

Racial Literacy Lesson Preview - Grades 3-4

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Fall 2020

UNIT 1: BUILDING COMMUNITY AND UNDERSTANDING IDENTITY

Unit Overview

This unit primarily focuses on establishing and building community with a classroom culture that recognizes and celebrates the diversity of all. This starts with developing a strong sense of self by exploring one's own identity. When people value diversity, they recognize and respect the fact that people are different and that these differences are a good thing. They are the things that make us unique, beginning with our names and identities. A facet of our identities is race, therefore at a point race is discussed when the dialogues occur about culture and background as we acknowledge beauty all around.

Prior to this Unit

This unit assumes that despite all our differences we, as human beings, are all essentially the same. It doesn't matter where you come from, or what your likes or dislikes are, there are a set of common shared experiences that most, if not all of us, can relate to.

During this Unit

The lessons encourage thought and bring different perspectives to view, as well as build the culture of respect and inclusion in the classroom. Students have opportunities to learn from one another's varied experiences. To create a culturally responsive learning environment, teachers need to skillfully draw on student experiences to enrich the curriculum. This unit encourages getting to know each other, which is also important when creating trust in the classroom community.

After this Unit

The unit lessons will continue to encourage respect of other cultures and embracing diversity by exploring heritage, celebrations and traditions around the world.

Additional Notes

Teachers are strongly encouraged to be facilitators of conversations rather than leaders. Students only asked to share personal experiences on a voluntary basis. For many activities, teachers are specifically instructed to not ask students for specifics, but to reflect on how they feel in a journal or Google doc. This unit also stresses the importance of giving students processing time and reinforces the need for continuous classroom community building and maintenance activities.

Research/Resources consulted during lesson creation:

- TEA TEKS:
 - §113.11. Social Studies, Kindergarten, Adopted 2018.
 - §113.12. Social Studies, Grade 1, Adopted 2018
 - §113.13. Social Studies, Grade 2, Adopted 2018
- Sanford Harmony
- Teaching Tolerance
- Pollyanna Inc.
- Wonderopolis.org
- Joyoflearning.ca

- Facing History and Ourselves
- PBS
- Discovery Education
- Scholastic
- Sesame Street
- Staff of collaborative writers

Week of	Title	Objective	Key Concepts
Aug. 17 Week 1	"Who We Are"	Students get to know one another by sharing personal items of importance with their classmates.	Foster an atmosphere of inclusion.
Aug. 24 Week 2 Lesson 1	"Things We Have in Common"	Foster an inclusive classroom environment in which students recognize similarities and appreciate differences.	When people value diversity, they recognize and respect the fact that people are different and that these differences are a good thing. In communities, including schools, different cultures are to be celebrated and help foster inclusivity.
Aug. 24 Week 2 Lesson 2	"Learn Something New"	When people value diversity, they recognize and respect the fact that people are different and that these differences are a good thing.	Foster an inclusive classroom environment in which students recognize similarities and appreciate differences. Buddies learn to value differences by determining a unique skill they have and verbally explaining it to each other
Aug. 31 Week 3 Lesson 1	"Learn Something New"	Provide students with the opportunity to get to know and connect with an unfamiliar peer. Help students appreciate the skills of their peers.	Learning from one another is important. Differences among people make the world exciting. It's fun to have friends who are different from us. It's important to respect and understand people's differences.
Sept. 7 Week 4 Lesson 1	"Food Around the World: What we Eat"	Food is a part of culture. We grow up eating the food of our cultures. It becomes a part of who each of us are. Many of us associate food with warm feelings and good memories and it ties us to our families, holding a special and personal value for us.	Immigrants often use food as a means of retaining their cultural identity. People from different cultural backgrounds eat different foods. The ingredients, methods of preparation, preservation techniques, and types of food eaten at different meals vary among cultures. The areas in which families live— and where their ancestors originated— influence food likes and dislikes. These food preferences result in patterns of food choices within a cultural or regional group.

