

Sample Lesson for social justice book club unit.

Guiding Question: How can identifying the roles played in a moment of conflict help us better empathize with the characters involved?

Full class discussion: Identify the 4 vocabulary words of Target, Ally, Bystander, and Perpetrator.

- Write the words on a chart, with a space in between for room to write about each, and write the word “synonyms:” under each word.

On the top speak and write the word “injustice” with space to write in definition.

Speak and write the definitions of each word-

- Target= the target of an injustice.
- Ally= People who stand-up for someone when they face injustice, intervening or trying to stop the mistreatment of someone.
- Bystander= a person who observes the act of injustice, but who does nothing to intervene or try to stop.
- Perpetrator= commits the act of injustice. Can be a person, a group, or even society’s laws.

After writing these words and definitions, ask the students what they infer the meaning of injustice to be. Write their ideas under the word, and guide them to understanding through using their ideas in realistic scenarios.

Reteach the definition of synonyms to the class, and have them create possible synonyms for each of the words.

Watch the Burger King Bullying Jr. <https://www.youtube.com/watch?v=mnKPEsbTo9s> and discuss through the different roles.

Number the students off by 4’s- Have each number sit with their similar number group with their writing notebook.

When together, you will have each group do in individual, timed prompt write in their journals. Project the following prompt:

*Prompt- You will write for five minutes on a time that you have played your role in a moment of injustice. This injustice could be in any scenario where someone was treated unfairly for their differences (race, religion, class, sexuality, style choices, interests, academic abilities, voice or body, etc.) If you cannot remember a specific event from your life, use an event from a book, movie, or tv show that you remember.*

*1’s= Target*

*2’s= Ally*

3's= *Bystander*

4's= *Perpetrator*

Give them 5 minutes to write and then share their writing or a portion of their writing with their group mates- Teacher will cycle through the tables to check in and share their experiences as each of the roles.

Rejoin the circle and freetalk- Have students share their understanding of segregation, adding necessary information and prompts to help guide their understanding of this period of history.

Handout the Acting for Justice worksheet- Have students share their noticings

Read aloud the story, "On Crackling White City" with the students flipping their Acting for Justice worksheet. After they have heard the story, have them flip back over their worksheet and have them note any thoughts or parts of the reading that tell which role the different people in the story play in the act of injustice. Read the story again and have the students write while listening.

Give the students 2 minutes to write any last thoughts into their boxes and have a group share-out and discussion.

Then have them return to their number group to share and discuss their choices. Have them come up to a consensus on who belongs in each box.

Student empathy writing- Teach what empathy means, adding the word and definition to the injustice sheet and have the students create the synonyms. Tell the students that they will chose a person or group that was in their group's role and individual write the situation from their perspective with their thoughts. This is a 5 minute freewrite.

Teacher writes from the perpetrator's perspective.

Have the students circle up with the whole class. Each student will share their writing or a portion of their writing.

After everyone shares, discuss noticings and discoveries. Teacher acts as the notetaker of the group brainstorm.

Have students go back into their reading group and fill out the Acting for Justice worksheet on a group selected moment from their Book club text.

This lesson fit into a GANAG format:

**Name: Aaron Liebo**

**Lesson Date: Quarter 3**

**School: Creative Arts Secondary School**

**Class: 6th Grade English**

<p><b>Goal</b></p> <p>Set the learning goal/benchmark or objective</p>	<p><u>Standards</u> applying to that lesson</p>	<ul style="list-style-type: none"> <li>● 6.4.2.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</li> <li>● 6.4.4.4 Determine the meaning of words or phrases as they are used in a text, including figurative or connotative meanings.</li> <li>● 6.4.5.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of a theme, setting, or plot.</li> <li>● 6.4.6.6 Explain how the author develops the point of view of the narrator or speaker in a text.</li> <li>● 6.4.9.9 Compare and contrast texts in different forms or genres in terms of their approaches to similar themes or topics.</li> <li>● 6.4.10.10 By the end of the year, read and comprehend literature and other texts including stories, dramas, and poems, in the grades 6--8 text complexity band proficiently and independently with appropriate scaffolding for texts at the high end of the range. <ul style="list-style-type: none"> <li><i>A. Self select texts for personal enjoyment, interest, and academic tasks.</i></li> <li><i>B. Read widely to understand multiple perspectives and pluralistic viewpoints</i></li> </ul> </li> </ul>
	<p><u>Guiding Question(s)</u></p>	<p>How can identifying the roles played in a moment of conflict help us better empathize with the characters involved?</p>
	<p><u>Measurable Objective</u></p>	<ul style="list-style-type: none"> <li>● Student will be able to (SWBAT) use an empathy freewrite to better understand a person’s mentality in a social justice situation.</li> </ul>
<p><b>Access</b></p> <p>Access students’ prior knowledge building engagement through establishing immediate relevancy; a “hook” that is a short introduction to the lesson</p>		<p>Students have discussed the concept of social justice literature and have been reading a social justice themed novel within their social justice book club group. Students have demonstrated understanding of the novel’s characters, setting, protagonist, antagonist, conflict and climax.</p> <p>Students will use quick writing, brainstorming, small groups and verbal check-ins to access this knowledge.</p>

<p><b>New Information</b> Acquire new information – declarative and/or procedural</p>		<p>Strategy: Teacher will play the following roles in this lesson- Direct instructor, notetaker, facilitator, modeler, sharer, and learner.</p>
<p><b>Apply</b> Apply a thinking skill or use knowledge in a new situation. Opportunity for feedback provided</p>		<p>Students will work individually as a writer, viewer, analyzer, sharer, brainstormer, and reader; in a small group as a writer, decider, and sharer; in a full class circle as a sharer, listener, and decider; and in their reading group as a reader, discussor, and role player.</p>
<p><b>Generalize</b> Generalize what has been taught. How will the teacher know if students met the measurable objective?</p>		<p>Students will demonstrate their understanding through their vocalizing, their freewriting, their empathy writing, their worksheets, and their transferring to their book club novel.</p>

Unit Overview

DEVELOPING CRITICAL LITERACY THROUGH SOCIAL JUSTICE BOOK CLUBS

Unit Two Grade 6 \_\_\_\_\_

As you sit down to plan this unit, you may wonder about the term “social justice” What is it, exactly? At a simplistic level, the term ‘social justice’ refers to issues that affect groups of people, or just the one character; based on the character or characters’ identit(ies) and how the dominant society treats or mistreats them. A character may worry that she needs to wear her big sister’s hand--me-- down clothes. That is a personal struggle. But we can also think about her unique problem as a problem that applies to lots of people—like not having enough money, or fitting in – that is, as a social issue. Lots of people worry about money, about peer pressure, so those are social issues. Poverty is a social justice issue, and so can be the fear that one’s family is falling apart.

Homelessness, joblessness, bullying, racism, antisemitism, arabophobia, religious persecution, and bias are also examples of social justice issues. It is helpful for kids to see that by reading, we can watch characters dealing with social justice issues and we can learn to deal with those issues (and other issues) from books.

**Essential Question:** How can we read to be alert to social justice issues and analyze

how authors develop perspectives and power dynamics in stories and other texts?

**Major Standards Addressed in the Unit:**

- 6.4.2.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- 6.4.4.4 Determine the meaning of words or phrases as they are used in a text, including figurative or connotative meanings.
- 6.4.5.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of a theme, setting, or plot.
- 6.4.6.6 Explain how the author develops the point of view of the narrator or speaker in a text.
- 6.4.9.9 Compare and contrast texts in different forms or genres in terms of their approaches to similar themes or topics.
- 6.4.10.10 By the end of the year, read and comprehend literature and other texts including stories, dramas, and poems, in the grades 6--8 text complexity band proficiently and independently with appropriate scaffolding for texts at the high end of the range.
  - A. *Self select texts for personal enjoyment, interest, and academic tasks.*
  - B. *Read widely to understand multiple perspectives and pluralistic viewpoints*

**Bends to this Unit:**

- *Bend I: Reading thoughtfully to deepen interpretation How are social issues developed and dealt with in texts? How can I deepen my interpretation of texts by considering social issues, theme, and perspective?*
- *Bend II: Reading critically for power, perspective, and positioning How can I notice power, perspective, and stereotyping in texts that I read? How can I use my noticings to challenge texts rather than taking them at face value?*
- *Bend III: Reading to learn how authors craft stories to convey messages How can I develop ideas not just about themes of texts but also about how those messages are communicated through authorial decisions?*
- *Bend IV: Reading across texts and genres to compare ideas and revise understandings How can comparing texts in different genres affect our understanding? How does learning more about real life implications of a social issue affect our understanding of the texts we read and the lives we lead?*

