



Lawrence Township Public Schools

Content Area	Social Studies
Course Title	Social Justice
Grade Level	Sixth Grade
Course Description	<p>Social justice is the view that everyone deserves equal economic, political and social rights and opportunities. Social Justice curriculum teaches students to:</p> <ul style="list-style-type: none"> • recognize unfair and unjust treatment of others through differences • understand how power can be used for making positive change • observe opportunities for seeing how positive change happens • become leaders in creating change

	Unit Name	Suggested Pacing
Unit 1	Skin Color	September
Unit 2	Gender Identity/True Self	October
Unit 3	Socioeconomic Differences	November
Unit 4	Multicultural Books	December
Unit 5	Diverse Families	January
Unit 6	Refugees/Immigrants	February
Unit 7	Women's History	March
Unit 8	Disabilities	April
Unit 9	Bias/Prejudice	May
Unit 10	Being an Ally/Protest	June
Unit 11	Armistad Act Curriculum	throughout the year



NJ STANDARDS

6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

6.1.P.D.1- Describe characteristics of oneself, one’s family, and others.

6.1.P.D.4- Learn about and respect other cultures within the classroom and community.

SOCIAL JUSTICE STANDARDS

1. Students will develop positive social identities based on their membership in multiple groups in society.

2. Students will develop language and historical and cultural knowledge that affirm and accurately describe their membership in multiple identity groups.

3. Students will recognize that people’s multiple identities interact and create unique and complex individuals.

4. Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.

5. Students will recognize traits of the dominant culture, their home culture and other cultures and understand how they negotiate their own identity in multiple spaces.

Interdisciplinary Connections

- RI.6.7: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

21st Century Skills

- 9.1.8.CR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and the quality of life in a variety of cultures.
- 9.1.8.CR.3: Relate the importance of consumer, business, and government responsibility to the economy and personal finance.
- 9.1.8.EG.5: Interpret how changing economic and societal needs influence employment trends and future education.

Technology Standards

- 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Career Ready Practices

- CRP1 Act as a responsible and contributing citizen and employee.
- CRP4 Communicate clearly and effectively and with reason.
- CRP7 Employ valid and reliable research strategies.
- CRP8 Utilize critical thinking to make sense of problems and persevere in solving them.

ASSESSMENT OF LEARNING



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Summative Assessment (Assessment at the end of the learning period)	<ul style="list-style-type: none">● End of Unit Test or Project-Based Learning Presentation
Formative Assessments (Ongoing assessments during the learning period to inform instruction)	Student will be assessed through class activities and assignments: <ul style="list-style-type: none">● partner or group projects/assignments● written response to readings and activities● Verbal responses and participation in small or large group discussions
Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding, and proficiency)	<ul style="list-style-type: none">● Multimodal project or presentation with scaffolding as necessary
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	<ul style="list-style-type: none">● Written assessment based on articles and document based questions



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Modifications	
Students Enrolled in Special Education	English Language Learners
<ul style="list-style-type: none"> ● Increased wait time ● Oral and simplified written directions ● Provide one-on-one and/or small group instruction ● Provide extra assistance ● Modify materials, procedure, and/or products ● Use graphic organizers to help with step-by-step processes ● Break into smaller tasks ● Modify level of questioning ● Increase wait time/ provide extra time ● Read text aloud, when applicable ● Check for understanding frequently ● Provide study guides ● Opportunities to rework and resubmit work ● Frequent breaks ● Re-teach 	<ul style="list-style-type: none"> ● Higher Order Thinking questions ● Explore concepts in depth ● Use thematic instruction to connect learning across the curriculum ● Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment ● Have students explore different points of view on a topic of study and compare the two ● Capitalize on student interests ● Develop learning centers where students are in charge of their learning ● Develop activities/instruction that asks students to look into causes, experiences, and facts to draw a conclusion or make connections to the other areas of learning
Students Identified as At-Risk	Students Identified as Gifted and Talented
<ul style="list-style-type: none"> ● Modify the amount of work required ● Alter format of materials ● Allow for alternate modes of responding ● Use alternate forms of assessments ● Different test items ● Use flexible grouping to reinforce academic expectations, opportunity to reteach if necessary ● Provide the different instruction and materials to meet a learner's individual goals ● Reinforce directions verbally ● Provide study guides for students to follow when reading independently ● Highlight important ideas and have the students read those first ● Provide relevant background knowledge through multiple avenues ● Structure brainstorming activities so that relevant knowledge is activated and inaccurate knowledge is revised. ● Use pre-designed graphic organizers to document prior and new knowledge ● Pre-teach vocabulary ● Reduce the amount of information presented at one time ● Review previously learned content prior to the activity ● Provide glossary of content-related items 	<ul style="list-style-type: none"> ● Explore concepts in depth ● Use thematic instruction to connect learning across the curriculum ● Encourage creative expression and thinking by allowing students to choose how to approach a problem or assignment ● Have students explore different points of view on a topic of study and compare the two ● Capitalize on student interests ● Develop learning centers where students are in charge of their learning ● Develop activities/instruction that asks students to look into causes, experiences, and facts to draw a conclusion or make connections to the other areas of learning



