

Monday, February 4th, 2019

Nisa Little, Lower Elementary **Students as Leaders**

Standards

RL.1.1 Ask and answer questions about key details in a text. Common Core State Standards Common Core English/Language Arts

RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. Common Core State Standards Common Core English/Language Arts

RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events. Common Core State Standards Common Core English/Language Arts

BLM Principles

BLM.BW Black Women: Building a Black women affirming space free from sexism, misogyny, and male-centeredness
Teachers' Democracy Project Black Lives Matter

BLM.E Empathy: Practicing empathy by engaging comrades with the intent to learn about and connect with their contexts
Teachers' Democracy Project Black Lives Matter

Objectives

Students will be able to understand the electoral process and what makes a good candidate.

Students will think about what they would do if they were the leader of Baltimore.

Materials

- Book: Grace for President by Kelly Dipucchio
-

Procedure/Strategies

Open Discussion :

Teacher poses different questions and scribe different students thoughts that connect to lesson objective. Extension:
Socratic Seminar

1. What should the leader of our city be like? What does the person need to know or believe?

2. What do you think your school principal should be like? What do you want the principal of your school to know or understand?

--Ask: Do you think it matters if a leader of a Baltimore school is Black or another race?

1. Show picture of mayor of Baltimore. Tell students this is Mayor Catherine Pugh.

Ask, "Should women have the opportunity to have positions of power, like mayor, governor, or president?"

Have students share their thoughts.

Reflection: Can people from other cultures understand people who are different?

For example: If we only have men in charge (and mostly white people), it's likely that issues that Black people face have not been prioritized.

Introduce text

Say "Today we are going to read *Grace for President* written by Kelly Dipucchio and the pictures are by LeUyen Pham."

Ask "The person who writes the words in the book is called?" (author). "What about the person who creates the pictures in the book?" (Illustrator)

*Use equity sticks

Say "Grace learns that the United States has never had a woman president. She decides she wants to be the first. But before she can do that, she runs for student president of her school. Let's learn Grace's journey."

2. Begin Read Aloud

As you read, please stop at points to ask questions to check for understanding...

- Read page 1-4 Ask: Can you predict what Grace is going to say?
- Read page 7-8 and ask: Why does Grace think becoming president won't be as easy as she thought it would be?
- Read page 9-10 and point out the numbers on the map in the picture. Explain that those are the number of electoral votes each state gets in a presidential election. State with more people in them get more votes. (Teacher note: To provide support with term "electoral college" please see Author's Note after story.)
- Read pages 11-16: Student conduct a Think-Pair- Share "What are some differences between the two candidates campaign (slogans & promises).
- Read pages 18-20 and ask, "What is the difference between how the two candidates are preparing for the election?"
- Read pages 21-18 and ask "Why do you think Sam voted for Grace?"

3. Closing:

"There are many ways that people in our country can work towards justice or fairness. We can elect lawmakers, leaders or even become those lawmakers and leaders in order to create laws that are fair and just for everyone. You can even make change locally in your own community. This week we will take a deeper dive into community, advocacy, everything Baltimore, and how we as individuals and a community can make a difference."

Reflection Question: If you were mayor of Baltimore, what are some changes you would make?
(Students scribe in their journal)

Assessment/Check for Understanding

Reflection: If you were the President of the USA, what are some changes you would make?

Vocabulary

Democracy: (noun) A form of government in which the people hold the power.

Representative: (noun) Is someone who speaks or acts for someone else or for a group.

Campaign: (noun) A plan made up of a number of activities directed toward meeting a goal.

Election: (noun) The process of choosing a person for office by voting.