<p>Sept. 7 Week 4 Lesson 2</p>	<p>“Clothing Around the World: What We Wear</p>	<p>Clothing is part of culture.</p>	<p>What we wear is more than just material sewn together to protect us, our clothes are a signifier of our identity and culture. So it's no surprise that over the centuries, communities have used clothing as a means to communicate status, celebrate important events and show unity among many more things. Here we explore traditional clothing from around the world that's still worn, finding out the history behind particular garments and the craft that goes into them.</p>
<p>Sept. 14 Week 5 Lesson 1</p>	<p>“Freedom Week: The importance of kindness and acceptance”</p>	<p>Students will appreciate differences within a community by validating and accepting various cultures.</p>	<p>Kindness is not something that demands hard work. It originates from the simple act of doing no harm to others.</p>
<p>Sept. 21 Week 6 Lesson 1</p>	<p>“Discovering My Identity”</p>	<p>In this lesson, students will describe aspects of their identities such as race, gender, ability, religion and more.</p>	<p>Students will analyze book illustrations and write their own book review noting how characters are similar and different from them.</p>
<p>Sept. 21 Week 6 Lesson 2</p>	<p>“Explore identity in Media”</p>	<p>In this lesson, students will describe aspects of their identities such as race, gender, ability, religion and more.</p>	<p>After exploring Marley Dias' Black Girls Books campaign, students will analyze book illustrations and write their own book review noting how characters are similar and different from them. Students will also discuss the driving force behind Marley's campaign.</p>
<p>Sept. 28 Week 7 Lesson 1</p>	<p>Discovery Education: Hispanic Heritage Month Figuras Ocultas (Hidden Figures) Bill Melendez</p>	<p>Bill Melendez was one of the few Hispanics in the animation business when he began his career in the 1930s. He was the only animator Charles Schulz allowed to shepherd his characters in Charlie Brown onto the screen. He also was the voice of Snoopy.</p>	<p>After asking Disney to bill him as Cuahtemoc Melendez, he was informed that his name was too wide for the credits and that he would hereafter be known as Bill. Part of Bill's identity was compromised with no input from him.</p>
<p>Oct. 5 Week 8 Lesson 1</p>	<p>Celebrate Hispanic Heritage Month</p>	<p>Recognize the long history of Latinos in the United States and their great diversity.</p>	<p>There is a tendency to treat all Latinos as immigrants, when in reality Latinos have been on this land since before the pilgrims. There is also great diversity among Latinos in terms of ethnic heritage, religion, class, national origin, language, political perspectives, and traditions. There are Latinos of African, European, indigenous, and Asian heritage.</p>

			Be sure that images of Latinos in the classroom reflect this rich diversity.
Oct. 5 Week 8 Lesson 2	Celebrate Hispanic Heritage Month	Recognizing and celebrating the contributions of important figures.	Hispanic Heritage Month “pays tribute to the generations of Hispanic Americans who have positively influenced and enriched our nation and society.” This includes everyone from actors and sports legends to activists and Supreme Court justices.
Oct. 12 Week 9 Lesson 1	Diversity Around the World	Students will understand the interconnectedness of humans and the environment, or how our physical and cultural space shapes us and vice versa.	Diversity activities teach young children to respect and celebrate the differences in all people. Learning about different cultural aspects offers new experiences for children. Cultural diversity also refers to having different cultures respect each other's differences.

UNIT 2: CELEBRATING CULTURE AROUND THE WORLD

Unit Overview

This unit continues community building with lessons that foster respect of other cultures and embrace diversity by exploring heritage, celebrations and traditions around the world.

Prior to this Unit

Students had opportunities to learn from one another's varied experiences. To create a culturally responsive learning environment by providing different perspectives, teachers drew on student experiences to enrich the curriculum.

During this Unit

The lessons continue the culture of respect and inclusion in the classroom as students recognize the essential humanity and value of different types of people in the world. Students continue building community by listening and understanding with empathy when they try to relate to what another person is going through, they have compassion for others. Students embrace diversity by exploring heritage, cultural celebrations and traditions around the world. The final lessons of the unit introduce the power of positive thinking with self affirmations.

After this Unit

Students will engage in lessons where they learn how they make a difference in the world.

