they dissent.</li> <li>2. Next, introduce the word <b>justice</b>. Ask students if they know what this word means. Explain to students that justice means fairness. Justice is characterized by fairness, ethics, equity, and law. Also, explain <b>injustice</b>. Students should understand an injustice is the opposite of fairness. This is when people or groups of people are treated unfairly. Ask students if they can think of a time in history when people were treated unfairly. Have a short discussion and allow</li> </ol> |

|  |   |
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|  | <p>students to share their personal experiences or prior knowledge around justice and injustices.</p> <ol style="list-style-type: none"> <li>3. Then, introduce the book. Today you will be reading <i>I Dissent: Ruth Bader Ginsburg Makes Her Mark</i>. Ask students if they have heard of Ruth Bader Ginsburg and what they know about her. If students are unfamiliar, that's okay too! You can give students a little background information or tell them that they are going to learn about her today through this read aloud.</li> <li>4. As you read, pause for discussion. Below, are some questions that you may ask your students during and after this read aloud.             <ol style="list-style-type: none"> <li>a. What injustices do you see in this book? (Pause on several pages and look for injustices.)</li> <li>b. How was Ruth treated in an unfair way? (Pause on several pages and ask- do you think that's fair? Why or why not?)</li> <li>c. How did Ruth protest? What does protesting mean?</li> <li>d. Even though Ruth became a brilliant lawyer, no one wanted to hire her. Why not?</li> <li>e. How would you describe Ruth's personality? What words describe her best?</li> <li>f. What was it like to be a girl in the 1940s? How is that different than today?</li> <li>g. What laws, policies, or rules promoted injustices?</li> <li>h. Are there still injustices in the world today? (The answer is YES!) Ask students to explain their thinking.</li> </ol> </li> <li>5. Don't forget to read the "More About Ruth Bader Ginsburg" pages on the back! These pages are full of great information and details about Ruth's life.</li> <li>6. After reading, ask students: Throughout her life, what are some ways that Ruth Bader Ginsburg dissented when it came to injustice? Record students' responses on the chart paper this can be done in a T-chart. Students should also write down what is shared in their writer's notebook. They will add to this list tomorrow and will need</li> </ol> |
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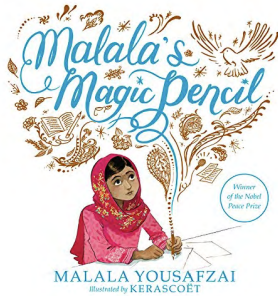
|                           |   |
|---------------------------|---|
|                           | this list for writing on Wednesday.   |
| <b>Optional Extension</b> | <p><b>Choice Board</b></p> <p>I have included a few extension activities below. One option is to allow for student voice and choice. You could create a choice board and students could select an extension activity that most interests them.</p> <ol style="list-style-type: none"> <li><b>1. Write a letter to Ruth or Malala</b> <ol style="list-style-type: none"> <li>a. Ask questions, share your thoughts, and create connections.</li> </ol> </li> <li><b>2. Create a Timeline</b> <ol style="list-style-type: none"> <li>a. Research important dates in Malala or Ruth's lives and create a timeline. Each mark on the timeline should include a visual, a few sentences describing the event, and highlight how she dissent.</li> </ol> </li> <li><b>3. Research other Women in History</b> <ol style="list-style-type: none"> <li>a. Have students select another woman in history who has experienced injustices or stood up against injustices. Students could create a mini research project to teach others about the person they chose.</li> </ol> </li> </ol> |

## Week 3: Justice + Compare and Contrast

### Lesson 2: *Malala's Magic Pencil* AND Compare and Contrast Introduction

| Lesson Component   | Reading, Writing, and Justice for <i>ALL</i>  |
|--|---|
| <b>Lesson Objective(s)</b>                                       | <b>Students will be able to:</b> <ul style="list-style-type: none"><li>• Understand and recognize unfairness and the harmful impact of injustices on our world.</li><li>• Respectfully participate in a group discussion, share ideas, and build on others' ideas.</li></ul>  |
| <b>Common Core English Language Arts Standard(s)</b>             | <b>SL.5.1</b> <ul style="list-style-type: none"><li>• Engage effectively in a range of collaborative discussions with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</li></ul> <b>RL.5.3</b> <ul style="list-style-type: none"><li>• Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.</li></ul> <b>RL.5.9</b> <ul style="list-style-type: none"><li>• Compare and contrast stories in the same genre on their approaches to similar themes and topics.</li></ul> |
| <b>Learning For Justice Social Justice Education Standard(s)</b> | <b>Week 1 Continuous Justice Standards:</b> <ol style="list-style-type: none"><li>1. Students will know when people are treated unfairly, and I can give examples of prejudice words, pictures and rules.</li><li>2. Students will analyze the harmful impact of bias and injustice on the world, historically and today.</li><li>3. Students will understand the actions of people and groups who have worked throughout history to bring more justice and fairness to the world.</li></ol>  |
| <b>Essential Questions</b>                                       | <ul style="list-style-type: none"><li>• What is an injustice?</li><li>• How have injustices harmed the world?</li><li>• How have actions of those in history brought justice and fairness to our world?</li></ul>   |
| <b>Materials Needed</b>  | <ul style="list-style-type: none"><li>• Chart Paper</li><li>• Writer's Notebooks</li><li>• Compare and Contrast Anchor Chart</li><li>• Mentor Text: <i>Malala's Magic Pencil</i></li></ul>  |



|                   |  |
|-------------------|--|
|                   |   |
| <b>Vocabulary</b> | <ul style="list-style-type: none"> <li>● Justice</li> <li>● Injustice</li> <li>● Fairness</li> <li>● Compare and Contrast</li> </ul>   |
| <b>Overview</b>   | <p>*This lesson is longer than most due to the use of a second mentor text. You can complete it in one day or break it into a two day lesson.</p> <p>In this lesson, students will be introduced to the second mentor text that will be used this week. Students will continue to learn about injustices through the read aloud <i>Malala's Magic Pencil</i> by Malala Yousafzai. Then students will be introduced to the third literary element of this unit. This week will focus on comparing and contrasting. Students will compare and contrast two strong women and the injustices that they have faced.</p>   |
| <b>Procedure</b>  | <ol style="list-style-type: none"> <li>1. Today you will begin by asking students to think about Ruth Bader Ginsburg and the injustices she had to face. Today, students will be introduced to another strong woman that learned to dissent and stand up for what is right. Encourage students to think about the similarities and differences they notice between Malala and Ruth as you read.</li> <li>2. Then, introduce the book. Today you will be reading <i>Malala's Magic Pencil</i>. Make sure to point out that Malala wrote this book herself. Ask students if they have heard of Malala Yousafzai and what they know about her. If students are unfamiliar, that's okay too! You can give students a little background information or tell them that they are going to learn about her today through this read aloud.</li> <li>3. As you read, pause for discussion. Below, are</li> </ol> |

