

# Racial Literacy Lesson Preview - Grades PK-2

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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	<b>"Getting to Know One Another"</b>	Students share information about themselves with classmates in a game.	Foster an atmosphere of inclusion.
Aug. 24 Week 2 Lesson 1	<b>"Discovering Commonalities"</b>	Promote awareness of commonalities with others.	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	<b>"Learning from Diversity"</b>	Students discuss the value of diversity, share what makes each of them unique, and learn what makes each of their classmates unique.	When people value diversity, they recognize and respect the fact that people are different and that these differences are a good thing.
Aug. 31 Week 3 Lesson 1	<b>"Building Community"</b>	Students discuss what makes their classroom a community and then work cooperatively to create a representation of their community.	Promote an awareness of commonalities with others. Encourage comfort in sharing about oneself. Foster openness toward learning about others.
Sept. 7 Week 4 Lesson 1	<b>"Filling Our Buckets: A Lesson on Kindness"</b>	Fostering a culture of kindness enhances the connections made peer-to-peer and student to teacher.	Carving out time to intentionally promote kindness cultivates empathy and understanding between individuals, leading to deeper relationships. As relationships form, trust develops, which allows a culture of learning to blossom where all individuals feel genuinely valued for who they are and what they contribute as a unique individual

<b>Sept. 7 Week 4 Lesson 2</b>	<b>"The Importance of Inclusivity and Visibility"</b>	Inclusive education values diversity and the unique contributions each student brings to the classroom. In a truly inclusive setting, every child feels safe and has a sense of belonging.	Inclusive learning and teaching recognizes all student's entitlement to a learning experience that respects diversity, enables participation, removes barriers and anticipates and considers a variety of learning needs and preferences
<b>Sept. 14 Week 5 Lesson 1</b>	<b>"Recognizing Similarities, Celebrating Differences"</b>	Taking time to underscore similarities is an essential practice for creating more inclusive perspectives and communities.	Diversity activities teach young children to respect and celebrate the differences in all people. Learning about different cultural aspects offers new experiences for children.
<b>Sept. 21 Week 6 Lesson 1</b>	<b>"Finding Beauty in Our Communities"</b>	"Developing Our Sense of Self: A Celebration of Our Communities"	The strength of community is not that we have so much in common but, rather, that we bring together and celebrate so many different ideas and perspectives.
<b>Sept. 21 Week 6 Lesson 2</b>	<b>"The Skin We Live In"</b>	Using the poetic picture book <i>Colors of Me</i> to launch the discussion, students will share a dialogue about color — from the colors of nature to the idea of seeing colors. Ultimately, students will reflect on the idea that diverse colors contribute to our greater world. At the same time, we can also be more than a "color."	A central message of the lesson and the text is that we are more similar than we are different. Our skin colors are part of us, not all of us. Yet, there is a beauty to our differences and "we" are worth celebrating.
<b>Sept. 28 Week 7 Lesson 1</b>	<b>"Our Families: What Makes Us Different and the Same?"</b>	This lesson encourages students to recognize similarities, celebrate differences, connect to and embrace others and to expand global and cultural awareness.	Students recognize and accept differences among themselves and within the larger community. They will also recognize how each student's unique family contributes to a richer society. In this lesson, students learn the concepts of "same" and "different," read and answer questions about two types of families, and create a "same and different" graphic organizer.
<b>Oct. 5 Week 8 Lesson 1</b>	<b>"Hispanic Heritage Month"</b>	Celebrating Hispanic Heritage Month by honoring Hispanic and Latinx kids who are celebrating their culture through family.	National Hispanic Heritage Month educates, celebrates, and honors the contributions of an often underrepresented group of people whose ancestors came from Spain, Mexico, the Caribbean and Central and South America: U.S. Hispanics.
<b>Oct. 5 Week 8</b>	<b>"Frida Kahlo"</b>	Recognizing and celebrating the famous Mexican artist Frida Kahlo.	Hispanic Heritage Month "pays tribute to the generations of Hispanic Americans

Lesson 2			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.