Additional Notes

Teachers are strongly encouraged to be facilitators of conversations rather than leaders. Students only asked to share personal experiences on a voluntary basis. For many activities, teachers are specifically instructed to not ask students for specifics, but to reflect on how they feel in a journal or Google doc. This unit also stresses the importance of giving students processing time and reinforces the need for continuous classroom community building and maintenance activities.

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Week of	Title	Objective	Key Concepts
Oct. 19 Week 10 Lesson 1	Where We Live: How Geography Shapes Us and How We Shape Our Environment	Students will describe and understand how our geography and our daily lives connect us.	Students learn the characteristics of the places they live in studying geography.
Oct. 19 Week 10 Lesson 2	Connecting with Stories of Children Around the World	To understand that children around the world have both differences and similarities.	When we introduce diverse cultures to kids, it enlarges their worlds. Picture books and videos from different countries give kids an important appreciation for both other cultures and people.
Oct. 26 Week 11 Lesson 1	Better Together	To build classroom community as some class rosters change to include previously virtual students.	To find ways to connect to others. To make connections with other children. To see the potential of friendship in others. To recognize similarities and celebrate differences.
Nov. 2 Week 12 Lesson 1	Listening with Understanding and Empathy	To build classroom community as some class rosters change to include previously virtual students.	When we put ourselves in another person's shoes, we are often more sensitive to what that person is experiencing. "
Nov. 2 Week 12 Lesson 2	Tremendous Tree of Traditions	To explore patterns that exist in our everyday lives; school traditions.	There is a reason we intentionally maintain and create traditions – it's because they bring meaning to our celebrations and help bond us to those we love. They lend a certain spirit that nurtures the family connection, giving us a sense of belonging and helping us celebrate generations of family.
Nov. 9 Week 13 Lesson 1	Tremendous Tree of Traditions with a Twist	To explore patterns that exist in our everyday lives; school traditions.	There are a wide range of classroom activities that can help students recognize the essential humanity and value of different types of people. For instance, providing students with an opportunity to share stories of their home life, such as family holiday practices, provides fellow students with a window into their peer's cultural traditions.

<p>Nov. 16 Week 14 Lesson 1</p>	<p>Traditions at School Around the World</p>	<p>To explore school traditions around the world.</p>	<p>At school we must constantly examine and reexamine our traditions. They must have purpose; they must make sense; and they must be sustainable within the constraints of our resources of time. When these measures are met, traditions allow us to pass on what we know and what we care about.</p>
<p>Nov. 16 Week 14 Lesson 2</p>	<p>Harvest and Cultural Celebrations</p>	<p>To understand how gratefulness can lead to traditions.</p>	<p>Providing students with an opportunity to share stories of their home life, such as family holiday practices, provides fellow students with a window into their peer's cultural traditions.</p>
<p>Nov. 30 Week 15 Lesson 1</p>	<p>Harvest and Cultural Celebrations</p>	<p>To understand how gratefulness can lead to traditions.</p>	<p>The holidays we celebrate and traditions we practice are a significant part of what binds our families and cultures.</p>
<p>Dec. 7 Week 16 Lesson 1</p>	<p>Affirmations</p>	<p>Affirmations are sentences aimed to affect the conscious and the subconscious mind so that in turn, they affect our behavior, thinking patterns, habits, and environment.</p>	<p>Affirmations are useful when setting personal goals. Once you've identified the goals you'd like to achieve, affirmative statements can help you to keep yourself motivated in order to achieve them.</p>
<p>Dec. 7 Week 16 Lesson 2</p>	<p>Positive Affirmations</p>	<p>Change your negative thought patterns into positive ones.</p>	<p>The first step to freeing yourself of something is to notice it. Positive affirmations are a way to free yourself.</p>
<p>Dec. 14 Week 17 Lesson 1</p>	<p>Positive Affirmations</p>	<p>Create a classroom patchwork quilt of positive affirmations</p>	<p>Creating a quilt of collective affirmations brings positivity to the classroom, as positive affirmations affect our behavior, thinking patterns, habits, and environment.</p>

UNIT 3: CELEBRATING EVERYDAY HEROES AND THEIR JOURNEY

Unit Overview

This unit engages students in discussions of the monomyth, or Hero's Journey. The lessons continue community building with celebrating local everyday heroes and students learning to recognize themselves as heroes.