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Curriculum Notes:

- **Please read each book independently before reading to children, and use your own judgement about it's appropriateness for your age group. Books are often listed by age appropriateness (ie. 3-8 years), but may not be appropriate for your class at a given school year.**
- **Books should be shared across all grade levels. Recognize the power of a great picture book. Most stories are effective for all grade levels. Please discuss and collaborate with colleagues about successful lessons and great books.**
- **Books may be used across units. For example, a story about Rosa Parks could be read for the following units: Multicultural, Women's History, Bias/Prejudice, Being and Ally/Protest and Amistad Curriculum.**



Unit	SKIN COLOR Children as young as three years of age notice and comment on differences in skin color. Humans of all ages tend to ascribe positive qualities to the group that they belong to and negative qualities to other groups. Without guidance, children are likely to develop biased attitudes from exposure to negative racial stereotypes, racial disparities, and segregation.	Approximate Pacing	1 lesson or more in the month of September
ESSENTIAL QUESTIONS			
<p>Who am I? What makes each of us who we are? Why do we have different skin colors? How do we form and shape our identities? In a culture where we are bombarded with ideas and images of “what we should be,” How does one form an identity that remains true and authentic for her/himself? What are my identities?</p>			
STUDENT LEARNING OBJECTIVES			
<p>Students will: Talk about my family and myself and name some of my group identities. Talk about interesting and healthy ways that some people who share my group identities live their lives. Know that all my group identities are part of me—but that I am always ALL me. Feel good about myself without being mean or making other people feel bad.</p>			
K-6 LESSON RESOURCES			
<p>https://www.tolerance.org/classroom-resources/tolerance-lessons/looking-closely-at-ourselves https://youtu.be/_r4c2NT4naQ https://youtu.be/OxPICkTKhzY</p>			



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Unit	GENDER IDENTITY/TRUE SELF One of the first steps that all people—adults or children—take, if they feel their internal sense of gender and their sex assigned at birth do not match, is to socially transition. This means adults and children live their lives in a way that expresses their internal sense of who they are—their gender identity. A person may use a new name and/or different pronouns than before. Some might change their gender expression—wear different clothes or have a new hairstyle. Students usually want to—and have the right to—use facilities or join school activities that align with their gender identity.	Approximate Pacing	1 lesson or more in the month of October
ESSENTIAL QUESTIONS			
<p>How do we form and shape our identities? In a culture where we are bombarded with ideas and images, how do we decide “what we should be”? How does one form an identity that remains true and authentic for her/himself? With other people trying to define us, how do we make decisions for ourselves? What is happiness, and what is the degree of importance in one’s life to be one’s true self?</p>			
STUDENT LEARNING OBJECTIVES			
<p>Students will: have an opportunity to share some of their identities with classmates and teachers explore the concept of identity with students and embrace differences within the classroom community. explore the concept of gender identity with students explore the concept of personal expression with students and to embrace differences in the classroom community identify and discuss gender stereotypes</p>			
K-6 LESSON RESOURCES			
<p>https://www.open.edu/openlearncreate/pluginfile.php/272873/mod_resource/content/1/Classroom%20Activities%20on%20gender%20stereotypes%20and%20equality.pdf https://www.caringforkids.cps.ca/handouts/gender-identity https://www.tolerance.org/classroom-resources/tolerance-lessons/what-are-gender-stereotypes</p>			