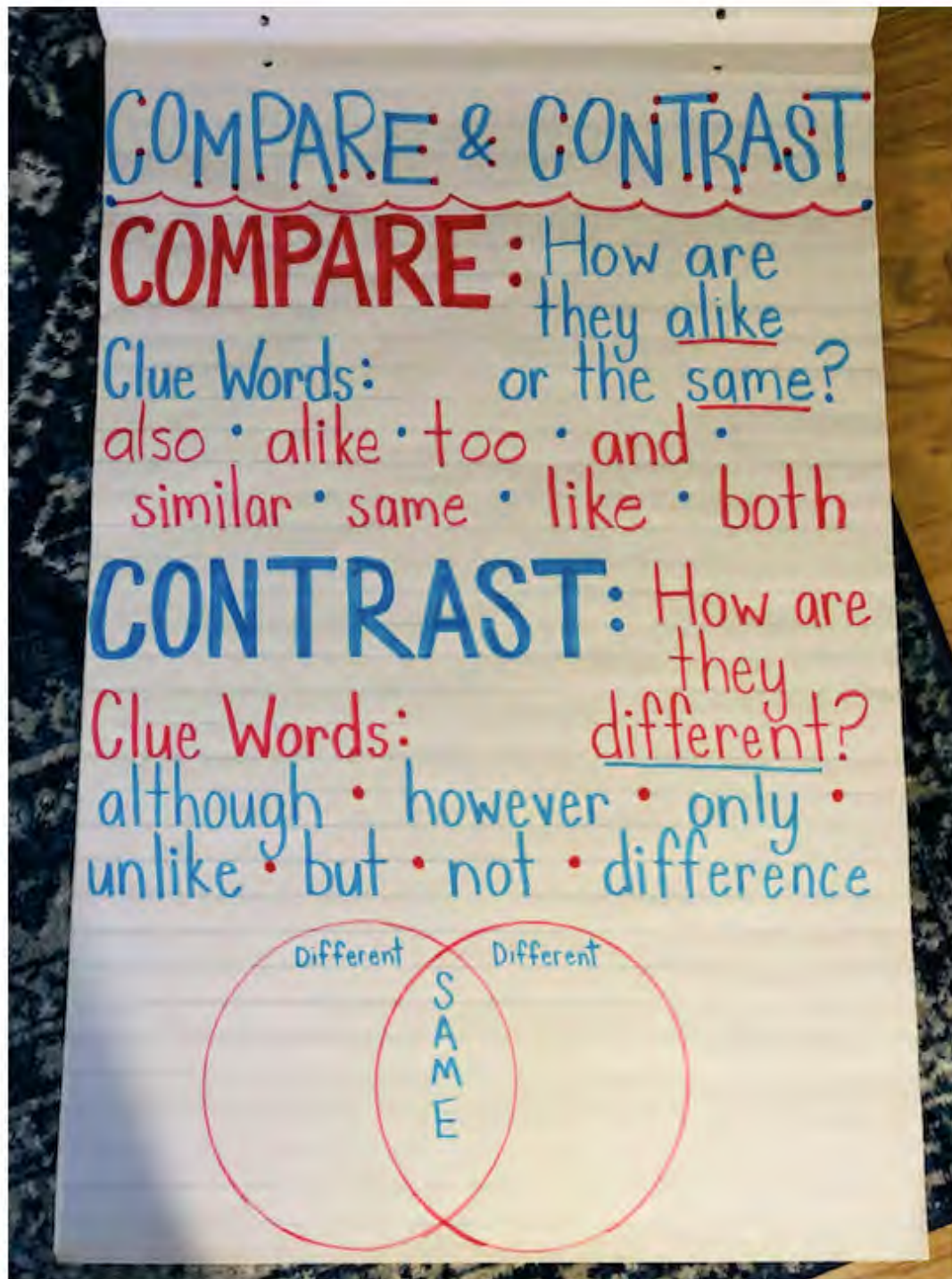
|  |   |
|--|---|
|  | <p>some questions that you may ask your students during and after this read aloud.</p> <ol style="list-style-type: none"> <li>What injustices do you see in this book? (Pause on several pages and look for injustices.)</li> <li>How was Malala treated in an unfair way? (Pause on several pages and ask- do you think that's fair? Why or why not?)</li> <li>What would you draw if you had a magic pencil? What could you draw that would help promote justice?</li> <li>How did Malala speak out against injustices in her country?</li> <li>Malala said, "we think of the world as a family." What do you think this means?</li> <li>Don't forget to read the "Dear Friend" and "About Malala Yousafzai" pages on the back! These pages are full of great information and details about Malala's life.</li> </ol> <ol style="list-style-type: none"> <li>After reading, ask students: Throughout her life, what are some ways that Malala dissented when it came to injustice? What injustices do you see in Malala's life and country? Record students' responses on the chart paper, this can be done in a T-chart. Students should also write down what is shared in their writer's notebook. They will use this list for writing tomorrow.</li> <li>Now it is time for part two of today's lesson! Today, you will introduce the literary element of the week, which is compare and contrast! Ask students about their experiences with these words before today. If you are teaching 5th graders, they should have some prior knowledge from earlier elementary years.</li> <li>Next, introduce the compare and contrast anchor chart. Explain the meaning, clue words, and venn diagram.. Students should understand that when we compare and contrast we are looking for similarities and differences.</li> <li>Ask students to look at the list where they copied down injustices and examples of how Ruth and Malala dissent. Ask students to share any</li> </ol> |
|--|---|

|                           |   |
|---------------------------|---|
|                           | <p>similarities they notice. Then, ask students to share any differences they notice between these incredible women.</p> <ol style="list-style-type: none"> <li>This can be done through a whole class conversation or small groups. If it is completed in small groups, have students share out their group's thinking at the end of the lesson.</li> </ol>  |
| <b>Optional Extension</b> | <p><b>Choice Board</b></p> <p>For an extension, students can select another choice on the choice board or continue working on the extension choice they selected in the last lesson.</p> <ol style="list-style-type: none"> <li><b>Write a letter to Ruth or Malala</b> <ol style="list-style-type: none"> <li>Ask questions, share your thoughts, and create connections.</li> </ol> </li> <li><b>Create a Timeline</b> <ol style="list-style-type: none"> <li>Research important dates in Malala or Ruth's lives and create a timeline. Each mark on the timeline should include a visual, a few sentences describing the event, and highlight how she dissent.</li> </ol> </li> <li><b>Research other Women in History</b> <ol style="list-style-type: none"> <li>Have students select another woman in history who has experienced injustices or stood up against injustices. Students could create a mini research project to teach others about the person they chose.</li> </ol> </li> </ol> |

## Additional Materials

Lesson 2: ~~Malaka's Magic Pencil~~ AND Compare and Contrast Introduction

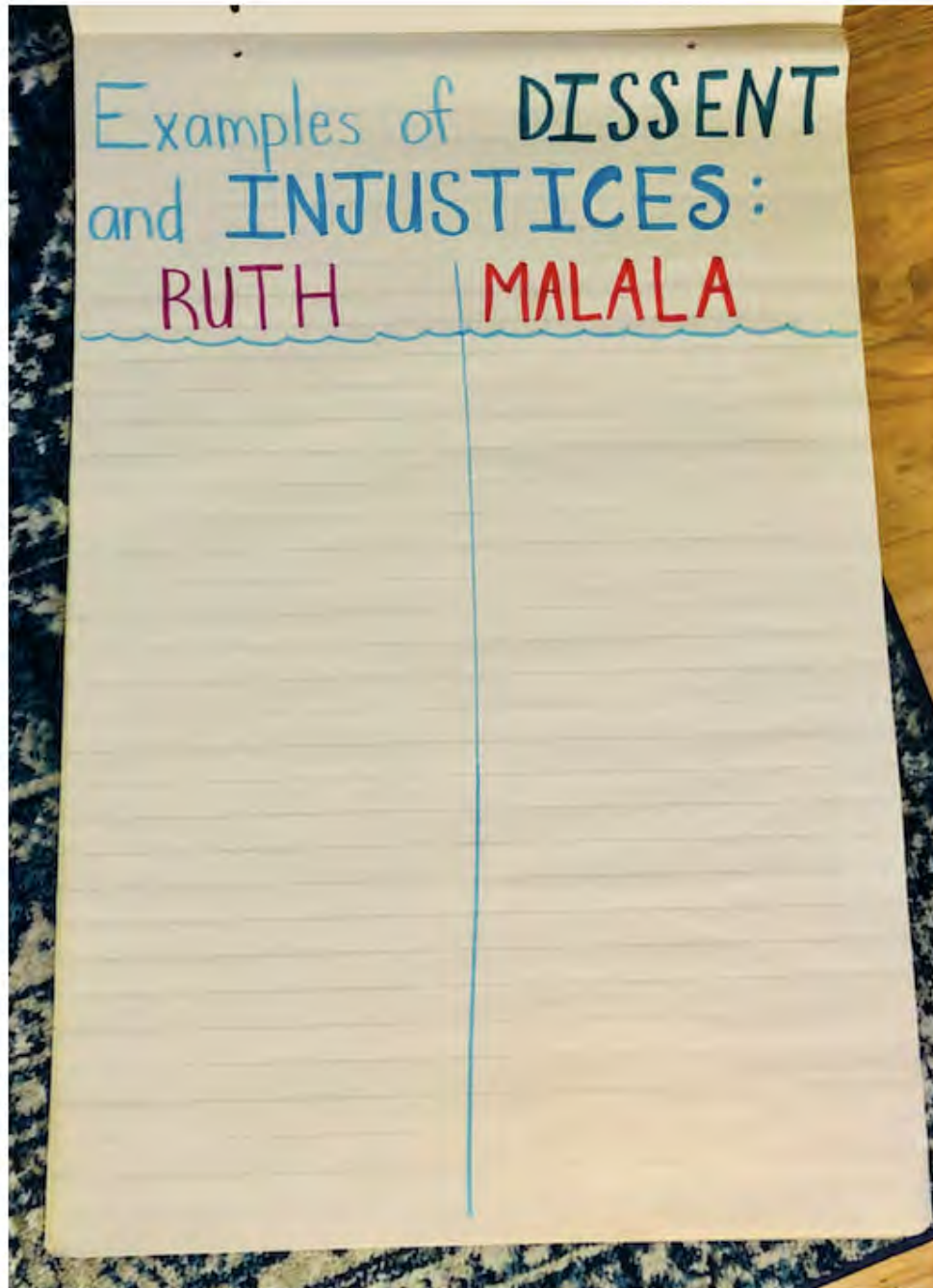
### Compare and Contrast Anchor Chart



## Additional Materials

Lesson 2: ~~Malala's Magic Pencil~~ AND Compare and Contrast Introduction

Dissent T-Chart Chart Paper Example

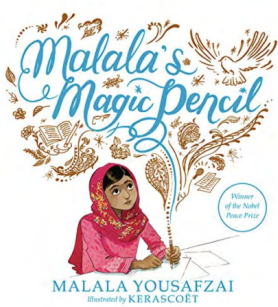
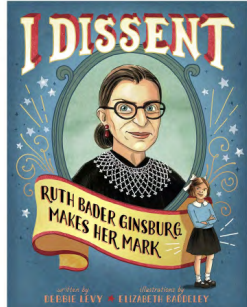