Prior to this Unit

Students continued to **build community** by listening and understanding with empathy. Building community allowed students to create a safe space of inclusivity and compassion for others.

During this Unit

Students have an opportunity to discuss how by analyzing the hero's journey as it applies to ourselves and our personal journey, we can begin to recognize where we have taken the call to adventure and stepped up even if it was outside our comfort zone. The structure of the hero's journey can be used to assist us in gaining self-awareness and perspective for ourselves and for others. Students will discuss the concept of the monomyth and create a written reflection explaining the events in the hero's journey in a text they are reading. Throughout the lessons students learn about everyday heroes, child heroes around the world, and how they themselves can be heroes.

After this Unit

Students learned that real heroes are everyday people who help other people. They may have started out their day not thinking that they were special, but by the end of it they proved themselves to be real heroes. Students are challenged to show compassion for local everyday heroes writing notes of appreciation for First Responders.

Additional Notes

Teachers are strongly encouraged to be facilitators of conversations rather than leaders. Students only asked to share personal experiences on a voluntary basis. For many activities, teachers are specifically instructed to not ask students for specifics, but to reflect on how they feel in a journal or Google doc. This unit also stresses the importance of giving students processing time and reinforces the need for continuous classroom community building and maintenance activities.

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Week of	Title	Objective	Key Concepts
<p>Jan. 11 Week 19 Lesson 1</p>	<p>"MLK Day: "Love Can" (Grades PreK - 3)"</p> <p>"MLK Day Essay Brainstorm (Grade 4)"</p>	<p>"Darkness cannot drive out darkness; only light can do that. Hate cannot drive out hate; ONLY LOVE CAN do that."</p> <p>Martin Luther King, Jr.</p> <p>Teachers will create a schoolwide visual display of "Love Can" statements.</p> <p>RISD & City of Richardson Martin Luther King, Jr. Essay</p> <p>Teachers will use the next two racial literacy days to allow students to complete an essay for submission.</p>	<p>Each class in the school will receive a puzzle piece, construction paper, or any flat medium that when added with the pieces from other classes makes a giant heart that shows what love can do and then they display it in the hall.</p> <p>RISD & City of Richardson Martin Luther King, Jr. Essay</p> <p>Students will begin brainstorming an essay explaining how we can use the teachings of Dr. Martin Luther King Jr. to contribute to our diverse community and help promote inclusion.</p>
<p>Jan. 18 Week 20 Lesson 1</p>	<p>"MLK Day Essay Brainstorm (Grade 4)"</p>	<p>RISD & City of Richardson Martin Luther King, Jr. Essay</p> <p>Teachers will use the next two racial literacy days to allow students to complete an essay for submission.</p>	<p>RISD & City of Richardson Martin Luther King, Jr. Essay</p> <p>Students will begin brainstorming an essay explaining how we can use the teachings of Dr. Martin Luther King Jr. to contribute to our diverse community and help promote inclusion.</p> <p>Essay submission is optional.</p>
<p>Jan. 18 Week 20 Lesson 2</p>	<p>"Strategies for Success"</p>	<p>To introduce students to visualizing and affirming as a strategy for success in practical scenarios.</p>	<p>Students will write an affirmation to help them visualize success. Students will illustrate their achieving the goal and include the affirmation in the illustration.</p>
<p>Jan. 25 Week 21 Lesson 1</p>	<p>"What Makes a Hero?"</p>	<p>Students will discuss the hero's journey and the traits heroes possess.</p>	<p>Discuss how by analyzing the hero's journey as it applies to ourselves and our personal journey, we can begin to recognize where we have taken the call to adventure and stepped up even if it was outside our comfort zone. Students learn that the structure of the hero's journey can be used to assist us in gaining self-awareness and perspective for ourselves and for others.</p>
<p>Feb. 1 Week 22</p>	<p>"Fictional Heroes"</p>	<p>To give students an opportunity to understand and analyze what makes a</p>	<p>Provide students with a generic hero and tell students to draw a brave face or draw</p>