PICTURE BOOKS

Title	ISBN	Description
The Moon Within by Aida Salazar.	9781338283389	Celi Rivera's life swirls with questions. About her changing body. Her first attraction to a boy. And her best friend's exploration of what it means to be genderfluid. But most of all, her mother's insistence she have a moon ceremony when her first period arrives. It's an ancestral Mexica ritual that Mima and her community have reclaimed, but Celi promises she will NOT be participating. Can she find the power within herself to take a stand for who she wants to be?
Additional Resources:		
Zenobia July by Lisa Bunker.	9780451479402	Zenobia July is starting a new life in Maine with her aunts. People used to tell her she was a boy; now she's able to live openly as the girl she always knew she was. When someone anonymously posts hateful memes on her school's website, Zenobia knows she's the one with the hacking skills to solve the mystery
The Pants Project by Cat Clarke	9781728215525	Liv knows he was always meant to be a boy but he hasn't told anyone – even his two moms yet. Now, his new school has a terrible dress code, he can't even wear pants. Only skirts. The only way for Liv to get what he wants is to go after it himself. But to Liv, this isn't just a mission to change the policy—it's a mission to change his life.
Riding Freedom by Pam Muñoz Ryan	9780439087964	A fictionalized account of the true story of Charley (Charlotte) Parkhurst who ran away from an orphanage, lived as a boy, moved to California, and became a stagecoach driver.



Unit	SOCIOECONOMIC DIFFERENCES Poverty is a complex issue that can stem from a variety of reasons that are too difficult for young children to understand. But even though issues surrounding hunger and homelessness are complicated, it's important to talk to kids about poverty. Children may not understand why some kids get free lunch at school or why there's a homeless person asking for money. It's important to teach about poverty so children do not make inaccurate assumptions about people who have less than they do. This month focuses on poverty and service learning projects that students can engage in to help others.	Approximate Pacing	1 lesson or more in the month of November
ESSENTIAL QUESTIONS			
What are the differences between how I live and how others live? How am I the same as other people? How am I different from other people? What does it feel like to not have a home, food, or all the things you need?			
STUDENT LEARNING OBJECTIVES			
Students will: address important societal issues by acquainting them with homelessness, poverty and hunger. identify ways in which they can help individuals and families who are experiencing homelessness, poverty and hunger prepare students to become caring, informed, and proactive citizens.			
K-6 LESSON RESOURCES			
https://www.doinggoodtogether.org/bhf/fight-poverty https://www.learningtogive.org/resources/hunger-homelessness-and-poverty-service-learning-toolkit https://cotsonline.org/wp-content/uploads/2012/12/Unsheltered-Lives-2010.pdf https://homelesshub.ca/sites/default/files/q2ebqbz3.pdf			



PICTURE BOOKS

Title	ISBN	Description
Lives Turned Upside Down: Homeless Children in Their Own Words and Photographs by Jim Hubbard.	9781416968382	Children living in homeless shelters take photographs, tell their stories and share their dreams.
Additional Resources:		
The Exact Location of Home. Kate Messner.	9781681198989	Kirby "Zig" Zigonski lives for the world of simple circuits, light bulbs, buzzers, and motors. Electronics are, after all, much more predictable than most people—especially his father, who he hasn't seen in over a year. When his dad's latest visit is canceled with no explanation and his mom seems to be hiding something, Zig turns to his best friend Gianna and a new gizmo—a garage sale GPS unit—for help. Convinced that his dad is leaving clues around town to explain his absence, Zig sets out to find him. Following one clue after another, logging mile after mile, Zig soon discovers that people aren't always what they seem . . . and sometimes, there's more than one set of coordinates for home.
Changing Places: A Kid's View of Shelter Living by Judy Wallace	9780876591611	Eight different children, Ages 6-13, describe what it is like to live in a homeless shelter.



