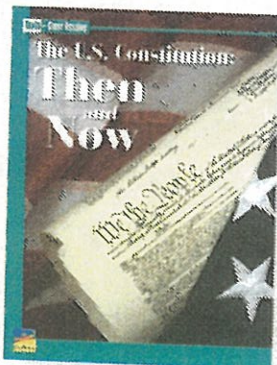




Grade 5 Unit 1

ESSENTIAL QUESTION
Why do laws continue to evolve?

SOCIAL JUSTICE GUIDING QUESTION
How should society guide the evolution of laws to ensure they are just?



Text for Close Reading
Grade 5 Unit 1

The U.S. Constitution: Then and Now

Introduce the Unit Resources

Tell students that in this unit, they will be reading about the government and how the Constitution was written.

As we move through this unit, we will ask ourselves: What do we picture when we think of the government and the founders? Whom do we picture in our heads? Why do we picture those images when we think of that time in history? Who is missing from these images? Who is missing from the "history" of this period? Who is included and who is excluded from the narrative?

Introduce the Social Justice Guiding Question (SJGQ)

As you begin the unit, ask students to consider the Social Justice Guiding Question (SJGQ) alongside the Essential Question (EQ). Encourage students to keep a record of their thoughts about both questions throughout the unit.

EQ: Why do laws continue to evolve?

SJGQ: How should society guide the evolution of laws to ensure they are just?

Discuss with students the difference between believing that a law is forever and the idea that laws must be revisited—and at times rewritten or removed. Consider these questions:

- Can the "perfect" law be written?
- Who writes the laws?
- Why are there challenges to laws that allow for exceptions and loopholes?

Have students consider the judicial system—the role of lawyers, judges, and jurors:

- Why is there not always a guarantee of justice?
- How are people working now to reform laws?
- How does the equal enforcement of laws contribute to justice?

Grade 5 Unit 1

SUGGESTED TRADE BOOKS

WEEK 1

The Case for Loving: The Fight for Interracial Marriage
by Selma Allen

When I Was Eight
by Christy Jordan-Fenton
and Margaret Pollock-Fenton

WEEK 2

The Story of Ruby Bridges
by Robert Coles

WEEK 3

Separate is Never Equal: Sylvia Mendez and Her Family's Fight for Desegregation
by Duncan Tonatow

Weekly Topic Discussions

Week 1

Visuals Worth More Than a Thousand Words: As students look at all the illustrations, paintings, and photographs in the short reads, ask them to think about what these visuals represent about law. What lesson might have been intended by the people who painted or photographed these images? What advice would you give the painters and photographers now? Why?

Laws: Hold a class discussion about how racial and gender bias has contributed to the "history" of the United States. Consider these questions:

- Why didn't the framers of the Constitution think to include women in the conversation?
- How has the idea of men in power been in place in the United States since the Constitution despite the fact that women have been given voting rights?

Week 2

Dreams of Freedom: The Dred Scott case demonstrates how court decisions can be made, overturned, and appealed. Consider these questions:

- Why is the appeals process in place? Is it a path to legal rights? What happens when it is? What happens when it is not?
- Why is the quality of being truly unbiased so important for a judge?
- What bias and stereotypes should judges not hold in order to serve in the courts? Answer the same question for lawmakers.

Week 3

Bridges: In paragraph 11 of Thurgood Marshall's Liberty Medal Acceptance Speech, he says, "The legal system can force open doors and sometimes even knock down walls. But it cannot build bridges. That job belongs to you and me." Ask students to reflect on current events and instances of when bridges between people were being built and instances of when they were damaged.

Grade 5 Unit 1

Supporting a Social Justice Frame

PD

In order to support a social justice frame in your classroom, it is important to keep these points in mind:

- Not all students will have the same thoughts about an issue.
- Learning about social justice means that you have to be informed first so you can support students in the classroom as they identify issues they are interested in.
- Give all students the chance to talk about positive change for people and ways to problem-solve.
- Support social justice thinking by providing opportunities for high-level thinking and analysis in the classroom, allowing students to form opinions and their own "truths" about community concerns.
- Connect lessons to students' lives and validate their experiences.
- Social justice discussions in the classroom are not bound by one "correct response." They allow for multiple perspectives.
- Social justice discussion in the classroom is connected to action.

