

Brief overview:

I like to choose a topic to write around each week -5<sup>th</sup> grade-

On Mondays, I tend to have an activity where we are drawn in.

-today we will be mailing Mel chin's organization 'fundreds' in order for him to raise awareness of lead contamination in New Orleans.

- We will also reflect on some problems in our community –student lead-

● I will then introduce the weekly assignment. –we will be writing a letter to our representatives-  
-this ties in with our civics unit.

-Throughout the week, we will work on various skills such as topic sentences, and proper paragraph formatting.

-today is simply an intro.

Resident's Name Todd Brandon	Subject/Anticipated length of the lesson Writing for social justice	Grade 5th	Date Now!
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**Title:**

**Opening to this weeks writing project!**

**MN Academic Content Standards:**

5.1.1.1.2

Identify a public problem in the school or community, analyze the issue from multiple perspectives, and create an action plan to address it.

5.3.1.1.1 (touching upon this)

Create and use various kinds of maps, including overlaying thematic maps, of places in the North American colonies; incorporate the "TODALS" map basics, as well as points, lines and colored areas to display spatial information.

JU.3-5.12 I know when people are treated unfairly, and I can give examples of prejudice words, pictures and rules.

AC.3-5.19 I will speak up or do something when I see unfairness, and I will not let others convince me to go along with injustice.

**Student Objective(s)/Learning Target(s):**

- I can discuss injustice in a community.
- I can reflect on injustice in MY community.
- I can participate in a social activist movement!

## Assessment

How will you know that all students met the objective(s)/learning target(s)?

### Pre-assessment:

Well, this whole lesson is kind of my pre-assessment. I will be seeing what they know about social injustice throughout the discussion at the beginning.

### Formative Assessment(s):

Students will record Ideas in their weekly writing journal regarding what they want to write to their representative.  
-students can choose a peers subject, or it can be original. –they can even write about lead poisoning in New Orleans if they want-  
-I just want to see that they have a writing topic chosen.

### Summative Assessment(s)

Students will be producing a letter which they may send to congress –they may opt out if they want. -

## Using the Context for Learning

Think about the students in your class who may need different strategies/supports, accommodations, or modifications to support instruction (e.g. students with IEPs, 504 plans, ELL, struggling readers, underperforming students, gaps in academic knowledge, and/or gifted students).

### Learner Needs:

-The primary objective is to simply choose and reflect on a subject today.  
-sense they can choose my example, I don't think anyone will need substantial support.

## Academic Vocabulary

*What terms and/or concepts will students need to know in this lesson?*

### **Injustice:**

*-This was an end of the year lesson, so students were pretty familiar with injustice.*

### **Lead poisoning:**

*-there is some pretty explicate instruction regarding lead poisoning.*

### **lobbying**

*-lobbying is when you try to get congress –tying back to our civics unit-*

### Materials Needed for Entire Lesson

Consumables <i>i.e. construction paper, craft sticks, water, paper towels</i>	Non-consumables <i>i.e. geoboards, buckets, beakers, large maps, puzzles</i>	Digital Technology <i>i.e. Smartboard, iPads, CD player</i>	Students Provide <i>i.e. crayons, pencils, math book, notebook</i>	Paper Documents <i>i.e. prepared worksheets, templates, blank maps</i>
		<b>Flip chart.</b>	<b>Pencil</b>	<b>Fundred dollar bill work sheet.</b>
			<b>Writing notebook</b>	