Unit	MULTICULTURAL BOOKS Diversity activities teach young children to respect and celebrate the differences in all people. Learning about different cultural aspects offers new experiences for children. It also helps them realize that we're all humans, despite differences in how we look or dress, or what we eat or celebrate.	Approximate Pacing	1 lesson or more in the month of December
ESSENTIAL QUESTIONS			
<p>Why are different cultures important? How can I describe ways people are different from me? How can I live, work and play with others when we have differences? How can I be proud of who I am and celebrate others?</p>			
STUDENT LEARNING OBJECTIVES			
<p>Students will be able to: respect and appreciate cultural diversity. promote the understanding of unique cultural and ethnic heritage. promote the development of culturally responsible and responsive curricula. facilitate acquisition of the attitudes, skills, and knowledge to function in various cultures. eliminate racism and discrimination in society.</p>			
K-6 LESSON RESOURCES			
<p>https://busyteacher.org/7080-top-10-ways-to-teach-culture.html https://www.theedadvocate.org/6-ways-teachers-can-foster-cultural-awareness-in-the-classroom/ https://uh.edu/cdi/diversity_education/resources/activities/pdf/diversity%20activities-resource-guide.pdf</p> <p>Here is a folder of Cultural Awareness Activities you can do with your class. Activities are centered around how people feel when they are treated unfairly. https://drive.google.com/drive/folders/1t6ZghVVR1kaBuxTWxiSDvUu0fjOKUvsk?usp=sharing</p>			



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<u>Title</u>	<u>ISBN</u>	<u>Description</u>
Muskrat Will Be Swimming by Cheryl SavAgesau	9780884482802	When she confides her troubles to her grandfather, he tells her about his own childhood experiences with teasing. As the story unfolds, the grandfather shares a traditional Seneca story that helps Jeannie to find strength in her Native identity and a new appreciation for the different roles that animals play in nature. This is a quiet book that celebrates family and place and the teachings of Native people. Muskrat Will Be Swimming is based on a real incident in Cheryl SavAgesau's life.
The Misfits. James Howe.	9780689839566	Sticks and stones may break our bones, but names will break our spirit. At once hilarious and poignant, this novel is about four unpopular 7th graders who decide to band together to run for student council. One is overweight, one is tall and opinionated, one is slow, and one is gay. Together they make a formidable quartet as they confront their classmates about their name-calling and stereotyping.
New Kid by Jerry Craft	9780062691194	Seventh grader Jordan Banks loves nothing more than drawing cartoons about his life. But instead of sending him to the art school of his dreams, his parents enroll him in a prestigious private school known for its academics, where Jordan is one of the few kids of color in his entire grade. As he makes the daily trip from his Washington Heights apartment to the upscale Riverdale Academy Day School, Jordan soon finds himself torn between two worlds—and not really fitting into either one. Can Jordan learn to navigate his new school culture while keeping his neighborhood friends and staying true to himself?



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Unit	<p>DIVERSE FAMILIES</p> <p>Our world is a melting pot of different configurations, beliefs, cultural norms, and personal practices. Every child and family comes to a child care community with different values and experiences. One of the most important gifts we can give our children is to help them feel good about the uniqueness of their family and help them learn to accept, respect, and include people whom they may experience as "different."</p>	Approximate Pacing	<p>1 lesson or more in the month of January</p>
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ESSENTIAL QUESTIONS

What makes a family?
 How is my family different from my friends' family?
 How am I different from my friends?
 What are the differences between how I live and how others live?

STUDENT LEARNING OBJECTIVES

Students will:
 recognize that every family is different and yet the same.
 recognize and accept differences among themselves and within the larger community.
 recognize each student's unique family contributes to a richer society.
 think about their personal situations and their concepts of "family" and consider those of others.

K-6 LESSON RESOURCES

<https://www.tolerance.org/classroom-resources/tolerance-lessons/what-is-a-family>
<http://readingtokids.org/Books/BookView.php?bookID=00000317>
https://drive.google.com/file/d/17cVv4v7PJBavsjrHG1OwzXypDE-Hwzn_/view?usp=sharing

Title	ISBN	Description
Black, White, Just Right! – Marguerite W. Davol	9780807507889	This simple story celebrates how the differences between one mother and father blend to make the perfect combination in their daughter. As this little family moves through the world, the girl



