

## PROHUMAN CURRICULUM - GRADE 4

### OVERVIEW OF UNITS:

Unit 1	September	Optimism
Unit 2	October	Grit
Unit 3	November	Gratitude
Unit 4	December	Curiosity
Unit 5	January	Courage
Unit 6	February	Compassion
Unit 7	March	Fairness
Unit 8	April	Understanding
Unit 9	May	Humanity

## UNIT 9: HUMANITY

### LESSON 2: LEARNING HUMANITY FROM A NONFICTION TEXT

#### SUMMARY:

The Prohuman Grade 4 curriculum is aligned to two sets of standards: [Common Core State Standards for English Language Arts](#) and [Character and Social Emotional Development \(CSED\) National Guidelines](#). The full collection of units introduces all nine of the prohuman character strengths: optimism, grit, gratitude, curiosity, courage, compassion, fairness, understanding, and humanity.

In Unit 9, Lesson 2, “Learning Humanity from a Nonfiction Text,” students will learn an example of humanity from the life of a real person. Additionally, students will practice their reading comprehension skills by hearing a read aloud. Finally, students will create their own sentences that demonstrate their reading comprehension and share their sentences with a partner.

**SUGGESTED TIME:** 20 minutes

**RELATED SUBJECT:** English Language Arts

**LEARNING OUTCOMES:**

- Hear a read aloud to support reading comprehension
- Demonstrate understanding of the main idea of a nonfiction text
- Compose sentences that demonstrate comprehension of the word humanity
- Demonstrate understanding of standard English sentence structure and grammar
- Practice reading and conversation skills by sharing sentences with classmates

**REQUIRED MATERIALS:**

- A map or a globe
- Video: [Uncovering the Story of a Pakistani Hero: Child Labor Activist Iqbal Masih](#) by [True Legacies](#) (~2 min)
- Nonfiction text: [Iqbal: The Little Carpet Boy](#), a short graphic novel by Magnus Bergmar, illustrated by Jan-Åke Winqvist
- Prohuman Grade 4 Unit 9 Worksheet 2: Learning Humanity from a Nonfiction Text

**VOCABULARY:**

**Humanity:** I see that every person is special. People are more alike than unlike. We all need to work together to make our lives better.

**ELA COMMON CORE STANDARDS MET**

CCSS.ELA-LITERACY.RI.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	✓
CCSS.ELA-LITERACY.RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .	✓

CCSS.ELA-LITERACY.RI.4.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	✓
CCSS.ELA-LITERACY.RI.4.8	Explain how an author uses reasons and evidence to support particular points in a text.	✓
CCSS.ELA-LITERACY.RI.4.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	✓
CCSS.ELA-LITERACY.SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i> , building on others' ideas and expressing their own clearly.	✓
CCSS.ELA-LITERACY.SL.4.1.B	Follow agreed-upon rules for discussions and carry out assigned roles.	✓
CCSS.ELA-LITERACY.SL.4.1.C	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.	✓
CCSS.ELA-LITERACY.SL.4.1.D	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	✓
CCSS.ELA-LITERACY.L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	✓

CCSS.ELA-LITERACY.L.4.1.F	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	✓
CCSS.ELA-LITERACY.L.4.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	✓
CCSS.ELA-LITERACY.L.4.2.A	Use correct capitalization.	✓
CCSS.ELA-LITERACY.L.4.2.D	Spell grade-appropriate words correctly, consulting references as needed.	✓
CCSS.ELA-LITERACY.L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	✓
CCSS.ELA-LITERACY.L.4.3.A	Choose words and phrases to convey ideas precisely.	✓

## CHARACTER AND SOCIAL EMOTIONAL (CSED) NATIONAL STANDARDS MET

Moral Character A3	Understand and explain the expression “I have the courage to stand up for what is wrong or unfair”	✓
Moral Character A4	Offer examples of caring and compassionate behaviors (at home, in school, in the community)	✓
Moral Character B3	Provide an example of a friend or role model who “stood up” for what he or she thought was wrong or unfair	✓
Moral Character B4	Provide an example of a friend or role model who demonstrates caring and compassion	✓
Civic Character A1	Understand the idea of fairness and the consequences of not being fair, as it relates to breaking rules, playing favorites, or taking advantage of others	✓

Civic Character A4	Explain why it is important for everyone to serve and contribute to their family, school, community, nation, globally	✓
Civic Character B6	Describe how a role model volunteers and contributes to the common good	✓
Social-Awareness A3	Recognize examples of stereotyping, discrimination and prejudice	✓
Social-Awareness A4	Explain a time when you put yourself in “someone else’s shoes” in order to understand their perspective and point of view	✓
Social-Awareness A5	Explain what empathy means (e.g., the ability to sympathetically understand and personally identify with the emotional states, needs and feelings of others)	✓
Interpersonal/ Relationship Skills A3	Understand and recognize the characteristics of healthy relationships (e.g., honesty, compromising, sharing, encouragement)	✓
Interpersonal/ Relationship Skills A4	Understand and recognize the characteristics of unhealthy relationships (e.g., hostility, intimidation, hitting)	✓
Responsible and Ethical Decision-Making A2	Recognize, compare and contrast safe and unsafe situations	✓

## LESSON PROCEDURE

- 1.) Tell students that today we will learn about a boy who showed humanity. He lived in a country called Pakistan.
- 2.) Ask students to find Pakistan on a map or a globe.
- 3.) Ask students how far Pakistan is from the US. (about 7,500 miles)
- 4.) Ask students which continent Pakistan is in.
- 5.) Play the video: [Uncovering the Story of a Pakistani Hero: Child Labor Activist Iqbal Masih](#) by [True Legacies](#) (~2 min)

- 6.) Have students read the short nonfiction book: [\*Iqbal: The Little Carpet Boy\*](#), a short graphic novel by Magnus Bergmar, illustrated by Jan-Åke Winqvist.
- 7.) Have students write the answers to the worksheet questions after they read the book.
- 8.) Have students share their answers with a partner.

## **GRADE 4 UNIT 9 WORKSHEET 2: LEARNING HUMANITY FROM A NONFICTION TEXT**

**Humanity:** I see that every person is special. People are more alike than unlike. We all need to work together to make our lives better.

### **ACTIVITY:**

**Draw the country of Pakistan:**

**1.) How was Iqbal's humanity not respected?**

**2.) How did Ehsan Ullah Khan show humanity to Iqbal and all children?**

**3.) How did Iqbal show courage to stand up for children's rights?**

**4.) How can you show humanity?**