Selection-Specific Discussion Questions

"Creating the Constitution," page 4: "We the people..." is a loaded phrase that, at the time, really just referred to white males. MOST of the new nation's population was left out of the fine print because the framers omitted essential words and protections for women, people of African descent, and Native peoples. Have students work in collaborative groups to discuss how omission in law has contributed to systemic racism and bias (i.e., economic, health, housing, education).

- What has been the legacy of being left out of consideration by the men who wrote the Constitution?

"Creating the Constitution," page 5: The framers of the Constitution were far from perfect. Many of the white men who fought in the Revolution and wrote the Constitution enslaved people and stole land from Native nations while still being upheld as the "founding fathers" of the country.

- How does white male privilege allow people to have a false sense of self? How does that impact what is acceptable and what is unacceptable?

"Mrs. Stowe and the President," page 20: Ask students to reread paragraphs 3 and 4 of "Mrs. Stowe and the President."

- What do the descriptions of Mrs. Stowe ("somewhat shy," "blushed," "brokenhearted") suggest about how women were supposed to feel and behave in the company of powerful men?
- How would you rewrite the paragraphs to portray Stowe as a strong and courageous woman?

"Liberty Medal Acceptance Speech," page 25: Ask students to reread paragraph 6 and the summary of *Shelley v. Kraemer*. Judges for the Supreme Court serve for life. They are nominated by presidents and then appointed by Congress. Despite the rule of law, judges sometimes make decisions based on bias.

- Consider *Dred Scott* and the case of the Shelley family. How did bias play into the court's decision on *Dred Scott*? How did bias cause the Shelley family to turn to the courts?

Ask students to graphically represent the relationships between social groups, privilege, and oppression, as well as their impact—both negative and positive—on the law.

Culminating Activity

Looking at *The U.S. Constitution*

Return to the Social Justice Guiding Question:

How should society guide the evolution of laws to ensure they are just?

Writer and activist Audre Lorde wrote that there is "...no hierarchy of oppression." Have students discuss this phrase and how oppression can occur because of effort, ability, income, race, or ethnicity. Why are laws constantly revisited to attempt to address the issue of systemic bias? Knowing that laws are never 100% enforceable, have students create a public service announcement addressing the issue of systemic bias. The announcement should include possible realistic legal solutions in their community.

Grade 5 Unit 1

FOR FURTHER READING

My Name Is Bilal

by Asma Mehmood Uddin

A Wreath for Emmett Till

by Marilyn Nelson

Using the Social Justice Resources (continued)

Use the **Selection-Specific Discussion Questions** to guide students with critical questions about identified selections and/or specific passages within them.

Expert advice helps facilitate social justice discussions.

Grade 5 Unit 1

Supporting a Social Justice Frame

In order to support a social justice frame in your classroom it is important to keep some of these points in mind:

- Not all students will have the same thoughts about an issue.
- Learning about social justice means that you have to be informed first so you can support students in the classroom as they identify issues they are interested in.
- Give all students the chance to talk about privilege through the people and ways to practice some.
- Report social justice thinking by providing opportunities for high-level thinking and analysis in the classroom, allowing students to form opinions and their own "truths" about community concerns.
- Connect lessons to students' lives and validate their experiences.
- Social justice discussions in the classroom are not hosted by one "correct response." They allow for multiple perspectives.
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• What has been the legacy of being left out of consideration by the men who wrote the Constitution?

"Creating the Constitution," page 5: The framers of the Constitution were far from perfect. Many of the white men who fought in the Revolution and wrote the Constitution enslaved people and stole land from Native nations while still being up-bid as the "founding fathers" of the country.

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"Liberty Medal Acceptance Speech," page 25: Ask students to reread paragraph 6 and the summary of *Shelby v. Kraemer* judges for the Supreme Court serve for life. They are nominated by presidents and then appointed by Congress. Despite the rule of law, judges sometimes make decisions based on bias.

• Consider *Dred Scott* and the case of the *Shelby* family. How did bias play into the court's decision on *Dred Scott*? How did bias cause the *Shelby* family to turn to the courts?

Ask students to graphically represent the relationships between social groups, privilege, and oppression, and their impact—both negative and positive—on the law.

A **Culminating Activity** allows students to revisit the Social Justice Guiding Question and also participate in a real-world action centered around social justice.

Culminating Activity Looking at The U.S. Constitution

Return to the Social Justice Guiding Question:

How should society guide the evolution of laws to ensure they are just?