**Sample Anchor Texts:**

- “Raymond’s Run” by Toni Cade Bambara, from *American Street*, A Multicultural

Anthology of Stories edited by Anne Mazer

- “Tied to Zelda” by David Rice, from *Tripping Over the Lunch Lady* edited by Nancy Mercado
- “Everything Will Be Okay” by James Howe
- “On Crackling White City” recounted by James Farmer Jr.
- [The Breadwinner](#) by Deborah Ellis

Book choices for the Book club groups:

- [Return to Sender](#) by Alvarez, Julia
- [I Am Nujood, Age 10 and Divorced](#) by Nujood Ali
- [Operation Redwood](#) by French, S. Terrell
- [Sylvia & Aki](#) by Winifred Conkling
- [One Crazy Summer](#) by Rita Williams-Garcia
- [A Little Piece of Ground](#) by Elizabeth Laird
- [Stella by Starlight](#) by Sharon M. Draper

•nonfiction articles that relates to your social justice issues

Optional Literary Centers: Find at [bit.ly/msliteracy](http://bit.ly/msliteracy) (Literary Centers are day 6 in the lesson sequence)

Note that the Literary Centers listed below are for grades 6--8.

- 1) Developing Critical Literacies-- Bias
- 2) Developing Critical Literacies-- Perspective
- 3) Developing Critical Literacies- Acting for Justice
- 4) Developing Critical Literacies-- Power Perspective and Stereotypes
- 5) Developing Critical Literacies-- Reconstructing Texts

## **Stage I: Desired Results**

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### **Unit Learning Activity Summary Students will:**

- Participate in Book Clubs of 3--4 students. Book clubs are 2 reading partnerships. Read in book clubs, focusing on social justice issues the character faces. Students may read short stories and then move to novels.
- Keep an electronic reading and reaction log to use as an artifact, that lets them reflect

on how reading is going for them

- Set reading goals focused on building volume, stamina, and responses
- Create entries in a Reading Response notebook to demonstrate thinking and personal perspective
- Partner and self-assess just right books and reading responses
- Fast jot and annotate while reading to track their thinking
- Read independently daily in school (about 25 pages) and at home (about 25 pages), finishing a minimum of 2-3 novels within the course of the unit
- Participate in instructional read aloud and long writes around social justice issues within and across texts, and find how they relate to real life experiences.
- Participate in empathy writing and role-plays

### **Enduring Understandings**

- Readers notice not only conflict that the protagonist has, but social justice issues which have a greater impact on individual and different groups of people
- Readers regard the impact that power, perspective, and positioning have on the social justice issue and the characters in the story
- Readers notice the work of the author and the intentional choices he/she makes to illuminate the social justice issue
- Readers think not only of the impact of the social justice issue within the four corners of a text, but also it's implications across several texts within a few genres, as well as real life implications

### **Performance Tasks**

- Assessment read aloud (Given prior to the start of the unit)
- Formative Assessment using read alouds, shared readings, and independent reading books
- Summative Assessment/Long Writes
- Empathy Writing

- Jigsaws and role playing
- Club Talk
- Gallery Walk/Presentation for Cross Genre analysis of social issue      Other Evidence
- Reading Logs
- Student jottings
- Annotations of short text
- Reading Conference
- Anecdotal Notes
- Conferring and/or Small Group Anecdotal Notes
- Volume in Reader's Notebooks
- Student Self-Assessments and Reflection

## **Resources in Support of Assessment**

### **Checklist for Partner Talk SL 6.9.1.1**

I come prepared to talk

I share my own ideas about social justice issues with evidence to support

I share my own ideas about social justice issues with evidence to support from more than one text

I refer to my jottings, post-its and/or reader's response.

All 3 plus...

I build on other's ideas by using conversation prompts to extend talk.

### **Checklist of Choosing a Just Right Book 6.4.10.10 Bend II**

I have a purpose for choosing this book: an author I love, a genre or theme I want to read more of, it satisfies and stretches me.