## Week 3: Justice + Compare and Contrast

### Lesson 3: Compare and Contrast Writing for Justice

| Lesson Component   | Reading, Writing, and Justice for <i>ALL</i>   |
|--|--|
| <b>Lesson Objective(s)</b>                                       | <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Understand and recognize unfairness and the harmful impact of injustices on our world.</li> <li>Compare and contrast two or more people and draw on evidence and specific details from the text.</li> </ul>   |
| <b>Common Core English Language Arts Standard(s)</b>             | <p><b>W.5.4</b></p> <ul style="list-style-type: none"> <li>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</li> </ul> <p><b>W.5.2</b></p> <ul style="list-style-type: none"> <li>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</li> </ul> <p><b>W.5.10</b></p> <ul style="list-style-type: none"> <li>Write routinely over shorter time frames for a range of discipline-specific tasks, purposes, and audiences.</li> </ul> <p><b>RL.5.3</b></p> <ul style="list-style-type: none"> <li>Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.</li> </ul> <p><b>RL.5.9</b></p> <ul style="list-style-type: none"> <li>Compare and contrast stories in the same genre on their approaches to similar themes and topics.</li> </ul> |
| <b>Learning For Justice Social Justice Education Standard(s)</b> | <p><b>Week 1 Continuous Justice Standards:</b></p> <ol style="list-style-type: none"> <li>Students will know when people are treated unfairly, and I can give examples of prejudice words, pictures and rules.</li> <li>Students will analyze the harmful impact of bias and injustice on the world, historically and today.</li> <li>Students will understand the actions of people and groups who have worked throughout history to bring more justice and fairness to the world.</li> </ol>   |

|                            |   |
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| <b>Essential Questions</b> | <ul style="list-style-type: none"> <li>• What is an injustice?</li> <li>• How have injustices harmed the world?</li> <li>• How have actions of those in history brought justice and fairness to our world?</li> </ul>   |
| <b>Materials Needed</b>    | <ul style="list-style-type: none"> <li>• Venn Diagram</li> <li>• Compare and Contrast Sentence Starter Guide</li> <li>• Compare and Contrast Essay Checklist</li> <li>• Chart Paper</li> <li>• Writer's Notebooks</li> <li>• Compare and Contrast Anchor Chart</li> <li>• Mentor Text: <i>Malala's Magic Pencil</i></li> <li>• Mentor Text: <i>I Dissent: Ruth Bader Ginsburg Makes Her Mark</i></li> </ul> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>        |
| <b>Vocabulary</b>          | <ul style="list-style-type: none"> <li>• Justice</li> <li>• Injustice</li> <li>• Fairness</li> <li>• Compare and Contrast</li> </ul>  |
| <b>Overview</b>            | <p>In today's lesson, students will be working with a partner to write a compare and contrast essay. This essay may take more than one day. It is recommended to extend this lesson over multiple days. Students will begin by creating a venn diagram, which will include the similarities and differences they noticed about Ruth and Malala from reading <i>Malala's Magic Pencil</i> and <i>I Dissent</i>. Then, students will use their graphic organizer and helpful sentence starters to collaborate on creating one writing piece. Prior to this lesson, students should already have some experience and background knowledge around writing a five paragraph essay.</p> |
| <b>Procedure</b>           | <ol style="list-style-type: none"> <li>1. Begin today's lesson by having students get out their writer's notebooks and turn to their list of</li> </ol>   |

|  |   |
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|  | <p>examples of dissent and injustices. This should also be written on chart paper, which should be available for students. Ask students what they notice about Malala and Ruth. The goal is for students to begin sharing similarities and differences among these women. Students may notice some of the following similarities:</p> <ol style="list-style-type: none"> <li>a. Both Ruth and Malala, experienced many injustices.</li> <li>b. Both Ruth and Malala, were discriminated against because of their gender.</li> <li>c. Both Ruth and Malala, had to overcome many obstacles in order to follow their dreams.</li> </ol> <ol style="list-style-type: none"> <li>2. After having a whole class conversation, explain to students the writing assignment for today (or the next several days.) Students will begin by choosing a partner, then they will be given a venn diagram to fill in with injustices Ruth and Malala experienced and obstacles they had to overcome. Students can also include character traits and other details from the text. Using the compare and contrast anchor chart, remind students where similarities are written down and where differences belong on the venn diagram.</li> <li>3. After filling in their venn diagram, students will use the sentence starter guide to begin writing the first draft of their compare and contrast essay. The essay should follow the following structure: <ol style="list-style-type: none"> <li>a. <b>Paragraph 1:</b> Introduction</li> <li>b. <b>Paragraph 2:</b> All about Ruth (unique characteristics/differences)</li> <li>c. <b>Paragraph 3:</b> All about Malala (unique characteristics/differences)</li> <li>d. <b>Paragraph 4:</b> Similarities among Malala and Ruth</li> <li>e. <b>Paragraph 5:</b> Conclusion</li> </ol> </li> <li>4. As students write, they should refer to the compare and contrast writing checklist to make sure they included everything necessary. Writing could be completed on a shared Google Document or on paper. It is always recommended</li> </ol> |
|--|---|

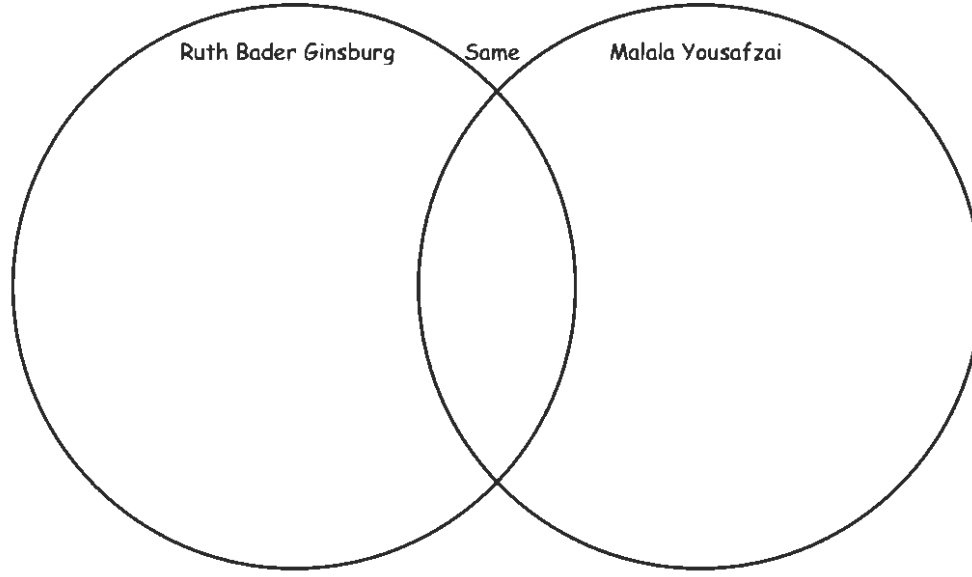


|                           |   |
|---------------------------|---|
|                           | <p>that you choose the style that is best for your students or allow them to make the decision with their partner.</p> <p>5. The rest of the lesson is writing time! As the teacher, you should walk around and monitor, learn from students, ask questions to challenge their thinking, and encourage students to share knowledge. Make sure to provide students with a clear deadline for when their writing must be completed. In the next lesson, partners will work with another pair of students to complete peer-revision.</p> |
| <b>Optional Extension</b> | <p><b>Visual Presentation</b></p> <p>For an extension, students should take the information included in their essays and create a visual representation. This could be a collage, powerpoint, poster, pamphlet, etc. Encourage students to include big words for big ideas, images, and much more! If students have access to iPads, a few great apps would be: Google Slides, PicCollage, Explain Everything, Spark Post, and Notability.</p>  |

Venn Diagram

### Compare and Contrast Venn Diagram

Partner Names: \_\_\_\_\_ & \_\_\_\_\_



## Additional Materials

### Lesson 3: Compare and Contrast Writing for Justice

#### Compare and Contrast Sentence Starter Guide

Directions: Use the sentences starters and clue words below to assist you in writing your compare and contrast essay.

#### Sentence Starters:

1. \_\_\_\_\_ and \_\_\_\_\_ are different because  
\_\_\_\_\_.
2. \_\_\_\_\_ and \_\_\_\_\_ are alike because  
\_\_\_\_\_.
3. The most important difference between \_\_\_\_\_ and \_\_\_\_\_ is  
\_\_\_\_\_.
4. An important similarities between \_\_\_\_\_ and \_\_\_\_\_ is  
\_\_\_\_\_.