Writer and activist Audre Lorde writes that there is "no inventory of oppression." Have students discuss this phrase and how oppression can never be a list of things, ability, income, race, or ethnicity. Who are those constantly revisited to attempt to address the form of white bias? Knowing that there are never 100% enforceable laws, have students create a public service announcement addressing the issue of systemic bias. The announcement should include possible market legal solution to their community.

FOR FURTHER READING

My Name is Bel
by Armin Greder
A Woman for President
by Marjorie Shuler

Trade book suggestions are provided for those who would like to further explore the social justice issues discussed.



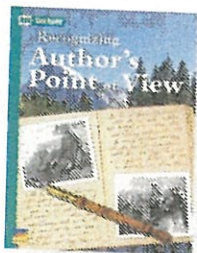
Grade 5 Unit 4

ESSENTIAL QUESTION

How can other perspectives help us evaluate the world?

SOCIAL JUSTICE GUIDING QUESTION

How has the omission of counter-narratives from BIPOC communities (and others that have been subject to prejudice and systemic oppression) contributed to limited perspectives for evaluating the world?



Text for Close Reading
Grade 5 Unit 4

Recognizing Author's Point of View

Introduce the Unit Resources

In this unit, we will read texts that present different ideas and perspectives. We will discuss how we can use different perspectives to evaluate the world.

Introduce the Social Justice Guiding Question (SJGQ)

As you begin the unit, ask students to look at both the EQ and the SJGQ. Students should keep a record of their thoughts about both questions.

EQ: How can other perspectives help us evaluate the world?

SJGQ: How has the omission of counter-narratives from BIPOC communities (and others that have been subject to prejudice and systemic oppression) contributed to limited perspectives for evaluating the world?

At the end of the unit, the class will revisit the Social Justice Guiding Question. Have students consider these questions as they read:

- Why are stories about heroes most often about males who are not members of diverse communities? (such as BIPOC communities—Black, Indigenous, and People of Color)
- Many people live in homes or communities that are not like the ones usually shown in texts. How might it make a person feel to not see their own experience represented? What messages do these visuals give, and how might that affect what others think about diverse communities?

Supporting Critical Literacy¹

Provide opportunities for students to examine texts and illustrations for biases. Selections can be reviewed with these three categories in mind:

- **Linguistic bias:** Look for culturally loaded terms (e.g., "black sheep," "that's ghetto") and sexist language (e.g., "fireman" instead of "firefighter").
- **Stereotyping:** Examine story lines and illustrations for stereotypes about ethnicity, age, gender, socioeconomic status, religion, ability, and culture (e.g., "What do the families in our texts look like?").
- **Imbalance:** Examine text and illustrations for a balanced perspective.

PD

Grade 5 Unit

SUGGESTED TRADE BOOKS

WEEK 1

One Person, No Vote (YA edition): *How Not All Voters Are Treated Equally*
by Carol Anderson and Tonya Bolden

WEEK 2

Memphis, Martin, and the Mountaintop: The Sanitation Strike of 1968
by Alice Faye Duncan

WEEK 3

Before We Were Free
by John Moore

Weekly Topic Discussions

Week 1

American Dreaming: In this week's texts, the voices of the authors describe very different views of the American dream and its fulfillment. Have a collaborative conversation to respond to these questions:

- Who is speaking in each of the texts?
- How has each author's identity impacted their view of the American dream?

Week 2

Young People See: In this week's excerpt from *Zora and Me*, young people investigate and speak up, sharing their voices about what they see as truth. Have a collaborative conversation to respond to these questions:

- What motivates young people to want to seek truth?
- How can truths that may be difficult to share make a community stronger?

Week 3

Have and Have Not: In this week's excerpt from *Esperanza Rising*, two girls who are living in the same household experience their situation differently because of their personal history and social class. Have a collaborative conversation to respond to this question:

- When people are used to having a certain amount of money and security—either a lot or a little—how can that impact their understanding of diverse perspectives?

Grade 5 Unit 4

Supporting Meaningful Discussions

PD

Leland and Horste (2000) suggest the following for teachers who wish to take a critical approach as their class reads and discusses texts:

- Make differences visible rather than ignoring them.
- Share histories and stories of those who have been marginalized in the past or present.
- Stress that both young and older people can take action.
- Examine how meaning and importance are communicated, and how this creates the idea of "other."
- Be honest; there is struggle and the outcome is not always a perfect ending.