Tuesday, February 5th, 2019

Nisa Little, Lower Elementary
Students as Activists

Standards

CCR.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. Common Core State Standards Common Core English/Language Arts

CCR.R.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Common Core State Standards Common Core English/Language Arts

CCR.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Common Core State Standards Common Core English/Language Arts

RI.1.7 Use the illustrations and details in a text to describe its key ideas. Common Core State Standards Common Core English/Language Arts

BLM Principles

BLM.LE Loving Engagement: Embodying and practicing justice, liberation, and peace in our engagements with one another Teachers' Democracy Project Black Lives Matter

BLM.G Globalism: Seeing ourselves as part of the global Black family and understanding how we are impacted or privileged by our positioning in the world Teachers' Democracy Project Black Lives Matter

BLM.CV Collective Value: Valuing all Black lives, regardless of actual or perceived sexual identity, gender identity, gender expression, economic status, ability, disability, religious beliefs or disbeliefs, immigration status, or location Teachers' Democracy Project Black Lives Matter

Objectives

Students will be able to define activists and identify strong leaders in their communities and discuss why they are activists.

Students will be able to discuss and list a characteristics and actions that make someone a leader.

Materials

- Book: A is for Activist by Innosanto Nagara
 - Chart Paper and Markers
 - Construction Paper and Crayons
-

Procedure/Strategies

Procedure:

1. Read A is for Activist by Innosanto Nagara
2. Review Vocabulary terms

3. Teacher shares a personal story of someone who exemplifies leadership. Describe, for example, a member of your family, community or school, or someone students have learned about from history.

*Possible example: Aaron Maybin - (former NFL player from Baltimore who is an artist and teaches art at Matthew A Henson Elementary School)

Students browse link as teacher shares short snippet of Aaron Maybin. http://aaronmaybin.com/?page_id=2

Students share out who they see as leaders in their communities.

4. Ask: "What makes that person a strong leader? What kinds of qualities do you think she has?"

*Chart students' responses until you have come up with a list of attributes or leadership qualities. (Examples: honesty, vision, competence, ability to inspire, intelligence, persistence, charisma, passion, emotional intelligence, curiosity and creativity).

5. Encourage students to share examples of people in their families, neighborhoods, school, religious organizations, or other communities that have some of these traits. You can also have students work in pairs.

-Circulate to listen to group discussions and to generate a chart based on what you hear.

*Students who have trouble thinking of people might be inspired by classmates' stories of what makes people in their own lives activists.

-Draw attention to the potentially local and even very micro nature of activism, including children who are activists if this idea comes up.

6. Ask students to choose 1–3 qualities and think of a person in their community who exemplifies these qualities. Allow students to discuss their ideas with a partner, sharing who they will focus on and why. Please provide students with construction paper and crayons.

7. Students will draw a picture of this person in a scenario where he or she is demonstrating the trait.

Teacher notes: Provide students with a teacher created sample. Students art work can be literal or students can get abstract with their representation by using symbols, colors or shapes that they feel represent what they are trying to show.

8. Closing: Students present their drawing and share actions that promote a trait of a leader.

Assessment/Check for Understanding

Essential Questions

- What is an activist? What does an activist do?
- What makes someone a strong and effective leader or activist?

Optional Project:

Students research pivotal peaceful protest in history.

- Martin Luther King & Civil Right Movement

-Ghandi- fasting

-Rosa Parks- boycott

Vocabulary

Activism: (noun) energetic action or involvement in a movement to get something changed or achieved. Activities may include participating in (or leading of) demonstrations, protests, or passive resistance.

Influence: (noun) the ability to affect the actions, behavior, opinions, etc., of others.

Leadership: (noun) the ability, position or function of a person who guides or directs others.

Activist: (noun) a person who is very involved in supporting a cause, especially a political cause

Community: (noun) a social group of any size whose members reside in a specific locality, share government, and may have a common cultural and historical heritage

Wednesday, February 6th, 2019

Nisa Little, Lower Elementary Students taking on Community Issues

Standards

CCSS 1 RI 3 Describe the connection between two individuals, events, ideas, or pieces of information in a text. Maryland English Language Arts

CCSS 1 RI 7 Use the illustrations and details in a text to describe its key ideas. Maryland English Language Arts

CCSS 1 RI 6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. Maryland English Language Arts

CCSS 1 RI 9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). Maryland English Language Arts

BLM Principles

BLM.E Empathy: Practicing empathy by engaging comrades with the intent to learn about and connect with their contexts Teachers' Democracy Project Black Lives Matter

BLM.UB Unapologetically Black: In affirming that Black Lives Matter, we need not qualify our position. Loving and desiring freedom and justice for ourselves is a necessary prerequisite for wanting the same from others Teachers' Democracy Project Black Lives Matter

Objectives

Students will explore Baltimore's geography and issues through maps. Students share notices and wonders.