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		<p>notes some of the ways that her parents are different from each other, and how she is different from both of them. With each difference she lists, she highlights the ways that their individual characteristics join together to make her family. The fact that her mother is African American and her father is white is just one of the many interesting things that make this little girl and her family “just right.”</p>
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Unit	REFUGEES AND IMMIGRANTS Dislocated populations such as immigrants and refugees have traditionally been overlooked in education. Students often hold preconceived notions about these groups, and introducing dislocated populations' stories into the curriculum brings to light inherent biases that often surface. Students practice active listening skills and learn empathy to maintain a civil discourse and promote understanding of others.	Approximate Pacing	1 lesson or more in the month of February
ESSENTIAL QUESTIONS			
<p>How is my life easier or more difficult based on who I am and where I was born? What can I learn from hearing a personal story? How can I learn more about other people? How are people similar and different from me?</p>			
STUDENT LEARNING OBJECTIVES			
<p>Students will define refugees. describe and formulate connections with a refugee's feelings. summarize what it means to be a refugee. understand similarities and differences between themselves and others. recognize and value diversity among their peers. recognize and value the diverse experience of immigrants and of children from other countries. learn about the lives of other people helps me build empathy, respect, understanding and connection.</p>			
K-6 LESSON RESOURCES			
<p>https://www.tolerance.org/classroom-resources/teaching-strategies/community-inquiry/fishbowl https://www.learningtogive.org/resources/refugees-our-community-service-learning-toolkit K-2 https://www.learningtogive.org/units/refugees-finding-place-k-2/carly Ages 6-9 https://www.unhcr.org/en-us/59d3572d7 Ages 9-12 https://www.unhcr.org/en-us/59d38dc07 and https://www.unhcr.org/4582bfb62.html Lesson Resources 3-5 https://www.tolerance.org/classroom-resources/tolerance-lessons/exploring-young-immigrant-stories</p>			



PICTURE BOOKS

Title	ISBN	Description
Other Words for Home by Jasmine Warga	9780062747815	Jude never thought she'd be leaving her beloved older brother and father behind, all the way across the ocean in Syria. But when things in her hometown start becoming volatile, Jude and her mother are sent to live in Cincinnati with relatives. At first, everything in America seems too fast and too loud. The American movies that Jude has always loved haven't quite prepared her for starting school in the US—and her new label of "Middle Eastern," an identity she's never known before. But this life also brings unexpected surprises—there are new friends, a whole new family, and a school musical that Jude might just try out for. Maybe America, too, is a place where Jude can be seen as she really is.
Nowhere Boy. Katherine Marsh.	9781250307576	Fourteen-year-old Ahmed is stuck in a city that wants nothing to do with him. Newly arrived in Brussels, Belgium, Ahmed fled a life of uncertainty and suffering in Aleppo, Syria, only to lose his father on the perilous journey to the shores of Europe. Now Ahmed's struggling to get by on his own, but with no one left to trust and nowhere to go, he's starting to lose hope. Then he meets Max, a thirteen-year-old American boy from Washington, D.C. Lonely and homesick, Max is struggling at his new school and just can't seem to do anything right. But with one startling discovery, Max and Ahmed's lives collide and a friendship begins to grow. Together, Max and Ahmed will defy the odds, learning from each other what it means to be brave and how hope can change your destiny.
My Family Divided: One Girl's Journey of Home, Loss, and Hope by Diane Guerrero	9781250134868	Before landing a spot on the megahit Netflix show <i>Orange is the New Black</i> ; before wow-ing audiences as Lina on <i>Jane the Virgin</i> ; and before her incredible activism and work on immigration reform, Diane Guerrero was a young girl living in Boston. One day, while Guerrero was at school, her undocumented immigrant parents were taken from their home, detained, and deported. Guerrero's life, which had been full of the support of a loving family, was turned upside down.



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Kiki and Jacques by Susan Ross	9780823441808	Twelve-year-old Jacques is already experiencing a lot of change in his life, including the death of his mother, when several Somali refugees move to his small town in Maine. Suddenly, Jacques has competition on the soccer team, and there are other growing pains — for both the locals and refugees — as their community becomes a multicultural one. When Jacques strikes up a friendship with Kiki, one of the refugees, his world begins to expand.
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Unit	WOMEN'S HISTORY Recognizing the achievements of women in all facets of life – science, community, government, literature, art, sports, medicine – has a huge impact on the development of self-respect and new opportunities for girls and young women.	Approximate Pacing	1 lesson or more in the month of March
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ESSENTIAL QUESTIONS

How can a woman's decisions and actions change her life and others?
 How do the decisions and actions of women reveal their personalities?
 What personal qualities have helped women to deal with conflict and discrimination?
 What is the role of a hero or "she-roe" (coined by Maya Angelou) in a culture?
 How do various cultures reward / recognize their heroes and "she-roes"?