#### Clue Words:

**Compare (similarities):** also, alike, too, and, similar, same, like, both

**Contrast (differences):** although, however, only, unlike, but, not, difference

## Additional Materials

### Lesson 3: Compare and Contrast Writing for Justice

#### Compare and Contrast Essay Checklist

- ☐ I followed the directions for the 5 paragraph compare and contrast essay.
- ☐ I included an **introduction** where I briefly introduced the topic and included a hook to grab my reader's attention and get them interested.
- ☐ I wrote a paragraph all about **Ruth**. I introduced who she was, shared injustices she had to overcome, and included her unique characteristics.
- ☐ I wrote a paragraph all about **Malala**. I introduced who she is, shared injustices she had to overcome, and included her unique characteristics.
- ☐ I wrote a paragraph using specific examples to **contrast the differences** between Ruth and Malala.
- ☐ I wrote a **conclusion** paragraph where I restated important similarities and differences, main ideas, and themes represented.
- ☐ I used **clue words** and **sentence starters** to help make my writing clear and organized.
- ☐ I made sure to **elaborate** using specific examples and details from the text.
- ☐ I made sure to **indent** each paragraph.
- ☐ I began each sentence and all proper nouns with a **capital letter**.
- ☐ I checked my writing for **misspelled** words.

## Week 3: Justice + Compare and Contrast

### Lesson 4: Compare and Contrast Writing for Justice Peer Revision

| Lesson Component   | Reading, Writing, and Justice for <i>ALL</i>  |
|--|---|
| <b>Lesson Objective(s)</b>                                       | <b>Students will be able to:</b> <ul style="list-style-type: none"><li>● Revise and edit writing with the support of a peer.</li><li>● Provide editing and revising feedback to a peer.</li></ul>   |
| <b>Common Core English Language Arts Standard(s)</b>             | <b>W.5.5</b> <ul style="list-style-type: none"><li>● With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</li></ul> <b>RL.5.3</b> <ul style="list-style-type: none"><li>● Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.</li></ul> <b>RL.5.9</b> <ul style="list-style-type: none"><li>● Compare and contrast stories in the same genre on their approaches to similar themes and topics.</li></ul> |
| <b>Learning For Justice Social Justice Education Standard(s)</b> | <b>Week 1 Continuous Justice Standards:</b> <ol style="list-style-type: none"><li>1. Students will know when people are treated unfairly, and I can give examples of prejudice words, pictures and rules.</li><li>2. Students will analyze the harmful impact of bias and injustice on the world, historically and today.</li><li>3. Students will understand the actions of people and groups who have worked throughout history to bring more justice and fairness to the world.</li></ol>  |
| <b>Essential Questions</b>                                       | <ul style="list-style-type: none"><li>● What is an injustice?</li><li>● How have injustices harmed the world?</li><li>● How have actions of those in history brought justice and fairness to our world?</li></ul>   |
| <b>Materials Needed</b>  | <ul style="list-style-type: none"><li>● Compare and Contrast Essay</li><li>● Highlighters or other writing utensils</li><li>● Editing and Revising Checklist</li></ul>  |
| <b>Vocabulary</b>  | <ul style="list-style-type: none"><li>● Justice</li><li>● Compare</li></ul>   |

|                  |  |
|------------------|--|
|                  | <ul style="list-style-type: none"> <li>● Contrast</li> <li>● Edit</li> <li>● Revise</li> </ul>   |
| <b>Overview</b>  | <p>In this lesson, students will work with a peer to edit and revise their writing. Students will use an editing and revising checklist to provide feedback to a peer in class. Students should have already learned the difference between editing and revising prior to this lesson.</p>   |
| <b>Procedure</b> | <ol style="list-style-type: none"> <li>1. Although this should be familiar by now, to begin this lesson, through modeling, review how to edit and revise writing. This should be done through a whole group discussion. Begin by walking through the checklist together. Model how to give feedback and allow students to practice providing feedback as well.</li> <li>2. After modeling, students will need to get out their writing pieces from yesterday.</li> <li>3. First, students will use the editing and revising checklist to self assess their own writing. This can be completed with their writing partner. Since they wrote the compare and contrast essay together, students should assess their writing as a pair.</li> <li>4. Then, students will need to be paired with a peer to collaborate and connect during peer revision time. <ol style="list-style-type: none"> <li>a. Students can be paired up in many ways! Students can be paired by interest, randomly selected, or student choice. Select an option that is the best choice for your community of learners.</li> <li>b. *In this lesson, students could stay with their partner and collaborate with another pair of students or separate and share feedback at the end of the lesson from their individual peers.</li> </ol> </li> <li>5. Once students are paired up, they will exchange their piece of writing as well as the checklist. Students should then read through their peer's writing and provide feedback based on the expectations included in the checklist.</li> </ol> |

|                           |  |
|---------------------------|--|
|                           | <ol style="list-style-type: none"> <li>6. Next, the pair of students will come back together and share their feedback with each other. This should be done with both writing partners so they can both hear feedback and write their goal together. Students will then write ONE goal for improving their writing.</li> <li>7. Finally, students will have time to continue working on their own writing piece. It is ideal to provide time in class for students to incorporate the feedback into their writing. However, if there is not enough class time, students should revise their writing at home. They will need to be prepared to share out their writing the following day.</li> </ol> |
| <b>Optional Extension</b> | <p><b>Justice Compare and Contrast</b></p> <p>Although Ruth Bader Ginsburg grew up many decades ago, some of the injustices she had to face are still present today. Make a list of the injustices you noticed from your essay and the mentor text. Then, make a list of injustices in the world today. Compare and contrast injustices from the past and present.</p>   |

## Additional Materials

### Lesson 4: Compare and Contrast Writing for Justice Peer Revision

#### Editing and Revising Checklist

My Name \_\_\_\_\_ My Peer \_\_\_\_\_ Title of Writing \_\_\_\_\_

| Edit  | Self | Peer |
|---|------|------|
| I <b>capitalized</b> letters at the start of sentences and in proper nouns. |      |      |
| I used the correct <b>usage</b> of verbs and all my sentences are complete. |      |      |
| I included the appropriate <b>punctuation</b> at the end of each sentence.  |      |      |
| I checked my words for correct <b>spelling</b> .                            |      |      |

| Revise: Highlight or star a place in the writing piece to show the following: | Self | Peer |
|---|------|------|
| How can something be <b>added</b> to make the writing better?                 |      |      |
| Should something be <b>removed</b> from this piece of writing?                |      |      |
| Should something be <b>moved</b> to make the writing better?                  |      |      |
| How can something be <b>substituted</b> to improve this piece of writing?     |      |      |

|                               | Self | Peer |
|-------------------------------|------|------|
| Compliment                    |      |      |
| Suggestions<br>(Be specific!) |      |      |
| Question                      |      |      |

OUR Writing Goal:



## Week 3: Justice + Compare and Contrast

### Lesson 5: Sharing and Self-Assessing

| Lesson Component   | Reading, Writing, and Justice for <i>ALL</i>   |
|--|--|
| <b>Lesson Objective(s)</b>                                       | <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>Express pride and confidence when sharing their writing with the class.</li> <li>Reflect on their learning of justice and compare and contrast self-assessment rubrics.</li> </ul>  |
| <b>Common Core English Language Arts Standard(s)</b>             | <p><b>SL.5.4</b></p> <ul style="list-style-type: none"> <li>Report on a topic or text or present an opinion; speak clearly at an understandable pace.</li> </ul> <p><b>RL.5.3</b></p> <ul style="list-style-type: none"> <li>Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.</li> </ul> <p><b>RL.5.9</b></p> <ul style="list-style-type: none"> <li>Compare and contrast stories in the same genre on their approaches to similar themes and topics.</li> </ul> |
| <b>Learning For Justice Social Justice Education Standard(s)</b> | <p><b>Week 1 Continuous Justice Standards:</b></p> <ol style="list-style-type: none"> <li>Students will know when people are treated unfairly, and I can give examples of prejudice words, pictures and rules.</li> <li>Students will analyze the harmful impact of bias and injustice on the world, historically and today.</li> <li>Students will understand the actions of people and groups who have worked throughout history to bring more justice and fairness to the world.</li> </ol>   |
| <b>Essential Questions</b>                                       | <ul style="list-style-type: none"> <li>What is an injustice?</li> <li>How have injustices harmed the world?</li> <li>How have actions of those in history brought justice and fairness to our world?</li> </ul>  |
| <b>Materials Needed</b>  | <ul style="list-style-type: none"> <li>Compare and Contrast for Justice writing piece</li> <li>Self-assessment rubric</li> </ul>   |
| <b>Vocabulary</b>  | <ul style="list-style-type: none"> <li>Justice</li> <li>Compare</li> <li>Contrast</li> </ul>   |