### Instructional Strategies and Learning Tasks

<b>Time</b>	<p><b>Frontloading, the Anticipatory Set, the Launch:</b> What attention grabber/hook will you use to get students into the lesson? <i>Consider establishing relevance, asking higher order thinking questions and using hands-on experiences that draw in your students and get them excited and ready to learn.</i></p> <p><i>Teacher will . . .</i></p> <p><i>Opening:</i>  <i>Examine maps on slide 1:</i>  <i>See think wonder</i>  <i>(don't show labels)</i></p> <p><i>then show labels:</i>  <i>Poverty and lead poisoning</i></p> <p><i>move through slides 2-5</i>  <i>-explanation of lead poisoning, and where lead comes from!</i>  <i>Discuss the danger.</i>  <i>Introduce why this is connected to New Orleans.</i>  <i>There is an embedded video, discussing lead contamination further.</i></p> <p><i>Then we will go back to initial maps and have a think wonder discussion. (slide 6)</i>  <i>-looking to hit injustice of people in poverty living in high lead contamination areas.</i>  <i>-talk about why this is?</i>  <i>-maybe dive into student knowledge and experience?</i>  <i>(very much student lead).</i></p> <p><i>Feeling for understanding.:</i>  <i>-turn and talk, where do we think the lead in New Orleans came from?</i></p>
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<b>Time</b>	<p><b>The Instructional Sequence</b></p> <p>Possible steps:</p> <ul style="list-style-type: none"> <li>● Share learning targets to set purposes for learning</li> <li>● Model and check for understanding</li> <li>● Guided Practice and check for understanding</li> <li>● Independent Practice and monitor progress toward objectives</li> <li>● Assessment</li> </ul> <hr/> <p><i>Teacher will . . .</i></p> <p><i>Then we will dive into fundreds!</i></p> <p><i>(slide 7)</i>  <i>Mel Chin's</i></p> <p><i>'Mel chin is a gentlemen who if fighting to clean up the lead in new Orleans</i></p> <p><i>he Is lobbying!</i></p> <p><i>Who has heard the word lobbyist before?</i></p> <p><i>Well a lobbyist anyone who trying to influence our government!</i></p> <p><i>Can we think of any ways we might be able to influence the government?.</i></p> <p><i>Well Mell Chin is trying to get congress to clean Lead in all of New Orleans –not just the impoverished areas.-</i></p> <p><i>He is doing this by running a fundred campaign</i></p> <p><i>is running a 'funhundred campaign'!</i></p> <p><i>What is a funhundred you might ask? Well let us watch this handy dandy video he created!</i></p> <p><i>-Video explains what a fundred is:</i>  <i>A fundred is a fake bill that students can decorate with an illustration of yourself, your home town, and a picture of the place where you feel at happy –Several of my students are homeless highly mobile, so I had to adapt the language slightly from the word 'home'-</i></p> <p><i>Ex of student work:</i></p>



*Mel Chin wants you to then sent him your 'Fundred' and send it to him! We wants to gather 31 millions funders to send to congress. Why 31 million? Because that is how much it will cost to clean up New Orleans.*

*He then wants to send all of those fundreds to congress on a pallate -flip to slide 8.*

*Now 31 million dollars is a lot of money right? Well Mel Chin wants us to show that we care so much, that 31 million people are willing to take time out of there days, to show that this is something they care about.*

*And it you are thinking that 31 million dollars is just too expensive, look at it this way.*

*Flip to 9:*

*This here overpass on highway 100, cost 36 million dollars to build.*

*These things are everywhere!*

*Isn't it silly that we are more willing to spend money on overpasses, than we are preventing kids like you from getting sick?*

*Slide 12*

*Now while you decorate your fundred, I want you to talk at your tables.*

*-Think about some things that are unfair in your community.*

*-What are some things that could be done to fix them?*

*-How have people changed the world in the past?*

*Be ready to share your fundred, and what you discussed in 10 minutes*

*-hand out design worksheets-*

**Time**

**Closure:** *How will you involve students in closing the lesson (i.e. revisit and assess progress toward meeting the objective/learning target)?*

*Teacher will . . .*

*Call class to front of the room in circle seating students will share their fundreds using 'the wave' strategy.*

*We will then discuss injustices in our community.*

*Come up with ideas of how we can cause change.*

*Deliver weekly writing assignment:*

*Letter writing! We will be writing a letter to congress!*

*We are going to identify a problem, and list of some ways we are going to try to change it!*

*You may use your own ideas, or you can write about New Orleans. It is your choice.*