STUDENT LEARNING OBJECTIVES

Students will:
 be exposed to the accomplishments of women in U.S. history
 Learning about women's tenacity, courage, and creativity throughout the centuries
 Understand that women's achievements were often distorted, disdained, and denied.
 Understand that women's stories provide essential role models for everyone.

K-6 LESSON RESOURCES

<https://www.nea.org/professional-excellence/student-engagement/tools-tips/womens-history-month-classroom>
<http://www.readwritethink.org/classroom-resources/calendar-activities/march-national-women-history-20452.html>
<https://www.adl.org/education/resources/tools-and-strategies/womens-history-month-resources>
<http://www.history.com/topics/holidays/womens-history-month>
<https://www.weareteachers.com/womens-history-month-activities/>

Title	ISBN	Description
Dolores Huerta: A Hero To Migrant Worker by Sarah Warren	9780761461074	Dolores is a teacher, a mother, and a friend. She wants to know why her students are too hungry to listen, why they don't have shoes to wear to school. Dolores is a warrior, an organizer, and a peacemaker. When she finds out that



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		<p>the farm workers in her community are poorly paid and working under dangerous conditions, she stands up for their rights. This is the story of Dolores Huerta and the extraordinary battle she wages to ensure fair and safe workplaces for migrant workers. The powerful text, paired with Robert Casilla's vibrant watercolor-and-pastel illustrations, brings Dolores's amazing journey to life. A timeline, additional reading, articles, websites, and resources for teachers are included.</p>
<p>Bold & Brave: Ten Heroes Who Won Women the Right to Vote by Kirsten Gillibrand</p>	<p>9780525579014</p>	<p>Here are the stories of ten leaders who strove to win the right to vote for American women—a journey that took more than seventy years of passionate commitment. From well-known figures, such as Susan B. Anthony and Sojourner Truth to lesser known women such as Alice Paul and Mary Church Terrell, these are heroes who dreamed big and never gave up. Senator Gillibrand highlights an important and pithy lesson from each woman's life—from "dare to be different" to "fight together."</p>



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Unit	DISABILITIES Whether it's a classmate who is on the autism spectrum or a loved one with muscular dystrophy, children probably have someone in their life with a disability. No matter what the situation, it's important to address your children's curiosity about disabilities as openly and honestly as you can.	Approximate Pacing	1 lesson or more in the month of April
ESSENTIAL QUESTIONS			
<p>How are people with different abilities treated and what gifts can they contribute to a community? Why do some people choose to avoid those who are different? Do different people feel the same way? What is a disability? How can disabilities affect students' experiences at school? How can they affect life outside school?</p>			
STUDENT LEARNING OBJECTIVES			
<p>Students will: understand the meaning of the term "disability" consider their own, their school's and society's biases related to disabilities discuss ways in which labels are used to promote prejudice and lead to discrimination against people consider ways to fight prejudice and discrimination against those with disabilities</p>			
K-6 LESSON RESOURCES			
<p>https://hiehelpcenter.org/disability-awareness-class-lessons/ https://static1.squarespace.com/static/57152c501bbee02fa933fd7a/t/582601e92994cabb3535090d/1478885865996/LL_AT-OAHPERD_Presentation_handout-2016.pdf https://drive.google.com/drive/folders/1Nqx0iclPbKakem1wpT46RiNuL6BCI-16?usp=sharing</p>			



PICTURE BOOKS

<u>Title</u>	<u>ISBN</u>	<u>Description</u>
Song For a Whale by Lynne Kelly	9781524770235	From fixing the class computer to repairing old radios, twelve-year-old Iris is a tech genius. But she's the only deaf person in her school, so people often treat her like she's not very smart. If you've ever felt like no one was listening to you, then you know how hard that can be. When she learns about Blue 55, a real whale who is unable to speak to other whales, Iris understands how he must feel. Then she has an idea: she should invent a way to "sing" to him! But he's three thousand miles away. How will she play her song for him?