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|                  | <ul style="list-style-type: none"> <li>● Self-Assessment</li> </ul>   |
| <b>Overview</b>  | <p>Today's lesson is all about sharing and celebrating! Students will have the opportunity to present their writing to the class and reflect on their writing experience.</p>   |
| <b>Procedure</b> | <ol style="list-style-type: none"> <li>1. To begin today's learning experience, students should get out their Compare and Contrast for Justice writing essay.</li> <li>2. There are many ways to share writing. I recommend you assess your students' needs and comfort level before selecting how they will present. Here are a few options for presenting writing:             <ol style="list-style-type: none"> <li>a. Bring students to the carpet space and have everyone sit in a big circle. Go around the circle and have students share their writing.</li> <li>b. Pair students up or have them share in a small group. This is a low risk choice.</li> <li>c. Have students share with the whole class through presentations. Students could come to the front of the room and read their writing piece to the class.</li> </ol> </li> <li>3. After each writer shares their piece, allow students to provide feedback. Ask the class if they have any compliments, suggestions or questions to share. This allows students to feel a sense of pride in their work and it also builds a community of learners.</li> <li>4. Once everyone has had the opportunity to share their writing, students should self-assess their writing. To self-assess, students will contribute to creating the rubric. To do this, I recommend having students share out goals that they accomplished through this writing piece, look back at the standards and objectives, and think about common areas in which writing should be evaluated. If you are able to come up with a list of 10 statements, allow students to select 5 to use for their own rubrics.             <ol style="list-style-type: none"> <li>a. In the additional resources, there is a rubric</li> </ol> </li> </ol> |

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|                           | <p>that can be adapted to fit the needs of each student.</p> <p>5. Finally, the teacher should assess each students' writing using the same rubric.</p>  |
| <b>Optional Extension</b> | <p><b>Learning Community</b></p> <p>Now that students have completed these beautiful essays, they can share their writing with the rest of the school! If you have access to iPads or technology devices, have students type their writing and then using the QR generator, create a QR code. Students can design an image to go with their QR code and hang these in the hallway! Students can contribute to the design of the hallway display. Now other students from around the school can scan their QR codes and learn about Malala, Ruth, and the need for justice!</p> |

## Additional Materials

### Lesson 5: Sharing and Self-Assessing

#### Compare and Contrast for Justice Rubric Example

Name: \_\_\_\_\_ Title of Writing: \_\_\_\_\_

| Goal  | Grade   | Evidence |
|---|---------|----------|
| I showed in my writing that I understand the harmful impact of injustices in the world. | 1 2 3 4 |          |
| I wrote a compare and contrast essay.   | 1 2 3 4 |          |
| I used feedback to revise my writing.   | 1 2 3 4 |          |
| I expressed pride and confidence when sharing my writing.                               | 1 2 3 4 |          |
| I believe my writing reflects my best work and effort.                                  | 1 2 3 4 |          |

Total Score: \_\_\_\_/20

| Peer Revision Writing Goal | Evidence of Completion |
|----------------------------|------------------------|
|                            |                        |

| Most Proud Moment | Next Steps |
|-------------------|------------|
|                   |            |

## Additional Materials

### Lesson 5: Sharing and Self-Assessing

#### Compare and Contrast for Justice Rubric Template

Name: \_\_\_\_\_ Title of Writing: \_\_\_\_\_

| Goal | Grade   | Evidence |
|------|---------|----------|
|      | 1 2 3 4 |          |
|      | 1 2 3 4 |          |
|      | 1 2 3 4 |          |
|      | 1 2 3 4 |          |
|      | 1 2 3 4 |          |

Total Score: \_\_\_\_/20

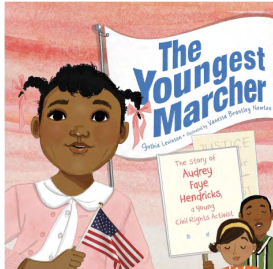
| Peer Revision Writing Goal | Evidence of Completion |
|----------------------------|------------------------|
|                            |                        |

| Most Proud Moment | Next Steps |
|-------------------|------------|
|                   |            |

## Week 4: Action + Problem and Solution

### Lesson 1: *The Youngest Marcher*

| Lesson Component   | Reading, Writing, and Justice for <i>ALL</i>  |
|--|---|
| <b>Lesson Objective(s)</b>                                       | <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Speak up and take action against bias and injustices in their community and the world.</li> <li>• Respectfully participate in a group discussion, share ideas, and build on others' ideas.</li> </ul>  |
| <b>Common Core English Language Arts Standard(s)</b>             | <p><b>SL.5.1</b></p> <ul style="list-style-type: none"> <li>• Engage effectively in a range of collaborative discussions with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</li> </ul> <p><b>SL.5.3</b></p> <ul style="list-style-type: none"> <li>• Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</li> </ul>   |
| <b>Learning For Justice Social Justice Education Standard(s)</b> | <p><b>Week 1 Continuous Action Standards:</b></p> <ol style="list-style-type: none"> <li>1. Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias.</li> <li>2. Students will learn to speak up or do something when they see unfairness, and will not let others convince them to go along with injustice.</li> <li>3. Students will work with my friends and family to make our school and community fair for everyone, and we will work hard and cooperate in order to take action and achieve our goals.</li> <li>4. Students will plan and carry out collective action against bias and injustice in the world and will evaluate what strategies are most effective.</li> </ol> |
| <b>Essential Questions</b>                                       | <ul style="list-style-type: none"> <li>• What is an injustice?</li> <li>• What can we do to stop ourselves and others from contributing to injustices?</li> <li>• How can I take action against injustices?</li> <li>• What are effective ways to take action?</li> </ul>   |

|                  |  |
|------------------|--|
|                  | <ul style="list-style-type: none"> <li>What are my responsibilities in creating revolutionary social change?</li> </ul>  |
| Materials Needed | <ul style="list-style-type: none"> <li>Chart Paper</li> <li>Writer's Notebooks</li> <li>Mentor Text: <i>The Youngest Marcher</i></li> </ul>   |
| Vocabulary       | <ul style="list-style-type: none"> <li>Action</li> <li>Injustice</li> <li>Fairness</li> </ul>  |
| Overview         | <p>In this lesson, students will be introduced to the next diverse mentor text. Students will learn the ins and outs of action through the read aloud, <i>The Youngest Marcher</i> by Cynthia Levinson. With guided discussions, students will continue to think about injustices at an individual and systemic level. Students will also be introduced to ways they can speak up or do something when they see injustices and how even young children can plan and carry out collective action against bias and injustices in the world and community.</p>  |
| Procedure        | <ol style="list-style-type: none"> <li>Begin by reviewing the words <b>justice</b> and <b>injustice</b>. Ask students to share the meaning of these words.. Explain to students that last week, we learned justice means fairness. Justice is characterized by fairness, ethics, equity, and law. Students should understand an injustice is the opposite of fairness. Injustice is when there are policies, laws, and bias that harm a group of people based on their identity. Last week, we discussed how Ruth and Malala experienced many injustices. Ask students how those women took action against injustices.</li> <li>Write the word <b>action</b> at the top of the chart paper. We will use this after reading the mentor</li> </ol> |

|  |  |
|--|--|
|  | <p>text. However, you may want to explain to students that when people stand up, speak up, or try to eliminate injustices, they are taking action. An action is something you can do to make the world a better, more just place.</p> <p>3. Then, introduce the mentor text of the week. Today you will be reading <i>The Youngest Marcher</i>. Share with students that this story took place during the Civil Rights Movement when there were many unfair segregation laws in place.</p> <ol style="list-style-type: none"> <li>This is a great time to do a think, pair, share. Have students think about what they already know about the Civil Rights movement, then pair up with someone close to them to share, and finally allow students to share their thinking with the class.</li> </ol> <p>4. As you read, pause for discussion. Below, are some questions that you may ask your students during and after this read aloud.</p> <ol style="list-style-type: none"> <li>What injustices do you see in this book? (Pause on several pages and look for injustices.)</li> <li>How did segregation laws harm people of color? (Pause on several pages and ask- do you think that's fair? Why or why not?)</li> <li>Why do you think Audrey was willing to go to jail?</li> <li>How would you describe Audrey's personality? What words describe her best?</li> <li>What was it like to be a person of color during the Civil Rights Movement? How is that different than today?</li> <li>What laws, policies, or rules promoted injustices?</li> <li>Are there still injustices in the world today? (The answer is YES!) Ask students to explain their thinking.</li> <li>How did Audrey and the other children take action?</li> <li>How can children (and adults) take action against injustices?</li> </ol> <p>5. Don't forget to read the Author's Note and</p> |
|--|--|

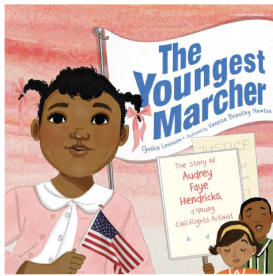


|                           |   |
|---------------------------|---|
|                           | <p>Timeline pages on the back! These pages are full of great information and details about Audrey and the children of the Civil Rights Movement.</p> <p>6. After reading, ask students: How did Audrey and other children of the Civil Rights Movement take action against injustices? What are effective ways that WE can take action today against injustices in our world or community? Record students thinking on the chart paper. Encourage students to have a conversation about injustices in our world or community and actions we can take against these injustices with their families and be ready to share out tomorrow.</p> |
| <b>Optional Extension</b> | <p><b>Children of the Civil Rights Movement Research</b></p> <p>For this extension, students can research other children of the Civil Rights Movement. Encourage students to record injustices or unfair rules they found in their research and any action that was taken against those injustices. Students could use books or the internet to complete their research. If there is time, students could create a mini presentation to share their findings.</p>   |