Lesson 1		hero.	a scene that shows the hero taking a responsible risk to solve a problem.
Feb. 1 Week 22 Lesson 2	"Heroes Around the World"	To cause students to compare and contrast fictional and real-life heroes in order that they may see that heroes are real.	After learning about heroic children around the world, students will discuss how the real-life young heroes compare to the fictional heroes previously discussed.
Feb. 8 Week 23 Lesson 1	"Heroes in My Culture"	Students will begin to think about heroes as every day, ordinary people who they live alongside, play with, and see and interact with in their own communities.	Students learn that even the smallest act of kindness can make a big difference. Everyday heroes are those people who work in ordinary jobs, but at the same time, have contributed a lot for the betterment of the society.
Feb. 15 Week 24 Lesson 1	"The Hero in Me"	To encourage students to see themselves as heroic.	Kids can change the world. By providing service to others, students learn how to connect to someone else's greater need and to care about other people.
Feb. 15 Week 24 Lesson 2	"Courageous Choice"	Introduce students to the first African American to integrate an all-white public school. A child who helped change her world.	Students will learn that "The Story of Ruby Bridges," is about a little girl changing the law, "so all children could go to school together."
Feb. 22 Week 25 Lesson 1	"Mr. Civil Rights, Thurgood Marshall"	Introduce students to Thurgood Marshall—perhaps best known as the first African American Supreme Court justice—who played an instrumental role in helping to establish major changes in discriminatory laws in the United States by promoting racial equality during the Civil Rights Movement.	Thurgood Marshall was an American lawyer and civil rights activist who served as Associate Justice of the Supreme Court of the United States from October 1967 until October 1991. Marshall was the Court's first African American justice.
Mar. 1 Week 26 Lesson 1	"Remembering the Civil Rights Movement"	Students learn more about why it was necessary for Thurgood Marshall and others like him to take up the fight for civil rights. In this lesson, students will apply creative and critical thinking skills to design a monument for one of the later movements.	Civil rights: guarantees of equal social opportunities and equal protection under the law, regardless of race, religion, or other personal characteristics. Students learn the civil rights movement was a struggle for justice and equality for African Americans that took place mainly in the 1950s and 1960s.
Mar. 1 Week 26 Lesson 2	"The Civil Rights Act of 1964: Making Our Nation Whole"	The Civil Rights Act outlawed hiring discrimination, segregated public schools and public spaces and discriminatory voter	Students will learn about the mass movement of everyday people and courageous civil rights leaders, like Martin

		registration policies, paving the way for future civil rights legislation.	Luther King that led to the signing of The Civil Right Act of 1964.
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UNIT 4: MAKING A DIFFERENCE

Unit Overview

This unit engages students in discussions of ways to make a difference in the lives of others. Students learn that their voice matters and begin to foster ways to make a difference for themselves, their family and friends, their school and even their community.

Prior to this Unit

Students learned that real heroes are everyday people who help other people; they may have started out their day not thinking that they were special, but by the end of it they proved themselves to be real heroes. Throughout the lessons, students learned about **everyday heroes, child heroes around the world, and how they themselves can be heroes**. Students were challenged to show compassion for local everyday heroes by writing notes of appreciation for First Responders.

During this Unit

Students are encouraged to see themselves as change agents and learn many ways they can make a difference in the world. Students will understand that acts of kindness are a small way to make a difference in the world. In Community Helpers, students explore ways that people lend a hand to help others. People of all ages can support their communities, Children Making a Difference, who work to better their community. Voice Matters and Peter H. Reynolds explores the many ways that a single voice can make a difference in the book SAY SOMETHING. Each of us, every day, have the chance to say something: with our actions, our words, and our voices. When you Believe in Yourself, you can overcome self-doubt and have the confidence to take action and get things done. Throughout the book, The Boy Who Harnessed the Wind by William Kamkwamba and Bryan Mealer, William focuses on the way that new life can come from things that were seemingly useless or even dead. He applies the concepts of rebirth and recycling to objects to make a difference in his village. Making a difference is last demonstrated in young entrepreneurship with Micah Harrison who began his company by turning his ideas into reality with his goal of helping others.