Materials

- Laptops/Computer
- Note catcher
- Maps (segregation, poverty)
- Chart Paper

Link: <http://graphics.wsj.com/baltimore-demographics/>

Link 2:

<https://bniajfi.org/mapgallery/>

 NoteCatcherDay3.docx

Procedure/Strategies

1. Teacher says "Let's think of some of the best things about Baltimore. List some of our favorite places in Baltimore to visit." Teacher scribes on chart paper various places students may say.
i.e. inner harbor, sky zone, etc.

2. Students use search engine **Kiddle.co** to research certain Baltimore landmarks.

1. Great Black Museum
2. Baltimore Streetcar Museum
3. Reginald F. Lewis Museum
4. Eubie Blake Cultural Center
5. Frederick Douglass- Issac Myers Martine Park
6. Other places said by students

Students scribe different findings in their note catcher (using pictures & words).

Students share notices and wonders.

(Depending on classroom culture, teacher may need to guide conversation.)

*Try highlighting positive aspects.

-Have students share other great places or aspects of Baltimore. (scribe on chart paper)

3. Teacher says: "Baltimore has lots of good places and people, but not all areas of Baltimore have these good things. We are going to look at maps that show different information about Baltimore and where they are located."

Students will work in small groups to share what they notice and what they wonder about the information in the maps.

Teacher assigns small groups a map to interpret.

Display:

- Maps (segregation, poverty)

Link to maps: <http://graphics.wsj.com/baltimore-demographics/>
<https://bniajfi.org/mapgallery/>

Students observe different maps that represent Baltimore's population, diversity, and poverty.

*Teacher note: May have to unpack some terms like population, diversity, and poverty. See definitions in "Vocabulary" section at bottom of lesson plan.

Guiding Questions:

1. What do the colors on the maps mean?
2. What does a high diversity rate mean for education?
3. What are some changes in Baltimore's population?
4. Where do you think your neighborhood is on maps?

Procedures:

Each table has a different map to analyze. Students scribe things that they notice about the maps and wonderings they may have.

Assessment/Check for Understanding

After viewing the maps, assessing community needs:

Make a Community Issues chart on chart paper.

Teacher and students scribe issues they see in the community.

Teacher asks "What are some things you have seen in Baltimore that are not good?", "What things in Baltimore make you feel sad?"

Guide student answers: killings, school issue-heating/cooling, supplies, resources, etc., closed parks, trash in streets, bars on windows in schools, etc.

(Community Issues chart can be on whiteboard, anchor paper, or Promethean board)

Vocabulary

Diversity: (noun) a range of different things

Poverty: (noun) The state of being extremely poor

Population: (noun) all the people of a particular town or area

Name:

Date:

Note Catcher

Please write any thoughts, opinions, pictures that are important regarding your landmark.

Landmark:

Two question I have:

1.

2.

I'm thinking:

1.

2.

In your own words, describe 2 things you learned:

1.

2.

Thursday, February 7th, 2019

Nisa Little, Lower Elementary

ACTION TIME: Community Action Plan

Standards

CCR.W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Common Core State Standards Common Core English/Language Arts

CCR.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. Common Core State Standards Common Core English/Language Arts

CCR.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. Common Core State Standards Common Core English/Language Arts

BLM Principles

BLM.G Globalism: Seeing ourselves as part of the global Black family and understanding how we are impacted or privileged by our positioning in the world Teachers' Democracy Project Black Lives Matter

BLM.BV Black Villages: Disrupting the Western-prescribed nuclear family structure requirement by supporting each other as extended families and "villages" that collectively care for one another Teachers' Democracy Project Black Lives Matter

BLM.E Empathy: Practicing empathy by engaging comrades with the intent to learn about and connect with their contexts Teachers' Democracy Project Black Lives Matter

BLM.BF Black Families: Making our spaces family-friendly and enable parents to fully participate with their children and dismantle patriarchal practices Teachers' Democracy Project Black Lives Matter

Objectives

Students will go on a community walk to highlight the positive and negative things that they see in their school community. Students will work in small groups of 2-4 students to develop a community plan based on findings from community issues chart they created as a class.