## Week 4: Action + Problem and Solution

### Lesson 2: Problem and Solution Introduction

| Lesson Component   | Reading, Writing, and Justice for <i>ALL</i>  |
|--|---|
| <b>Lesson Objective(s)</b>                                       | <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Speak up and take action against bias and injustices in their community and the world.</li> <li>• Respectfully participate in a group discussion, share ideas, and build on others' ideas.</li> </ul>  |
| <b>Common Core English Language Arts Standard(s)</b>             | <p><b>SL.5.1</b></p> <ul style="list-style-type: none"> <li>• Engage effectively in a range of collaborative discussions with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</li> </ul> <p><b>RI.5.5</b></p> <ul style="list-style-type: none"> <li>• Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, <b>problem/solution</b>) of events, ideas, concepts, or information in two or more texts.</li> </ul>   |
| <b>Learning For Justice Social Justice Education Standard(s)</b> | <p><b>Week 1 Continuous Action Standards:</b></p> <ol style="list-style-type: none"> <li>1. Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias.</li> <li>2. Students will learn to speak up or do something when they see unfairness, and will not let others convince them to go along with injustice.</li> <li>3. Students will work with my friends and family to make our school and community fair for everyone, and we will work hard and cooperate in order to take action and achieve our goals.</li> <li>4. Students will plan and carry out collective action against bias and injustice in the world and will evaluate what strategies are most effective.</li> </ol> |
| <b>Essential Questions</b>                                       | <ul style="list-style-type: none"> <li>• What is an injustice?</li> <li>• What can we do to stop ourselves and others from contributing to injustices?</li> <li>• How can I take action against injustices?</li> </ul>  |

|                         |   |
|-------------------------|---|
|                         | <ul style="list-style-type: none"> <li>• What are effective ways to take action?</li> <li>• What are my responsibilities in creating revolutionary social change?</li> </ul>  |
| <b>Materials Needed</b> | <ul style="list-style-type: none"> <li>• Problem and Solution Anchor Chart</li> <li>• Action Brainstorming Graphic Organizer</li> <li>• Writer's Notebooks</li> <li>• Mentor Text: <i>The Youngest Marcher</i></li> </ul>    |
| <b>Vocabulary</b>       | <ul style="list-style-type: none"> <li>• Action</li> <li>• Injustice</li> <li>• Fairness</li> <li>• Problem</li> <li>• Solution</li> </ul>  |
| <b>Overview</b>         | <p>In this lesson, students will be introduced to the final literary element of this unit: problem and solution! This literary element pairs well with action because we can think of injustices as problems and solutions as actions or steps we take in order to achieve justice. Students will use the mentor text to analyze problems and solutions and begin to think of ways they can take action against injustices in their world.</p>  |
| <b>Procedure</b>        | <ol style="list-style-type: none"> <li>1. Today, you will introduce the final literary element of the unit, which is problem and solution! Ask students about their experiences with these words before today. If you are teaching 5th graders, they should have some prior knowledge from earlier elementary years.</li> <li>2. Next, introduce the problem and solution anchor chart. Explain how in many story plots, the character often faces a problem. This may be a challenge, disagreement, or obstacle. The author often shows us the problem toward the beginning of the book. Then, throughout the story the</li> </ol> |

|                           |  |
|---------------------------|--|
|                           | <p>character works to overcome the challenge, obstacle, or disagreement. This is the solution. The character looks to find a way to solve their problem.</p> <ol style="list-style-type: none"> <li>3. After exploring the anchor chart, ask students to share their own experiences of a time they encountered a problem and had to find a solution.</li> <li>4. Then, fill in the chart at the bottom of the anchor chart together using the problems and solutions from the mentor text, <i>The Youngest Marcher</i>.</li> <li>5. After students have an opportunity to share their answers, explain how we could think about problems as injustices and solutions as action steps we can take against injustices in order to create an equitable, just, and inclusive world or community for everyone. Have students think about real world examples of injustices and ways people or groups of people took action.</li> <li>6. Then, show students the action brainstorming graphic organizer that they will be using in the next lesson. I recommend recreating this organizer on chart paper or putting it on a projector so all students can see and contribute to filling in the boxes. Today, you will fill it out as a whole group with the mentor text, <i>The Youngest Marcher</i>. The responses will be from the perspective of Audrey, the main character of the book. In the next lesson, students will use this anchor chart with a partner to begin thinking about injustices (problems) and action steps (solutions) in their world or community.</li> </ol> |
| <b>Optional Extension</b> | <p><b>Children of the Civil Rights Movement Research</b></p> <p>For this extension, students can continue to research other children of the Civil Rights Movement. Encourage students to record injustices or unfair rules they found in their research and any action that was taken against those injustices. Students could use books or the internet to complete their research. If there is time, students could create a mini presentation to share their findings.</p>  |

## Additional Materials

### Lesson 2: Problem and Solution Introduction

#### Problem and Solution Anchor Chart

**Problem & Solution**

All good fiction stories are based on a major problem or series of problems. The author often waits until the end to solve the problem.

**What is a Problem?**  
A problem is a challenge, obstacle, or something that went wrong for the characters and it needs to be fixed.

**What is a Solution?**  
A solution is how the characters go about fixing the problem or addressing the issue or challenge they faced.

**Signal Words:**

- In order to
- as a result
- answer
- dilemma
- consequently
- because
- leads to

**The Youngest Marcher**

| Problem: | Solution: |
|----------|-----------|
|          |           |

## Additional Materials

### Lesson 2: Problem and Solution Introduction

#### Action Brainstorming Graphic Organizer

**Things I wish we could change:**

Think: What are injustices in the world? What is not fair for everyone?

**Things I wish people would do more often:**

Think: What would make the world a better place?

**Things I wish people would stop doing:**

Think: What in the world that does NOT promote acceptance, equity, inclusion, etc.

| Problems (Injustices) | Solutions (Action Steps) |
|-----------------------|--------------------------|
|                       |                          |

## Week 4: Action + Problem and Solution

### Lesson 3: Writing for Change

| Lesson Component   | Reading, Writing, and Justice for <i>ALL</i>  |
|--|---|
| <b>Lesson Objective(s)</b>                                       | <b>Students will be able to:</b> <ul style="list-style-type: none"><li>• Speak up and take action against bias and injustices in their community and the world.</li><li>• Produce clear and informative writing to convey ideas and information in an organized and appropriate way.</li></ul>  |
| <b>Common Core English Language Arts Standard(s)</b>             | <b>W.5.4</b> <ul style="list-style-type: none"><li>• Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</li></ul> <b>W.5.2</b> <ul style="list-style-type: none"><li>• Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</li></ul>   |
| <b>Learning For Justice Social Justice Education Standard(s)</b> | <b>Week 1 Continuous Action Standards:</b> <ol style="list-style-type: none"><li>1. Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias.</li><li>2. Students will learn to speak up or do something when they see unfairness, and will not let others convince them to go along with injustice.</li><li>3. Students will work with my friends and family to make our school and community fair for everyone, and we will work hard and cooperate in order to take action and achieve our goals.</li><li>4. Students will plan and carry out collective action against bias and injustice in the world and will evaluate what strategies are most effective.</li></ol> |
| <b>Essential Questions</b>                                       | <ul style="list-style-type: none"><li>• What is an injustice?</li><li>• What can we do to stop ourselves and others from contributing to injustices?</li><li>• How can I take action against injustices?</li><li>• What are effective ways to take action?</li></ul>  |



|                         |   |
|-------------------------|---|
|                         | <ul style="list-style-type: none"> <li>• What are my responsibilities in creating revolutionary social change?</li> </ul>   |
| <b>Materials Needed</b> | <ul style="list-style-type: none"> <li>• Problem and Solution Anchor Chart</li> <li>• Action Brainstorming Graphic Organizer</li> <li>• Writer's Notebooks</li> <li>• iPad or other technology device</li> </ul> <p>**Other materials may be needed depending on students' action choice.</p>   |
| <b>Vocabulary</b>       | <ul style="list-style-type: none"> <li>• Action</li> <li>• Injustice</li> <li>• Fairness</li> <li>• Problem</li> <li>• Solution</li> </ul>  |
| <b>Overview</b>         | <p>In this lesson, students will be working with a partner to think about a problem they want to address. Students will then explore solutions and options for taking action against the problem or injustice. Finally, students will choose an action.</p>   |
| <b>Procedure</b>        | <ol style="list-style-type: none"> <li>1. To begin this lesson, have students pair up with a partner in the class.</li> <li>2. Next, once everyone has a partner, students will need the Action Brainstorming Graphic Organizer to begin thinking about injustices in their community and world. Students should brainstorm things they wish they could change, things they wish people would do more often, and things they wish people would stop doing. This brainstorming list will lead to students developing a list of problems (injustices) and solutions (action steps). Students may need support with brainstorming action steps. Here are some ideas:             <ol style="list-style-type: none"> <li>a. Write a letter to someone in power</li> <li>b. Create a poster to educate others</li> <li>c. Attend a protest or organize a protest</li> <li>d. Interview people in the community</li> <li>e. Organize a fundraiser to donate to an organization that fights injustices</li> </ol> </li> <li>3. After students have filled in their graphic organizer, they should be able to answer the</li> </ol> |