After this Unit

To celebrate multilingualism and cultural diversity students celebrated Chinese Language Day. The lesson continues with students learning that we live in a world where there are about 6,500 different languages spoken and that we celebrate multilingualism as well as cultural diversity. Learning a language different from your own can help you to connect, build a relationship, or develop an appreciation for different cultures. The experience of learning a language introduces students to the world in ways they might otherwise have not experienced.

Research/Resources consulted during lesson creation:

- TEA TEKS:
 - §113.14. Social Studies, Grade 3, Adopted 2018
 - §113.15. Social Studies, Grade 4, Adopted 2018
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Week of	Title	Objective	Key Concepts
Mar. 8 Week 27 Lesson 1	"I Can Make a Difference"	To encourage students to see themselves change agents.	Students brainstorm changes we can make to our daily lives that will have a positive effect on the rest of the planet?
Mar. 22 Week 28 Lesson 1	"Small Ways to Make a Big Difference"	Students learn how sharing with others can improve our community and the lives of other people.	Students will understand that acts of kindness are one of many ways to make a difference in the world.
Mar. 22 Week 28 Lesson 2	"Community Helpers"	Students will explore ways that people lend a hand to help others.	Students learn that they are part of a larger community and that everyone is responsible for those around them. By giving the value of charity a central role in helping in the community, students are encouraged to grow up with a healthy sense of compassion and a strong charitable spirit. Students continue to build empathy during this lesson.
Mar. 29 Week 29 Lesson 1	"Children Making a Difference - Power of Children"	Students learn there are many ways children can work as change agents in their inherited worlds. The stories of Jakhil and Ryan are only two of many examples that demonstrate age does not limit ability to make a difference.	The lesson continues to demonstrate ways helping in the community can change the world. It also revisits the idea of ordinary people being heroes. Students learn that people of all ages can support their communities through volunteering and performing public services.
Apr. 5 Week 30 Lesson 1	"Voice Matters"	Students learn the many ways that a single voice can make a difference.	Each of us, each and every day, have the chance to say something: with our actions, our words, and our voices. There are so many ways to tell the world who you are... what you are thinking... and what you believe. And how you'll make it better.
Apr. 5 Week 30 Lesson 2	"Believe in Yourself"	Students learn that when you believe in yourself, you can overcome self-doubt and have the confidence to take action and get things done.	In setting the bar to establish an expected, required, or desired standard of quality, students learn to push the limits and challenge themselves to reach higher than they ever have before.
Apr. 12 Week 31 Lesson 1	"The Boy Who Harnessed the Wind"	The true story of how one child's perseverance changed a village.	Students learn the dynamic story of William Kamkwamba, a young person whose connection to the land, concern for his community, and drive to solve

			problems changed his village and the lives of many people.
Apr. 19 Week 32 Lesson 1	"Young Entrepreneurs Make a Difference"	To celebrate a young entrepreneur who began his company by turning his ideas into reality with his goal of helping others in mind.	Students continue to explore the lives of ordinary kids with the focus now on young entrepreneurs who run successful businesses. Many of them devote their time and profits to helping others and speaking up about causes close to their hearts.
Apr. 19 Week 32 Lesson 2	"Chinese Language Day (April 20)"	Founded by the United Nations, Chinese Language Day also celebrates multilingualism and cultural diversity.	The Chinese language is known as one of the most complex languages to learn, but it is deeply rooted in history and has existed for thousands of years. Chinese Language Day is celebrated on this day to honor Cangjie.
Apr. 26 Week 33 Lesson 1	"Why learn languages?"	The importance of learning other languages.	Children who are exposed early to other languages display more positive attitudes to the cultures associated with those languages. The experience of learning a language introduces them to the world in ways they might otherwise have not experienced.