# 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	<b>"Where We Live: How Geography Shapes Us and How We Shape Our Environment"</b>	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	<b>"Connecting with Stories of Children Around the World"</b>	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	<b>"Children Just Like Me": Finding Similarities and Celebrating Differences"</b>	In this lesson, we are going to find or recognize these similarities and celebrate our differences using nonfiction resources, or by learning more about the lives of real, actual children.	To discuss and learn more about cultures and ethnicities around the world, as well as improve geography skills by introducing students to various countries, cultures, religions, and real life(nonfiction) perspectives from around the world.
Nov. 2 Week 12 Lesson 1	<b>"Traditions"</b>	Patterns that exist in our everyday lives; school traditions.	From Meet the Teacher, morning pledges and announcements to assemblies for student recognitions, traditions are a powerful tool for weaving students, staff, and families into a single community.
Nov. 2 Week 12 Lesson 2	<b>"Analyzing Traditions"</b>	Analyzing traditions using sequential order (vertical timeline) helps you understand the reasons those traditions occur and how they changed across time.	Analyzing traditions using sequential order (vertical timeline) helps you understand the reasons those traditions occur and how they changed across time.
Nov. 9 Week 13 Lesson 1	<b>"Cultural Traditions"</b>	Why Is It Important to Understand Different Cultures? Understanding different people and their cultures is one of the best ways we can learn from each other, and learn more about ourselves.	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. 16 Week 14 Lesson 1	<b>"Traditions at School Around the World"</b>	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.
<b>Nov. 16</b> <b>Week 14</b> <b>Lesson 2</b>	<b>"Harvest and Cultural Celebrations"</b>	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.
<b>Nov. 30</b> <b>Week 15</b> <b>Lesson 1</b>	<b>"Harvest and Cultural Celebrations"</b>	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.
<b>Dec. 7</b> <b>Week 16</b> <b>Lesson 1</b>	<b>"Affirmations"</b>	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.
<b>Dec. 7</b> <b>Week 16</b> <b>Lesson 2</b>	<b>"Positive Affirmations"</b>	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.
<b>Dec. 14</b> <b>Week 17</b> <b>Lesson 1</b>	<b>"Positive Affirmations"</b>	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.

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Week of	Title	Objective	Key Concepts
Jan. 11 Week 19 Lesson 1	<b>"MLK Day: "Love Can" (Grades PreK - 3)"</b>	<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>	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.
Jan. 18 Week 20 Lesson 1	<b>"Strategies for Success"</b>	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.18 Week 20 Lesson 2	<b>"Fictional Heroes"</b>	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.
Jan. 25 Week 21 Lesson 1	<b>"Heroes Around the World"</b>	To give students an opportunity to understand and analyze what makes a hero and consider the needs of members of the visually impaired culture.	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. 1 Week 22 Lesson 1	<b>"Heroes In My Culture"</b>	Students learn how small acts of kindness can be heroic to someone. That being a hero is about reaching beyond ourselves and putting others needs before our own. Students will celebrate a range of heroes, big and small, in everyday life.	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. 1 Week 22 Lesson 2	<b>"The Hero in Me"</b>	Students will define "hero" and examine heroic characteristics in themselves.	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. 8 Week 23 Lesson 1	<b>"Courageous Choice"</b>	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. 15 Week 24 Lesson 1	<b>"Mr. Civil Rights, Thurgood Marshall"</b>	Students learn more about why it was necessary for Thurgood Marshall and others like him to take up the fight for	Thurgood Marshall was an American lawyer and civil rights activist who served as Associate Justice of the Supreme Court

		civil rights. In this lesson, students will apply creative and critical thinking skills to design a monument for one of the later movements.	of the United States from October 1967 until October 1991. Marshall was the Court's first African American justice.
Feb. 22 Week 25 Lesson 1	<b>"Remembering the Civil Rights Movement"</b>	In this lesson, students will apply creative and critical thinking skills to design a monument for one of these 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 1	<b>"I Am Jackie Robinson"</b>	Jackie Robinson, the first Black person to play Major League Baseball.	The Civil Rights Act of 1964 opened public facilities to all races. But the movement against segregation after World War II really began in 1947 with Jackie Robinson breaking the color barrier in baseball.
Mar. 1 Week 26 Lesson 2	<b>"African American Contributions"</b>	Introduce students to a few African American inventors that helped make the world better.	American society has been shaped by the many valuable contributions made by people of many different races and ethnicities. In this lesson students read about contributions made by African Americans inventors.

## 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, each and 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:
  - §113.11. Social Studies, Kindergarten, Adopted 2018.
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Week of	Title	Objective	Key Concepts
Mar. 8 Week 27 Lesson 1	<b>"I Can Make a Difference"</b>	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	<b>"Small Ways to Make a Big Difference"</b>	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	<b>"Community Helpers"</b>	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	<b>"Children Making a Difference - Power of Children"</b>	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	<b>"Voice Matters"</b>	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	<b>"Believe in Yourself"</b>	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	<b>"The Boy Who Harnessed the Wind"</b>	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.
<b>Apr. 19</b> <b>Week 32</b> <b>Lesson 1</b>	<b>"Young Entrepreneurs Make a Difference"</b>	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.
<b>Apr. 19</b> <b>Week 32</b> <b>Lesson 2</b>	<b>"Chinese Language Day (April 20)"</b>	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.
<b>Apr. 26</b> <b>Week 33</b> <b>Lesson 1</b>	<b>"Why learn languages?"</b>	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.