|                           |  |
|---------------------------|--|
|                           | <p>following questions:</p> <ol style="list-style-type: none"> <li>What problem do you want to address?</li> <li>What action step will you choose to address the problem?</li> </ol> <p>4. Now it is time for students to research, explore, and develop their action plan! With their partner, students will develop an action plan proposal, in which they will write about the problem they want to address and the action step they have chosen. This proposal can be completed in many ways. In order for learning to be meaningful, allow students to choose how they will achieve academic success. Provide students with the Criteria List and Proposal Choice Board.</p> <p>5. The rest of the lesson is work time! As the teacher, you should walk around and monitor, learn from students, ask questions to challenge their thinking, and encourage students to share knowledge. Make sure to provide students with a clear deadline for when their proposal must be completed. In the next lesson, partners will work with another pair of students to complete peer-revision.</p> |
| <b>Optional Extension</b> | <p><b>Take Action</b></p> <p>An extension for this week is to have students carry out their action plan. In their proposals, they chose an action to address the problem or injustice. Now is the time to actually take action! Students should research, plan, create, design, and organize to take action against injustices! This extension is more of a part two to the writing for change lesson. It is encouraged for all students to participate in this lesson to make learning meaningful. Also, it would be helpful to have community involvement in this extension. This could be completed with original partners or the class could vote on <u>one</u> action plan to carry out as a whole class.</p>   |

## Additional Materials

### Lesson 3: Writing for Change

#### Action Brainstorming Graphic Organizer

**Things I wish we could change:**

Think: What are injustices in the world? What is not fair for everyone?

**Things I wish people would do more often:**

Think: What would make the world a better place?

**Things I wish people would stop doing:**

Think: What in the world that does NOT promote acceptance, equity, inclusion, etc.

| Problems (Injustices) | Solutions (Action Steps) |
|-----------------------|--------------------------|
|                       |                          |

**\*Highlight the problem (injustice) and solution (action) you will focus on today!**

## Additional Materials

### Lesson 3: Writing for Change

#### Criteria List and Proposal Choice Board

#### Criteria List and Proposal Choice Board

|                                      |  |
|--------------------------------------|--|
| Student Names:                       |  |
| What Problem do you want to address? |  |
| What action step will you take?      |  |

### Criteria List

#### Your proposal must include the following:

- Identify the issue, problem, or injustice to be addressed
- Evaluate about the problem (injustice)
  - ◆ Such as: explain the history, why it is a problem, who it affects, how others have tried to address this issue, constraints or obstacles, and other background information or facts to help us understand the problem, etc.
- Why is this injustice important to you?
- Why is taking action necessary?
- Who/what is this for?
- Explanation of the action chosen
- Overall goal and steps for success
- Resources or materials required

### Proposal Choice Board

#### Choose one of the following choices to complete your proposal:

|                      |       |        |                    |
|----------------------|-------|--------|--------------------|
| Digital Presentation | Essay | Poster | Pamphlet/ Brochure |
|----------------------|-------|--------|--------------------|

## Week 4: Action + Problem and Solution

### Lesson 4: Writing for Change Peer Revision

| Lesson Component   | Reading, Writing, and Justice for <i>ALL</i>   |
|--|--|
| <b>Lesson Objective(s)</b>                                       | <b>Students will be able to:</b> <ul style="list-style-type: none"> <li>● Revise and edit writing with the support of a peer.</li> <li>● Provide editing and revising feedback to a peer.</li> </ul>   |
| <b>Common Core English Language Arts Standard(s)</b>             | <b>W.5.5</b> <ul style="list-style-type: none"> <li>● With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</li> </ul>  |
| <b>Learning For Justice Social Justice Education Standard(s)</b> | <b>Week 1 Continuous Action Standards:</b> <ol style="list-style-type: none"> <li>1. Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias.</li> <li>2. Students will learn to speak up or do something when they see unfairness, and will not let others convince them to go along with injustice.</li> <li>3. Students will work with my friends and family to make our school and community fair for everyone, and we will work hard and cooperate in order to take action and achieve our goals.</li> <li>4. Students will plan and carry out collective action against bias and injustice in the world and will evaluate what strategies are most effective.</li> </ol> |
| <b>Essential Questions</b>                                       | <ul style="list-style-type: none"> <li>● What is an injustice?</li> <li>● What can we do to stop ourselves and others from contributing to injustices?</li> <li>● How can I take action against injustices?</li> <li>● What are effective ways to take action?</li> <li>● What are my responsibilities in creating revolutionary social change?</li> </ul>   |
| <b>Materials Needed</b>  | <ul style="list-style-type: none"> <li>● Writing for Change Proposal</li> <li>● Highlighters or other writing utensils</li> <li>● Editing and Revising Checklist</li> </ul>  |

|                   |   |
|-------------------|---|
| <b>Vocabulary</b> | <ul style="list-style-type: none"> <li>● Action</li> <li>● Injustice</li> <li>● Problem</li> <li>● Solution</li> <li>● Edit</li> <li>● Revise</li> </ul>  |
| <b>Overview</b>   | <p>In this lesson, students will work with a peer to edit and revise their proposals. Students will use an editing and revising checklist to provide feedback to a peer in class. Students should have already learned the difference between editing and revising prior to this lesson. A proposal criteria checklist has been included, in addition to the editing and revising peer-revision checklist that has been used in prior lessons.</p>  |
| <b>Procedure</b>  | <ol style="list-style-type: none"> <li>1. Although this should be familiar by now, to begin this lesson, through modeling, review how to edit and revise writing. This should be done through a whole group discussion. Begin by walking through the checklist together. Model how to give feedback and allow students to practice providing feedback as well.</li> <li>2. After modeling, students will need to get out their proposals from the last lesson.</li> <li>3. First, students will use the editing and revising checklist and proposal criteria checklist to self assess their own writing. This can be completed with their writing partner. Since students wrote the proposal together, students should assess their writing as a pair.</li> <li>4. Then, students will need to be paired with a peer to collaborate and connect during peer revision time. <ol style="list-style-type: none"> <li>a. Students can be paired up in many ways! Students can be paired by interest, randomly selected, or student choice. Select an option that is the best choice for your community of learners.</li> <li>b. *In this lesson, students could stay with their partner and collaborate with another pair of students or separate and share feedback</li> </ol> </li> </ol> |

|                           |  |
|---------------------------|--|
|                           | <p>at the end of the lesson from their individual peers.</p> <ol style="list-style-type: none"> <li>Once students are paired up, they will exchange their proposals as well as the checklists. Students should then read through their peer's writing and provide feedback based on the expectations included in the checklist.</li> <li>Next, the pair of students will come back together and share their feedback with each other. This should be done with both writing partners so they can both hear feedback and write their goal together. Students will then write ONE goal for improving their writing and proposals overall.</li> <li>Finally, students will have time to continue working on their own writing piece. It is ideal to provide time in class for students to incorporate the feedback into their writing. However, if there is not enough class time, students should revise their writing at home. They will need to be prepared to share out their writing the following day.</li> </ol> |
| <b>Optional Extension</b> | <p><b>Take Action</b></p> <p>An extension for this week is to have students carry out their action plan. In their proposals, they chose an action to address the problem or injustice. Now is the time to actually take action! Students should research, plan, create, design, and organize to take action against injustices! This extension is more of a part two to the writing for change lesson. It is encouraged for all students to participate in this lesson to make learning meaningful. Also, it would be helpful to have community involvement in this extension. This could be completed with original partners or the class could vote on <u>one</u> action plan to carry out as a whole class.</p>   |

## Additional Materials

### Lesson 4: Writing for Change Peer Revision

#### Editing and Revising Checklist

My Name \_\_\_\_\_ My Peer \_\_\_\_\_ Title of Writing \_\_\_\_\_

| Edit  | Self | Peer |
|---|------|------|
| I <b>capitalized</b> letters at the start of sentences and in proper nouns. |      |      |
| I used the correct <b>usage</b> of verbs and all my sentences are complete. |      |      |
| I included the appropriate <b>punctuation</b> at the end of each sentence.  |      |      |
| I checked my words for correct <b>spelling</b> .                            |      |      |

| Revise: Highlight or star a place in the proposal to show the following: | Self | Peer |
|--|------|------|
| How can something be <b>added</b> to make the proposal better?           |      |      |
| Should something be <b>removed</b> from this proposal?                   |      |      |
| Should something be <b>moved</b> to make the proposal better?            |      |      |
| How can something be <b>substituted</b> to improve this proposal?        |      |      |

|                               | Self | Peer |
|-------------------------------|------|------|
| Compliment                    |      |      |
| Suggestions<br>(Be specific!) |      |      |
| Question                      |      |      |

