

Racial Literacy Lesson Preview - Grades 5-6

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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"	When people value diversity, they recognize and respect the fact that people are different and that these differences are a good thing.	Despite all our differences we, as human beings, are all essentially the same. It doesn't matter what 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. The more we talk and build our community, we prove we have more in common with the next person than one might think.
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.	Despite all our differences we, as human beings, are all essentially the same. It doesn't matter what 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. The more we talk and build our community, we prove we have more in common with the next person than one might think.
Aug. 31 Week 3 Lesson 1	"Learn Something New"	Students learn to value differences by determining a unique skill they have and verbally explaining it to each other.	Differences allow us to learn new things, consider unique ideas, think about alternative perspectives, and value different experiences. Our differences make the world exciting.
Sept. 7 Week 4 Lesson 1	"Identity"	Encouraging students to think critically about issues of identity and community is not only an effective way to engage them in the study of world history; it also	"Who am I?" It is an especially critical question for children. As we search for answers we begin to define ourselves. How is our identity formed? How do we

		provides a way to build a class culture that supports learning.	label ourselves and how are we labeled by others? How are our identities influenced by how we think others see us? How do our identities inform our values, ideas, and actions? Answers to these questions help us understand history, ourselves, and each other.
Sept. 7 Week 4 Lesson 2	"What's in a Name?"	Students learn about each other's names and their meanings, and they brainstorm strategies for respectfully approaching unfamiliar names.	Create a safe space for dialogue about names. Allow students to share their names' meanings. Provide strategies for respectfully approaching an unfamiliar name.
Sept. 14 Week 5 Lesson 1	"Family Colors: Inter-viewing Family"	Students will contribute to diverse and rich classroom conversations while considering issues from multiple viewpoints.	Having students interview family members about cultural practices and traditions or write about important learning experiences that the student has experienced in his home community are just two of the many ways that students can explore their heritage.
Sept. 21 Week 6 Lesson 1	"Family Colors: Inter-viewing Family (Part 2)"	Students will contribute to diverse and rich classroom conversations while considering issues from multiple viewpoints.	Having students interview family members about cultural practices and traditions or write about important learning experiences that the student has experienced in his home community are just two of the many ways that students can explore their heritage.
Sept. 21 Week 6 Lesson 2	"The Danger of a Single Story"	Students gain an understanding on how their predetermined ideas of a story do not encompass all stories being told. To understand that defining an experience based on a single account gives us incomplete, potentially damaging understandings of other people. The exploration of story deepens understanding of one's identity, others and the world.	The danger of a single story is only being able to view situations (or an event) from one person's perspective. Having multiple narratives in conversation with one another allows students to have the opportunity to better understand social justice issues and how they may impact social inequality. People understand text and story differently depending on their worldviews and perspectives.
Sept. 28 Week 7 Lesson 1	Discovery Education: Hispanic Heritage Month Figuras Ocultas (Hidden Figures) Bill Melendez	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	After asking Disney to bill him as Cuauhtemoc 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.

		voice of Snoopy.	
Oct. 5 Week 8 Lesson 1	Celebrate Hispanic Heritage Month	Recognize the long history of Latinos in the United States and their great diversity.	There is a tendency to treat all Latinos as immigrants, when 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. 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	“Advocating for Social Justice and Equity”	In the read aloud of “Separate is NEVER equal,” students learn that social justice is the equal access to wealth, opportunities, and privileges within a society.	In the 1940s, segregation based on race or national origin was common throughout the United States. The Mendez v. Westminster School District case paved the way for the desegregation of schools in America. After the Mendez lawsuit, similar suits were filed and won in Texas and Arizona. In 1954, seven years after the Mendez victory, the landmark case Brown v. Board of Education desegregated schools in the entire country.

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

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.	People develop their identity according to the region and climate conditions they live in. Geography is important in shaping the identities of individuals. Students will discuss the relationship between geography and identity.
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.	Teach students that "when we try to relate to what another person is going through, we're being empathetic. When you listen to others, making eye contact, not interrupting the speaker, and asking follow-up questions can show that you're making a genuine effort to understand what they're going through.
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.
Nov. 16 Week 14 Lesson 1	"Traditions at School Around the World"	To explore school traditions around the world.	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.
Nov. 16 Week 14 Lesson 2	"Harvest and Cultural Celebrations"	To understand how gratefulness can lead to traditions.	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.
Nov. 30 Week 15 Lesson 1	"Harvest and Cultural Celebrations"	To understand how gratefulness can lead to traditions.	The holidays we celebrate and traditions we practice are a significant part of what binds our families and cultures.
Dec. 7 Week 16 Lesson 1	"Affirmations"	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.	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.
Dec. 7 Week 16 Lesson 2	"Positive Affirmations"	Change your negative thought patterns into positive ones.	The first step to freeing yourself of something is to notice it. Positive affirmations are a way to free yourself.
Dec. 14 Week 17 Lesson 1	"Positive Affirmations"	Create a classroom patchwork quilt of positive affirmations	Creating a quilt of collective affirmations brings positivity to the classroom, as positive affirmations affect our behavior, thinking patterns, habits, and environment.

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.

Research/Resources consulted during lesson creation:

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 - §113.18. Social Studies, Grade 6, Adopted 2018
- Sanford Harmony
- Teaching Tolerance
- PollyannaInc.
- Wonderopolis.org
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- Facing History and Ourselves
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- Scholastic
- Sesame Street
- Staff of collaborative writers

Week of	Title	Objective	Key Concepts
Jan. 11 Week 19 Lesson 1	"MLK Day Essay Brainstorm"	RISD & City of Richardson Martin Luther King, Jr. Essay Teachers will use the next two racial literacy days to allow students to complete an essay for submission.	RISD & City of Richardson Martin Luther King, Jr. Essay 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.
Jan. 18 Week 20 Lesson 1	"MLK Day Essay Brainstorm"	RISD & City of Richardson Martin Luther King, Jr. Essay Teachers will use the next two racial literacy days to allow students to complete an essay for submission.	RISD & City of Richardson Martin Luther King, Jr. Essay 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. Essay submission is optional.
Jan. 18 Week 20 Lesson 2	"Strategies for Success"	To introduce students to visualizing and affirming as a strategy for success in practical scenarios.	Students will write an affirmation to help them visualize success. Students will illustrate their achieving the goal and include the affirmation in the illustration.
Jan. 25 Week 21 Lesson 1	"What Makes a Hero?"	Students will discuss the hero's journey and the traits heroes possess.	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.
Feb. 1 Week 22 Lesson 1	"Fictional Heroes"	To give students an opportunity to understand and analyze what makes a hero.	Provide students with a generic hero and tell students to draw a brave face or draw 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 registration policies, paving the way for future civil rights legislation.	Students will learn about the mass movement of everyday people and courageous civil rights leaders, like Martin Luther King that led to the signing of The Civil Right Act of 1964.

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:
 - §113.16. Social Studies, Grade 5, Adopted 2018
 - §113.18. Social Studies, Grade 6, Adopted 2018
- Sanford Harmony
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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.