I have skimmed a few pages and know most of the words.

When I read a chunk aloud, it sounds like I am talking.

I can tell my partner about the part I just read.

### **Self-Assessment – Reader's Response Notebook Bend I, Session 5**

Post-its/notebook jottings reflect the important parts of the book and what is happening in the story.

Post-its/notebook jottings are beginning to reflect ideas about what is happening in the story.

Student's notebook reflects thinking about their independent reading two to three times during independent reading at school.

Student's notebook reflects thinking about their independent reading two to three times during independent reading at home.

Student's notebook entries have book title, dates and page/chapter where the thinking occurred.

### **Assessment Read aloud:**

Select a short story to read or a music video to show for an assessment read aloud. Identify

specific stopping points and have students jot in a four box quick responses to the following sample prompts:

- 1) How is the character feeling? Why?
- 2) Which issues seem to be important in this text?
- 3) What are the character's reactions to these issues?
- 4) How do they deal with the issues?

Other sample prompts: Who has power, who doesn't? What does the character believe to be true about life? Do you believe this? What perspective does each character have on the issue?

You might show the video only or provide students with the text of the lyrics to support the viewing of the video.

### **Sample Social Issue Stop and Jot/Quick Write Rubric 6.4.2.2 Bend I-IV**

- inference about a character
- identifies character problem
- no theory evident
- an inference about characters with text evidence
- identifies social justice issue
- a theory is given
- several inferences about characters with text evidence
- identifies social justice issue and describes how it affects the character
- a theory is given and supported by the character inferences
- several inferences about characters using precise words and text evidence to support
- identifies social justice issue, describes how it affects the character, and describes how it affects our world
- a theory is given and supported by the character inferences and the theory describes patterns of character behavior

### **Social Justice Issues Long Write Summative Assessment Option**

#### **6.4.2.2 and 6.4.6.6 Bend I, Session 6 (for points 1 and 2) Bend II, Session 6 (points 3 and 4)**

Students may respond to a read aloud text used in a mini lesson or one of the short story book club texts.

I stated a big idea (theory) based on patterns about what this book is saying about a social issue.

Prompts: The social issue in this book is...

I supported my big idea (theory) with 2 to 3 examples of text evidence.

*Prompts: One part that teaches me about the social issue in my book is...*

*Another part that helps me learn about the social issue is...*

I supported my big idea (theory) with 4 to 6 SPECIFIC examples of text evidence from across the text.

I supported my idea by talking about perspective, voice, or power and how they have impacted the story or characters.

*Prompts: In the beginning of the story... An important part of the middle of the story... In the end I realized...*

I explained how the text evidence supports my big idea (theory) about what the book is saying about a social issue.

I supported my idea by talking about perspective, voice or power and how they have impacted the story or characters.

*Prompts: This part connects back to my idea about the social issue in this book because...*

*This part shows...*

*This part fits...*

### **Sample Instructional Read Aloud: Bend II, Session 1 Anchor Text: “Tied to Zelda”**

Stop periodically to demonstrate the process of asking of questions tied to the text. Then give students opportunities to ask and discuss questions in partnerships.

I asked a question about the main character or secondary character(s) that can provoke a discussion

The question highlighted the character’s perspective and prompted for evidence from the text

The question aligned to a social issue I’m noticing in this text that goes from beyond what the text is saying into real life situations

I used specific academic and literary terms when speaking and writing about books, such character, perspective, evidence, and social issue.

### **Quick Write: Bend II, Session 5 Anchor Text: “Tied to Zelda” or independent reading book**

#### **6.4.2.2, 6.4.6.6**

Who is the character in power? Give an example of a perspective or stereotype from the text that illustrates this.

### **Long Write to Compare and Contrast Similar Treatment of Themes Across Texts 6.4.2.2,**

**6.4.3.3, 6.4.5.5, 6.4.9.9**

Bend III, Session 5 Bend IV, Session 4

I can explain choices the author has made to show how a character has power.

I can explain choices the author has made to show how a character is stereotyped and the affect of the perspective.

I can see patterns of life lessons across more than one text and explain my noticing.

I can tell my perspective about the social issue, whether or not I agree with the author's perspective, and give at least one reason to support my thinking.