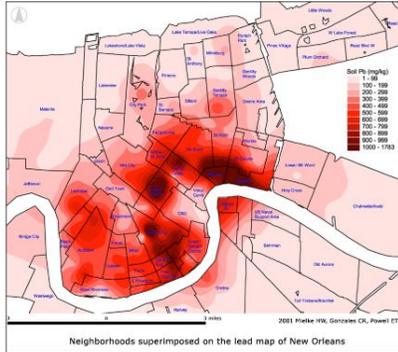
*-remainder of week is build around lessons regarding writing letters, addressing them, and sending them in the mail.*

*Reflection at very bottom of Doc.*

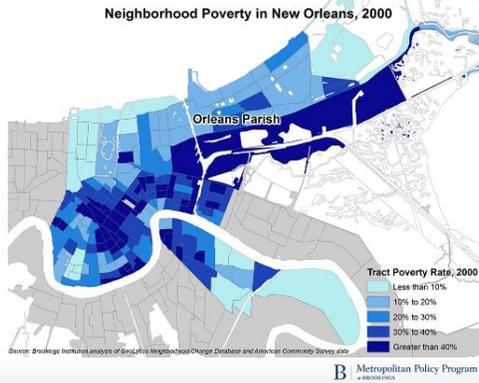
See Think Wonder

Ask if we know what lead is

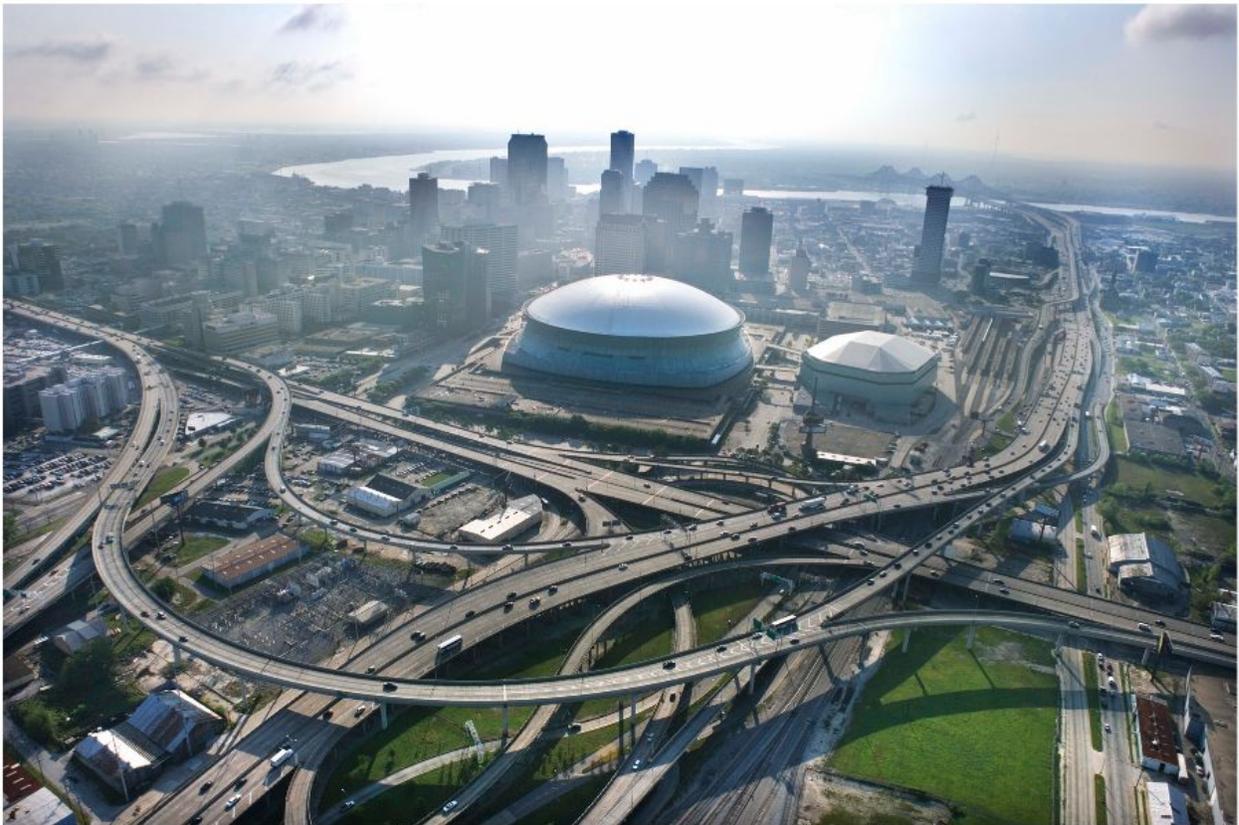
Lead contamination Map



Poverty Map



# New Orleans





## What are the effects of lead poisoning?

Permanent brain damage