Unit	BIAS/PREJUDICE Young children have a keen awareness of and passion for fairness. They demand right over wrong, just over unjust. And they notice differences without apology or discomfort. Current research suggests that children as young as 3 years old, when exposed to prejudice and racism, tend to embrace and accept it even though they might not understand the feelings. The good news is that bias can be unlearned or reversed if we're exposed to diversity in a positive way. Harnessing young children's desire for fairness and using it as opening to discuss bias and discrimination is not a hard leap, but one that needs to be made explicitly and with instruction.	Approximate Pacing	1 lesson or more in the month of May
ESSENTIAL QUESTIONS			
<p>What rights do I have? Do all people have the same rights? How can people have vastly different understandings of the basic facts of a situation? What is bias? How does seeing bias against a group with which you identify affect your daily life and choices? How does seeing bias perpetuated by a group to which you belong affect your daily life and choices?</p>			
STUDENT LEARNING OBJECTIVES			
<p>I (students) will: Articulate that people have different understanding of the basic facts of a situation. Explain how confirmation bias works in conjunction with implicit bias. Differentiate between bias and prejudice. Examine how bias impact my daily life and the health choices I make.</p>			
K-6 LESSON RESOURCES			
<p>Here is a folder of Cultural Awareness Activities you can do with your class. Activities are centered around how people feel when they are treated unfairly. https://drive.google.com/drive/folders/1t6ZghVVR1kaBuxTWxiSDvUu0fjOKUvsk?usp=sharing</p>			



PICTURE BOOKS		
Title	ISBN	Description
The Unsung Hero of Birdsong, USA by Brenda Woods	9781524737115	<p>For Gabriel Haberlin, life seems pretty close to perfect in the small southern town of Birdsong, USA. But on his twelfth birthday, his point of view begins to change. It all starts when he comes face-to-face with one of the worst drivers in town while riding his new bicycle--an accident that would have been tragic if Mr. Meriwether Hunter hadn't been around to push him out of harm's way.</p> <p>After the accident, Gabriel and Meriwether become friends when they both start working at Gabriel's dad's auto shop, and Meriwether lets a secret slip: He served in the army's all-black 761st Tank Battalion in World War II. Soon Gabriel learns why it's so dangerous for Meriwether to talk about his heroism in front of white people, and Gabriel's eyes are finally opened to the hard truth about Birdsong--and his understanding of what it means to be a hero will never be the same.</p>
A Taste of Colored Water by Matt Faulkner	9781416916291	A poignant picture book which takes place in the civil rights era and focuses on two children who, in their innocence about the things around them, mistake "colored" in a colored water sign for something wonderful.
Voice of Freedom: Fannie Lou Hamer by Carole Boston Weatherford	9781536203257	This striking picture book biography chronicles the life of Fannie Lou Hamer, one of the civil rights movement's most inspiring leaders. With free-verse text, coupled with spirituals and quotes, and with stunning quilt-like collages, Voice of Freedom makes this amazing woman's life story accessible to young readers.
Additional Resources:		
Roll of Thunder, Hear My Cry by Mildred D. Taylor	9780307281722	Set in Mississippi at the height of the Depression, Roll of Thunder, Hear My Cry tells of one family's struggle to maintain their integrity, pride, and independence in the face of racism and social injustice. This classic masterpiece focuses on Cassie Logan, an independent girl who discovers why having land of their own is so crucial to the Logan family, and learns to draw strength from her own sense of dignity and self-respect.