#### OUR Writing Goal:

## Additional Materials

### Lesson 4: Writing for Change Peer Revision

#### Proposal Criteria Checklist

| Proposal Criteria  | Self | Peer |
|--|------|------|
| We identified the issue problem, or injustice to be addressed            |      |      |
| We evaluated the problem and provided additional background information. |      |      |
| We included why this injustice is important to me.                       |      |      |
| We explained why taking action is necessary.                             |      |      |
| We explained the targeted audience. (Who/what is this for?)              |      |      |
| We explained the action chosen.  |      |      |
| We included the overall goal and steps for success.                      |      |      |
| We included resources or materials required.                             |      |      |



## Week 4: Action + Problem and Solution

### Lesson 5: Sharing and Self-Assessing

| Lesson Component   | Reading, Writing, and Justice for <i>ALL</i>  |
|--|---|
| <b>Lesson Objective(s)</b>                                       | <b>Students will be able to:</b> <ul style="list-style-type: none"><li>Express pride and confidence when sharing their writing with the class.</li><li>Reflect on their learning of action and problem and solution through self-assessment rubrics.</li></ul>  |
| <b>Common Core English Language Arts Standard(s)</b>             | <b>SL.5.4</b> <ul style="list-style-type: none"><li>Report on a topic or text or present an opinion; speak clearly at an understandable pace.</li></ul>   |
| <b>Learning For Justice Social Justice Education Standard(s)</b> | <b>Week 1 Continuous Action Standards:</b> <ol style="list-style-type: none"><li>Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias.</li><li>Students will learn to speak up or do something when they see unfairness, and will not let others convince them to go along with injustice.</li><li>Students will work with my friends and family to make our school and community fair for everyone, and we will work hard and cooperate in order to take action and achieve our goals.</li><li>Students will plan and carry out collective action against bias and injustice in the world and will evaluate what strategies are most effective.</li></ol> |
| <b>Essential Questions</b>                                       | <ul style="list-style-type: none"><li>What is an injustice?</li><li>What can we do to stop ourselves and others from contributing to injustices?</li><li>How can I take action against injustices?</li><li>What are effective ways to take action?</li><li>What are my responsibilities in creating revolutionary social change?</li></ul>  |
| <b>Materials Needed</b>  | <ul style="list-style-type: none"><li>Writing for Change proposal</li><li>Self-assessment rubric</li></ul>  |
| <b>Vocabulary</b>  | <ul style="list-style-type: none"><li>Action</li></ul>  |

|                  |   |
|------------------|---|
|                  | <ul style="list-style-type: none"> <li>● Injustice</li> <li>● Problem</li> <li>● Solution</li> <li>● Self-Assessment</li> </ul>   |
| <b>Overview</b>  | <p>Today's lesson is all about sharing and celebrating! Students will have the opportunity to present their proposals to the class and reflect on their learning experience around taking action for justice.</p>   |
| <b>Procedure</b> | <ol style="list-style-type: none"> <li>1. To begin today's learning experience, students should get out their Writing for Change proposals.</li> <li>2. There are many ways to share writing. I recommend you assess your students' needs and comfort level before selecting how they will present. Here are a few options for presenting writing: <ol style="list-style-type: none"> <li>a. Bring students to the carpet space and have everyone sit in a big circle. Go around the circle and have students share their writing.</li> <li>b. Pair students up or have them share in a small group. This is a low risk choice.</li> <li>c. Have students share with the whole class through presentations. Students could come to the front of the room and read their writing piece to the class.</li> </ol> </li> <li>3. After each writer shares their proposal, allow students to provide feedback. Ask the class if they have any compliments, suggestions or questions to share. This allows students to feel a sense of pride in their work and it also builds a community of learners.</li> <li>4. Once everyone has had the opportunity to share their writing, students should self-assess their proposals. To self-assess, students will contribute to creating the rubric. To do this, I recommend having students share out goals that they accomplished through this proposal, look back at the standards and objectives, and think about common areas in which student work should be evaluated. If you are able to come up with a list of</li> </ol> |

|                           |  |
|---------------------------|--|
|                           | <p>10 statements, allow students to select 5 to use for their own rubrics.</p> <p>a. In the additional resources, there is a rubric that can be adapted to fit the needs of each student.</p> <p>5. Finally, the teacher should assess each students' writing using the same rubric.</p>   |
| <b>Optional Extension</b> | <p><b>Take Action</b></p> <p>An extension for this week is to have students carry out their action plan. In their proposals, they chose an action to address the problem or injustice. Now is the time to actually take action! Students should research, plan, create, design, and organize to take action against injustices! This extension is more of a part two to the writing for change lesson. It is encouraged for all students to participate in this lesson to make learning meaningful. Also, it would be helpful to have community involvement in this extension. This could be completed with original partners or the class could vote on <u>one</u> action plan to carry out as a whole class.</p> |

## Additional Materials

### Lesson 5: Sharing and Self-Assessing

#### Writing for Change Proposal Rubric Example

Name: \_\_\_\_\_ Title of Writing: \_\_\_\_\_

| Goal  | Grade   | Evidence |
|---|---------|----------|
| I showed through my proposal that I can develop a plan to take action against injustices. | 1 2 3 4 |          |
| I learned to speak up when I see a problem that needs a solution.                         | 1 2 3 4 |          |
| I used feedback to revise my proposal.  | 1 2 3 4 |          |
| I expressed pride and confidence when sharing my writing.                                 | 1 2 3 4 |          |
| I believe my proposal reflects my best work and effort.                                   | 1 2 3 4 |          |

Total Score: \_\_\_\_/20

| Peer Revision Writing Goal | Evidence of Completion |
|----------------------------|------------------------|
|                            |                        |

| Most Proud Moment | Next Steps |
|-------------------|------------|
|                   |            |

## Additional Materials

### Lesson 5: Sharing and Self-Assessing

#### Writing for Change Proposal Rubric Template

Name: \_\_\_\_\_ Title of Writing: \_\_\_\_\_

| Goal | Grade   | Evidence |
|------|---------|----------|
|      | 1 2 3 4 |          |
|      | 1 2 3 4 |          |
|      | 1 2 3 4 |          |
|      | 1 2 3 4 |          |
|      | 1 2 3 4 |          |

Total Score: \_\_\_\_/20

| Peer Revision Writing Goal | Evidence of Completion |
|----------------------------|------------------------|
|                            |                        |

| Most Proud Moment | Next Steps |
|-------------------|------------|
|                   |            |

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# A CURRICULUM CREATION FOR REVOLUTIONARY CHANGE: USING DIVERSE MENTOR TEXT TO TEACH LITERARY ELEMENTS THROUGH A SOCIAL JUSTICE LENS

## SECTION FIVE

### **Concluding Thoughts**

When I began this research journey, I was constantly reflecting on what I could do as an educator to promote justice, inclusion, and equity in my classroom, school, and overall privileged position of influence. This work followed a Summer of constant racial unrest. Many inequitable practices were brought to the forefront of our nation's focus. After attending countless protests, social justice centered webinars, and participating in continual conversations with family and friends, I began to form my research question that would drive my overall purpose and curriculum creation capstone project.

1. How can we create a literacy based curriculum through a social justice lens that utilizes diverse children's mentor text in order to create equitable school experiences?

To answer my research question, I began to read widely, investigate current practices of changemakers in education, and reflect on my own teaching experiences and current curriculum. I engaged with the work of Gloria Ladson-Billings (1995), Sonia Nieto (2013), Bettina Love (2019), Paulo Freire (1970), Linda Christensen (2017), and other great leaders fighting for justice and arguing the need for revolutionary change. Through my research, I found that these theories help us understand how the world works, who the world denies, and how current practices uphold oppression. Finally, I learned the possibilities and limitations of our current public school systems.

Through her work around culturally relevant pedagogy, Ladson-Billings (1995) argued, culturally relevant teaching is a pedagogy of opposition that specifically commits to collective

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empowerment. To align with Ladson-Billings (1995) pedagogy, I created a curriculum in which all students would experience academic success, maintain cultural competence, and develop critical consciousness through which students challenge the status quo of the current social order. In order to achieve the criteria above, my curriculum utilizes diverse mentor text that represent many identities, celebrate diversity, and demonstrate the need to take action against injustices in our world. In addition to culturally relevant pedagogy, the curriculum I created reflects a social justice lens. Although Ladson-Billings (2005), argues the need for just justice, I found many relationships between her pedagogy and the Learning for Justice (2018) social justice education standards and domains.

This curriculum was designed specifically with my fifth grade students in mind, however it is easily adaptable and can be accessible to a range of academic levels. My hope is that the learning experiences included in the *Reading, Writing, and Justice for ALL* curriculum will create spaces for thoughtful conversations in our classrooms. I envision this curriculum as much more than just a single unit or teacher's guide. To me, it is a necessary tool for both teachers and students on the path to revolutionary change. Through my position on the Inclusivity and Justice Task Force, I plan to share my work with colleagues and continue to have meaningful professional development opportunities that will encourage teachers to reflect on their current ideologies and teaching practices. Finally, as we begin to have the necessary and meaningful conversations in our schools, I will use this curriculum as a way to engage with colleagues and share best practices so the hope and possibilities of public education can be restored.



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