Procedure/Strategies

1. Teacher asks students about the maps of Baltimore they saw yesterday. What did they notice? What did they wonder? Teacher tells students today they will go on a walk around the school community to see what positive and negative things they see.

Students go on a "Community Walk". Students walk around school community and scribe/draw different aspects they see, hear, touch .

-Highlight positive/negative

Emphasis on the community walk: Food options, medical resources, educational resources.

Teacher asks these guiding questions:

- Are there different types of grocery stores? What food is available in this community?
- Are there any libraries , hospitals, daycares, parks, recreation centers? What businesses and resources did you see?
- What types of people do you see? Describe the people you saw. What were they doing?

- Are people in cars? Do you see buses? Subway/metro lines?
- How does the environment look? (trash, recycle bins, abandoned homes)
- Signs of community- neighborhood signs, churches, community events? Did you see any places where people come together as a community? Churches? Parks?
- Sidewalks? Visible street signs?

2. After the community walk, return to the classroom and add to the Community Issues chart from the day before by adding examples of issues/needs students saw in the community walk.

Community need: Students choose one need they would like to address and impact change.

Socratic Seminar:

Discussion Questions:

Think back to what we learned so far this week (Books: Grace for President, A is for Activist, vocabulary words, maps of Baltimore issues, the community walk). Students will think of how they could be leaders and activists to address a community issue to make change.

1. How does activism relate to community?
2. How can we use art to share about our community?
3. How does activism relate to art?

Examples of Art Activism:

- Loring Cornish, Art Activist from Baltimore - changed a Police box station to be colorful and covered with words like "HOPE, RESPECT, LOVE" <http://www.stationnorth.org/projects/station-north-koban-project>
- In Philadelphia, Baltimore street artist named Nether covered abandoned building and streets with pictures of kids saying "We Are the Future" <https://streetsdept.com/2012/02/15/famed-street-artist-nether-comes-to-philly-pastes-25-new-pieces-of-work-in-north-philly/>

3. Community Plan: As a group, work with other students interested in the same community issue to create a plan of how you would help combat this issue in a creative way, using art and activism.

Encourage students to think of resources they currently have (places, things, network of people). Students can present in various ways (skit, commercial, visual aid, off campus project, event, PowerPoint, music, etc.)

Give students time to work as a small group to create a community plan. Teacher can help students with ideas, materials, slogans, etc. Have students try to incorporate art into their plan as a form of activism.