Lowered IQ

Swelling of the brain

**!** In acute cases, the effects of lead poisoning can include convulsions, coma, or death.

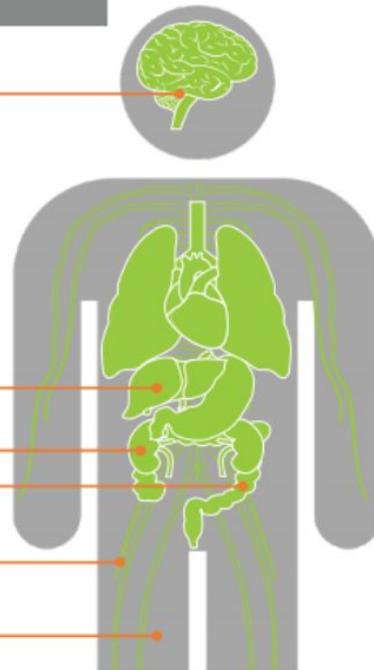
Liver damage

Kidney damage

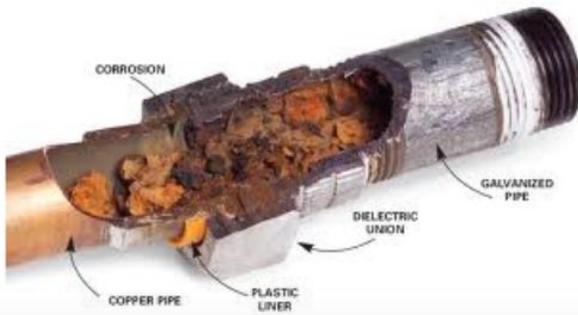
Digestive problems

Nervous system damage

Impaired muscle coordination

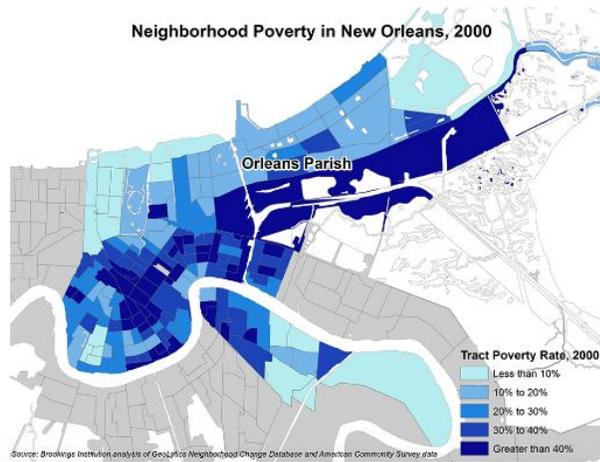
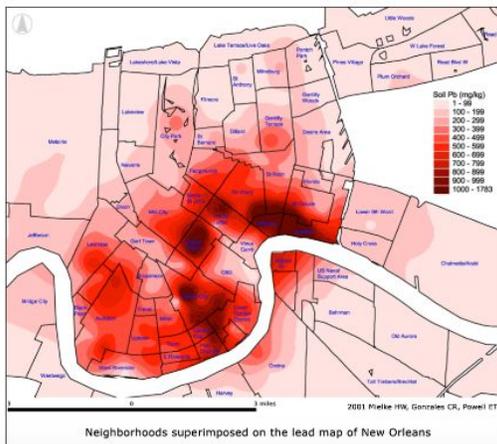