Selection-Specific Discussion Questions

"I Hear America Singing," page 4, and "I, Too," page 5

The message of each poet is quite different. One hears song and the other is waiting to be heard and seen. Have students reflect on and discuss the following:

- How does Whitman describe the singing of men at the beginning of the poem? How does the description change when he talks about the singing of women? How does this show bias?
- Although Whitman writes of America singing, he never mentions people of color or Native nations. But Hughes very directly describes the experience of African Americans when he says, "I, too, sing America." How much has changed (or not) for diverse communities as America "sings" today?

"Justice in Eatonville," page 12

Zora Neale Hurston, the real person on whom the character of Zora is based, grew up in Eatonville, Florida. Eatonville was the first town incorporated by African Americans in the United States, and it was built to support African American businesses, homes, and education. Initially, several white men had refused to sell land to newly freed, formally enslaved Black men. Have students reflect on and discuss the following:

- Think about BIPOC communities that are working for access to housing, education, the right to vote, and other civil rights. How can you connect this work to the following quote by Zora Neale Hurston? "I have the nerve to walk my own way, however hard, in my search for reality, rather than climb upon the rattling wagon of wishful illusions."

"Asparagus," page 27

Draw students' attention to paragraphs 34 and 35. Esperanza and Miguel argue about hope and whether or not someone who is treated as a second-class citizen should accept the treatment or instead confront those who try to take advantage of them. Have students reflect on and discuss the following:

- When are people from BIPOC communities expected to be happy with what they have, rather than trying to improve their health care, housing, and education? How has racism had an effect on these expectations?

Culminating Activity

Looking at Recognizing Author's Point of View

Return to the Social Justice Guiding Question:

How has the omission of counter-narratives from BIPOC communities (and others that have been subject to prejudice and systemic oppression) contributed to limited perspectives for evaluating the world?

Have a class discussion about missing voices from stories and the consequences of presenting only a Eurocentric perspective. You may wish to revisit the questions you posed at the beginning of the unit:

- Why are stories about heroes most often about males who are not members of diverse communities? (such as BIPOC communities—Black, Indigenous, and People of Color)
- Many people live in homes or communities that are not like the ones usually shown in texts. How might it make a person feel to not see their own experience represented? What messages do these visuals give, and how might that affect what others think about diverse communities?

Invite students to read excerpts from texts that offer counter-narratives (for example, *An Indigenous Peoples' History of the United States* by Roxanne Dunbar-Ortiz and *An African American and Latinx History of the United States* by Paul Ortiz). Then have students write poems that offer counter-narratives for what they have heard or seen about BIPOC communities in the media. These poems can be submitted for publication or shared during a social justice night at school.

Grade 5 Unit

FOR FURTHER READING

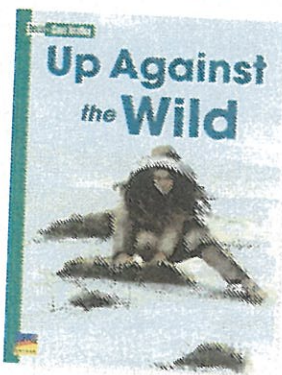
*Freedom's Teacher:
The Life of Septima Clark*
by Katherine Mellen Charron



Grade 5 Unit 6

ESSENTIAL QUESTION
What compels us to survive?

SOCIAL JUSTICE GUIDING QUESTION
Why is it important that, when faced with challenges created by systemic racism, people from BIPOC and other diverse communities maintain their cultures to survive?



Texts for Close Reading
Grade 5 Unit 6

Up Against the Wild

Introduce the Unit Resources

In this unit, students will read a variety of texts about how people face challenges to their survival. They will consider whether everyone responds in the same way and what their reaction might be in the same situation.

Introduce the Social Justice Guiding Question (SJGQ)

As you begin the unit, ask students to look at both the EQ and the SJGQ. Students should keep a record of their thoughts about both questions. Tell students that in this unit they will focus on community and cultural survival.

EQ: What compels us to survive?

SJGQ: Why is it important that, when faced with challenges created by systemic racism, people from BIPOC and other diverse communities maintain their cultures to survive?

At the end of the unit, the class will revisit the Social Justice Guiding Question alongside the Essential Question and have a discussion about how systemic racism has affected diverse peoples and communities (BIPOC, LGBTQ+).

- As we learn about those who are different from ourselves, why is it important to reflect our own beliefs?
- What is the importance of allowing the cultures of BIPOC and other diverse communities to thrive and survive?