Materials

Chart paper

Markers

 Community Walk.docx

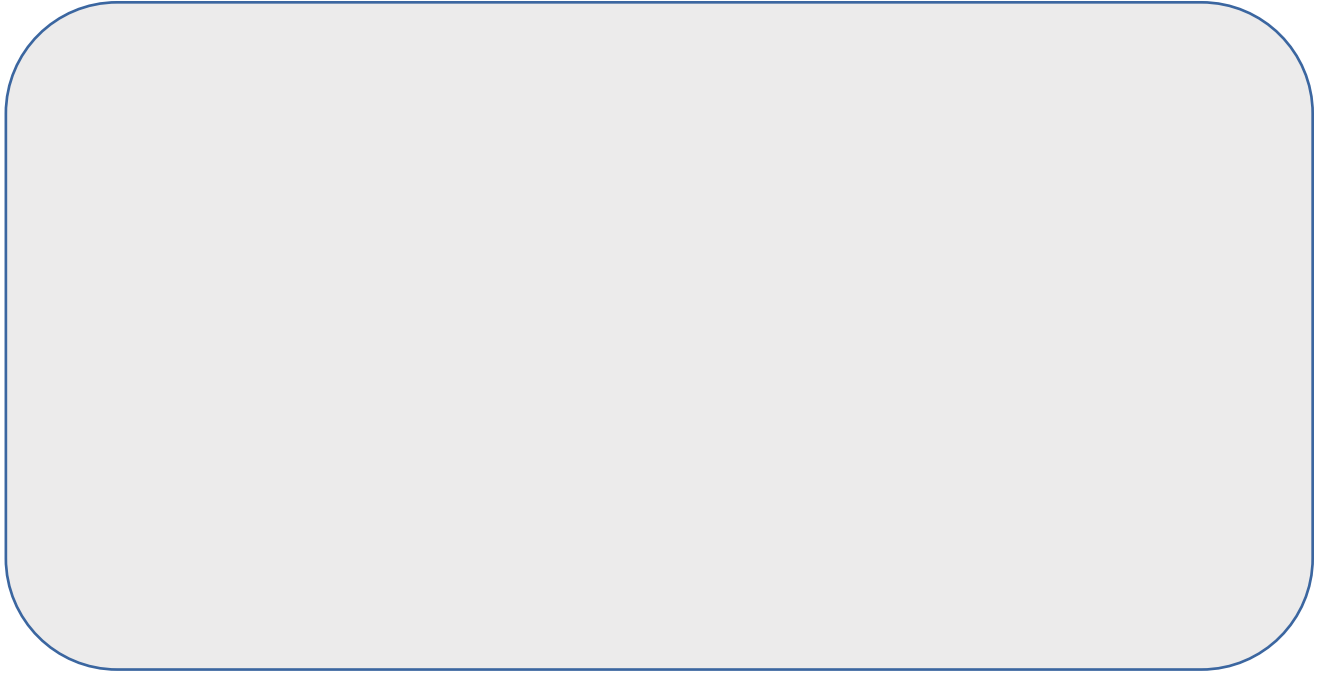
Assessment/Check for Understanding

Make sure students have picked a community issue and are working as a small group to create a community plan to creatively address the issue through art and activism.

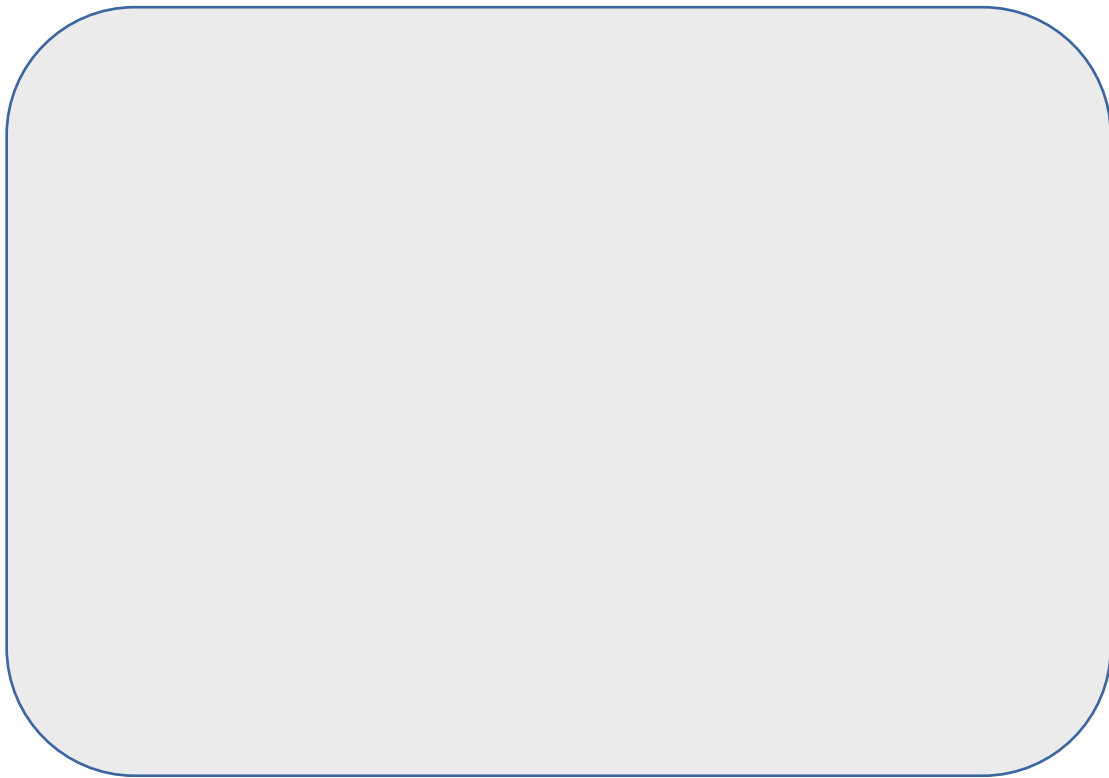
Name:

Community Walk

I see:

A large, light gray rounded rectangular box with a thin blue border, intended for students to write their observations during a community walk.