# Where is this lead coming from?



PSA 

Think Wonder



**What can be done in New Orleans?**

**Phosphate  
immobilization!**



**How much do you think it would  
cost to decontaminate 90% of  
public spaces of lead?**



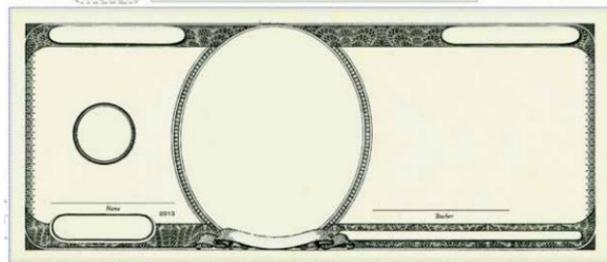
**\$31,000,000**



## How much?



**\$36,000,000**



**What are  
Fundreds?**



**We are sending these to congress!!!!!!**



**\$31,000,000**

## While you work:

### Talk with your table!

- **What are some problems in our community?**
  - How are these problems harmful?
  - What are some ways you have seen people tackle their problems?

## Come back together.

- **What are some problems in our community?**
  - How are these problems harmful?
  - What are some ways you have seen people tackle their problems?

## Reflection

Well, I taught a version of this in the fall, however, I did not originally incorporate the letter writing portion. This lesson was honestly A kind of filler that I used on the second to last day of school. My art Professor recommended it to me, and I figured it would be a good idea to talk about the dangers of lead, and discussing how students can stay safe over the summer. The first time I taught this, it went over really well. We did in fact mail our Fundreds to Mel Chin, and my kids were pumped. They loved the idea that something they made would eventually end up in Washington DC. We spend some time in the fall discussing laws are made, and some of them really wanted to help make a law. Additionally many of them were really taken off guard by the fact that people would put poison in paint and in old pipes that we drink out of. On the last day of school, my students kept pointing at houses with peeling paint and telling me they would never play by one of those. On the bus back form our field trip, Giovanni pointed at a bus bench that said something about lead poisoning, and all of my students were super excited about it.

I decided to incorporate the letter writing aspect of the lesson in for several reasons. For one, Molly pointed out that I did not have a strong connection between the standards, and my lesson. the objective of the lesson felt too vague. So I added in a week long writing lesson. In general, my writing block is built around a skill, and students decide what they would like to write about on their own. I decided that I could incorporate the arcane skill of writing letters! We could examine the structures of a good letter, practice breaking out ideas into paragraphs, and discuss the importance of a good exciting hook –after all, congress people receive a lot of letters, and we want ours to stand out-, and we could even learn how to

address an envelope and walk to the local post office –which is 1 block from school- to drop our letters off!

This lesson could also further tie into civics with the inclusion of a letter writing campaign.

We could have warm up discussions around civil involve in the government. We could generate other idea of how we can have impact of our communities.

### **Adapting to 2<sup>nd</sup> grade:**

While this lesson plan in its current form would be highly fruitful for 5<sup>th</sup> graders, I do not see why It could not be adapted for second graders. We could use sentence frames to help get them started. We could practice punctuation and capitalization. We too could also address our letters!

Now one thing which people worry about with young kids would be deciding when to expose them to new and potentially scary ideas. Now I am a firm believer that knowledge is power, and I think students should be empowered to keep themselves safe and healthy.

Additionally, my parents are raising foster kids, and I have personnaly watched the 2<sup>nd</sup> grader put dirt in his mouth in the back yard. While My yard is clear of harsh chemical contaminants –the state payed for testing before we started fostering-, I know that many children’s parents not have the luxury to have their yard tested, and potentially decontaminated. In order to keep kids safe, we need to give them to tools to take care of themselves.

### **Final thoughts:**

I try to plan student centered writing blocks. I have an intro activity where I expose kids to theme or an idea. I do what I can to get them excited, then I let them decide where to go with

it. I try to pick themes where will help empower my students, but ultimately they get to decide what they want to write about. after all, I could never pic a subject which all of my students would find interesting. Because of this, I have chosen as a teacher to take the risk of loosening the reins, and allowing my students to lead the way.