Supporting Critical Literacy¹

Provide opportunities for students to examine texts and illustrations for biases. Selections can be reviewed with these three categories in mind:

- **Linguistic bias:** Look for culturally loaded terms (e.g., "black sheep," "that's ghetto") and sexist language (e.g., "fireman" instead of "firefighter").
- **Stereotyping:** Examine story lines and illustrations for stereotypes about ethnicity, age, gender, socioeconomic status, religion, ability, and culture (e.g., "What do the families in our texts look like?").
- **Imbalance:** Examine text and illustrations for a balanced presentation of diverse people and roles (e.g., "Does one person...").

PD

Grade 5 U

SUGGESTED TRADE BOO

WEEK 1

A Kids Book About Systemic Racism
by Jordan Thierry

WEEK 2

The Whispering Town
by Jennifer Eivgen

WEEK 3

Gaawin Gindaaswin Ndaawstii
I Am Not a Number
by Jerry Jay Dupuis and Kathy Kacer

Weekly Topic Discussions

Week 1

Surviving Danger: After reading this week's texts, have a class discussion about systemic racism and survival.

- Survival depends on both how we perceive threat and how others may perceive us. How has systemic racism affected all communities by limiting their ability to interact with those in other communities?

Week 2

Choices: After reading the text, ask students to discuss a person's responsibility to help others in danger.

- When survival depends on escaping an unjust situation, what personal responsibility do we have to help others who are in danger?

Week 3

Bravery: After reading the text, have a class discussion about oral tradition.

- People can often survive by remembering who they are, as well as their community and family history. BIPOC community history is often told through oral tradition. Why is it essential to respect this tradition?

Grade 5 Unit 6

Teaching Tolerance²

PD

Teaching Tolerance recommends that educators consider the following to support anti-racist instruction:

1. Allow students to speak out against bias and injustice.
2. Affirm students' ethnic, cultural, racial, and linguistic identities, and create a safe learning environment for diverse identities.
3. Utilize instructional strategies that support diverse learning preferences while developing critical thinking skills.
4. Make real-world connections to content and learning.

Selection-Specific Discussion Questions

"Androcles and the Lion," page 4

During collaborative conversations, discuss the reference to "public spectacle."

- *In media such as movies, video games, and stories, there are often examples of people who are suffering and trying to survive as others watch without intervening. In BIPOC and other diverse communities, there have been moments of injustice that were and continue to be viewed as "public spectacles." More often than not, more privileged communities do not intervene. How and why must this be changed?*

"The Law of Club and Fang," page 12

During collaborative conversations, talk about the line "is stolen and sold into slavery" in the introductory paragraph.

- *This story is about a dog being stolen and enslaved. It is written to engage readers and help them understand Buck's emotions and struggle to survive. In the history of the United States, many were forced into slavery. Africans, their families, and their descendants were stolen, sold, and forced to survive in brutal, violent, and unjust situations. Much of this history has been covered up and overlooked. This is an extremely important example of the consequences of systemic racism. Why should these stories be amplified and fully told as part of U.S. history?*

"Julie Fights for Survival," page 22

During collaborative conversations, talk about the importance of a person's name.

- *The introduction says, "Julie, known as Miyax in her Eskimo village..." The author made a choice not to use Miyax's name to tell the story.*

Ask students to discuss their names, how they were named, and what it would feel like to have someone decide to call them by a different name.

- *In BIPOC and immigrant communities, names are important to the survival of their culture. Yet some cultures choose to intentionally change their names to more Anglo-based names (Miyax to Julie). Weigh the pros and cons of this choice. Consider both sides. Sometimes name changes help people survive in society. But how might this also perpetuate the oppression of some cultures and communities?*

Culminating Activity

Looking at *Up Against the Wild*

Return to the Social Justice Guiding Question:

Why is it important that, when faced with challenges created by systemic racism, people from BIPOC and other diverse communities maintain their cultures to survive?

Revisit the Social Justice Guiding Question alongside the Essential Question, and have a class discussion about how systemic racism has affected diverse peoples and communities (BIPOC, LGBTQ+).

- *As we learn about those who are different from ourselves, why is it important to reflect our own beliefs?*
- *What is the importance of allowing the cultures of BIPOC and other diverse communities to thrive and survive?*

Have students create art and pieces of nonfiction writing addressing issues of survival in BIPOC and other diverse communities for a newsletter to be shared with the school community and families.

Grade 5 U

FOR FURTHER READING

Wings
by Christopher Myers