I hear:

A large, light gray rounded rectangular box with a thin blue border, intended for students to write what they hear during a community walk.

I smell:

A large, empty, rounded rectangular box with a light gray background and a blue border, intended for drawing or writing.

I touch(ed):

A large, empty, rounded rectangular box with a light gray background and a blue border, intended for drawing or writing.

Friday, February 8th, 2019

Nisa Little, Lower Elementary

ACTION TIME: Community Action Plan - Day 2

Standards

CCR.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. Common Core State Standards Common Core English/Language Arts

SL.1.1.b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

Common Core State Standards Common Core English/Language Arts

SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups Common Core State Standards Common Core English/Language Arts

SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. Common Core State Standards Common Core English/Language Arts

RI.1.1 Ask and answer questions about key details in a text. Common Core State Standards Common Core English/Language Arts

BLM Principles

BLM.LE Loving Engagement: Embodying and practicing justice, liberation, and peace in our engagements with one another Teachers' Democracy Project Black Lives Matter

BLM.E Empathy: Practicing empathy by engaging comrades with the intent to learn about and connect with their contexts Teachers' Democracy Project Black Lives Matter

BLM.RJ Restorative Justice: Intentionally building and nurturing a beloved community that is bonded together through a beautiful struggle that creates justice for all in restorative, not depleting, ways Teachers' Democracy Project Black Lives Matter

BLM.CV Collective Value: Valuing all Black lives, regardless of actual or perceived sexual identity, gender identity, gender expression, economic status, ability, disability, religious beliefs or disbeliefs, immigration status, or location Teachers' Democracy Project Black Lives Matter

Objectives

Students will finish community plan. Students will also participate in a gallery walk scribing thoughts and learnings as a reflection. Each "station" will have reflection question to guide their thinking.

Materials

Link to Photos:

<https://www.nbcnews.com/news/nbcblk/beautiful-ghetto-devin-allen-s-images-proclaim-baltimore-resilience-n795896>

Procedure/Strategies

1. Students will conduct presentations of community plans. (Please allow students additional time on this day to finalize community plans.)

Each other group has to provide the presentation group with 2 "glows" (things they did well) and one "grow" (suggestion to change or get better).

2. Students participate in a gallery walk to reflect on different aspects of the week.

First, review what was learned about this week (Books: Grace for President, A is for Activist, vocabulary words, maps of Baltimore issues, the community walk).

Teacher creates these stations using chart paper and these statements/pictures...

Station 1: Community is a group of people living or working together and sharing some common ideas.

Station 2: Activism is a way of working for change or for what you believe in.
(Photo 1 from Devin Allen)

Station 3: Art is a creative way of showing people, feelings, stories and ideas.

Station 4: Individuals and a group can impact small or large change.

Station 5: Picture from Devin Allen's – A beautiful Ghetto (Photo 2 from Devin Allen)

Teacher reads each statement or introduces each picture at the stations & students discuss, scribe, or draw their thoughts, reactions, opinions to each statement at each station. *Teacher discretion as to what collaborative structure (students stand at each station and draw/scribe, or work at tables, rotations with a set time on a timer) .

Teacher note: Challenge your students to think of examples from their lives to illustrate relationships or connections.

Closing: Have whole class share out their reflections to each station's statements/pictures.

Assessment/Check for Understanding

Assess Community Plans, but do not score them.

Next week: Give students time to implement community plans in real life. Have students write and draw a reflection on process, outcomes, and impact. What did the students think of the process? Did they like including art and activism? Did they like working with others? Did they think they made an impact on the community issue? What else could they have done?

Score the reflection based on the grade level of the students (first grade: wrote in sentences, drew a picture that goes with sentences, shared their ideas).