Lawrence Township Public Schools

Unit	BEING AN ALLY AND PROTEST The importance of the First Amendment tells us that every voice matters. We must teach children by encouraging them to stand up for what they believe in, and even attend protests, marches, and demonstrations. The First Amendment is one of our core rights, and so we each have a responsibility to uphold them and speak up for democracy to properly work. We need kids engaged because they are the future and we need them to know what's right.	Approximate Pacing	1 lesson or more in the month of June
ESSENTIAL QUESTIONS			
What does it mean to be an ally? How do you act as an ally for others at your school? How can our behaviors lead to both justice and injustice? If you are concerned about an issue but do nothing to change it, how do you become part of the problem? What is one personal behavior that led to either justice or injustice that you wish you would have handled differently? Have you ever seen an injustice?			
STUDENT LEARNING OBJECTIVES			
I (students) will: Predict/explore how being an ally can make you a better friend. Role play the language needed to be an ally in a situation where an adult is not within earshot. Describe how injustice shows up in the lives of students. Identify how our actions of being a bystander can contribute to an injustice. Analyze one situation where you or someone else was an upstander and made the situation better for someone being harmed.			
K-6 LESSON RESOURCES			
Grades K-5 https://www.tolerance.org/classroom-resources/tolerance-lessons/allies-a-discussion-activity Grades 3-5 https://www.adl.org/sites/default/files/documents/abb-b-121-being-an-ally.pdf Grade 6- http://moragascouting.org/NMWA_wsab.pdf https://study.com/academy/popular/civil-rights-activities-for-kids.html http://www.usd116.org/ProfDev/AHTC/lessons/Mann10/Mann10.pdf https://educators.brainpop.com/bp-topic/civil-rights/			



PICTURE BOOKS		
Title	ISBN	Description
Not My Idea: A Book About Whiteness (Ordinary Terrible Things) – Anastasia Higginbotham	9781948340007	Not My Idea: A Book About Whiteness is a picture book about racism and racial justice, inviting white children and parents to become curious about racism, accept that it's real, and cultivate justice. This book does a phenomenal job of explaining how power and privilege affect us from birth, and how we can educate ourselves...Not My Idea is an incredibly important book, one that we should all be using as a catalyst for our anti-racist education.



Unit	AMISTAD- Amistad Mission: to promote a wider implementation of educational awareness programs regarding the African slave trade, slavery in America, and the many contributions Africans have made to American society.	Approximate Pacing	1 lesson or more throughout the school year
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ESSENTIAL QUESTIONS

What is slavery?
 What was daily life like for enslaved persons?
 How did African Americans seek emancipation?
 What can we learn about slaves from their writings, possessions, and photographs?
 What are the contributions of African Americans to our society?

STUDENT LEARNING OBJECTIVES

To infuse the history of Africans and African-Americans into the social studies curriculum in order to provide an accurate, complete and inclusive history.
 To ensure that New Jersey teachers are equipped to effectively teach the revised social studies core curriculum content standards.
 To create and coordinate workshops, seminars, institutes, memorials and events which raise public awareness about the importance of the history of African-Americans to the growth and development of American society in global context.

K-6 LESSON RESOURCES

Grade K-5 <https://www.tolerance.org/sites/default/files/2020-08/TT-2007-Teaching-Hard-History-K-5-Framework.pdf>
 Grade 6-12 <https://www.tolerance.org/sites/default/files/2020-08/TT-2007-Teaching-Hard-History-6-12-Framework.pdf>

PICTURE BOOKS

TITLE	ISBN	DESCRIPTION
Now Let Me Fly: The Story of a Slave Family by Dolores Johnson	9780689809668	A fictionalized account of the life of Minna, kidnapped as a girl in Africa, as she endures the harsh life of a slave on a Southern plantation in the 1800s and tries to help her family survive.
Little Legends: Exceptional Men in Black History	9780316475143	An important book for readers of all Ages, this beautifully illustrated and engagingly written volume brings to life true stories of black men in history. Among these biographies, readers will find aviators and artists, politicians and pop stars, athletes



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		and activists. The exceptional men featured include writer James Baldwin, artist Aaron Douglas, filmmaker Oscar Devereaux Micheaux, lawman Bass Reeves, civil rights leader John Lewis, dancer Alvin Ailey, and musician Prince.
Little Leaders: Bold Women in Black History by Vashti Harrison	9780316475112	Featuring 18 trailblazing black women in American history. Among these women, you'll find heroes, role models, and everyday women who did extraordinary things - bold women whose actions and beliefs contributed to making the world better for generations of girls and women to come. Whether they were putting pen to paper, soaring through the air or speaking up for the rights of others, the women profiled in these pAges were all taking a stand against a world that didn't always accept them.