

## CRITICAL LITERACY ANTI-RACIST READ ALOUD PLAN

Name: Anne Garcia

Grade Level: 5th/6th grade

Title of Book: Separate is Never Equal

Author: Duncan Tonatiuh

Illustrator: Duncan Tonatiuh

Objective(s):

Purpose(s):

| Before Reading                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | During Reading                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | After Reading                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| <ul style="list-style-type: none"> <li>• <b><u>Opening Book Introduction:</u></b><br/><i>This book is a true story about Sylvia Mendez and her experience as an elementary student in 1947. The author wanted to tell her story because he thought it was very important.</i></li> <li>• <b><u>Draw on personal experience &amp; activate prior knowledge:</u></b><br/>Have you ever seen/ heard about a child being treated differently because of how they looked, their skin tone, their hair color, who their parents were, or what languages they speak?</li> <li>• <b><u>Continue book intro:</u></b><br/>This book is set in 1944-1947 in California. World War II had just happened and many service men and women were returning home and starting families. California had many farms to grow fruit and vegetables and many Mexican immigrants worked on the farms. The immigrant's children had to go to school, but they typically had to all go to the same school. What was life like then? What important historical things were happening in the USA and California then?</li> </ul> | <ul style="list-style-type: none"> <li>• <b><u>Prompts for encouraging children's thinking about the story:</u></b><br/>Anti-racist focused questions to draw attention to certain parts of the text<br/>Words in Spanish<br/>Illustrations - what do they mean?<br/>Cultural differences - lawyer meeting people on their 'turf'</li> <li>• <b><u>List specific pages to draw children's attention to an aspect of the story</u></b><br/>Draw attention to specific concepts or words that are relevant to your theme<br/>p 2-3, Why is Sylvia crying? How is she walking compared to the other students?<br/>-p 10-11, what is the difference between the girls' appearance?<br/>-p 13, "That is how it is done"<br/>p 18-19 - What does the sign say at the pool? How does that make you feel? How do you think it made</li> </ul> | <ul style="list-style-type: none"> <li>• <b><u>List your prompts/questions to encouraging thinking and/or checking predictions</u></b><br/>Encourage thinking about feelings/ actions here<br/>Do you think Sylvia was treated fairly? Why or why not?<br/>Do you think Sylvis was happy at her new school? Why or why not?<br/>What do you think Sylvia's life has been like?</li> <li>• <b><u>List the ways to invite children's personal response or focus discussions about the story.</u></b><br/>Rich discussion<br/>Have you ever been treated unfairly because of how you looked?<br/>Have you ever treated anyone else unfairly because of how they looked?<br/>Why was Sylvia not allowed into the school at the very beginning? What was the school's reasoning? Was the school right/correct in their thinking?<br/>What would have been a more fair way to assess incoming students?<br/>How do you think Sylvia felt after hearing the superintendent say negative things about Mexicans?</li> </ul> |

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| <p>What do you notice about the children on the front cover? What about the schools?</p> <p>The author is also the illustrator - what do you notice about his style?</p> <p>What is desegregation?</p> <p>Have you heard the term “Separate but equal”? What does it mean? Why did the author choose this title for his book?</p> <ul style="list-style-type: none"> <li>• <b><u>Prompts to encourage predictions:</u></b></li> </ul> <p>What school do you think Sylvia will attend?</p> <p>Will her father win his court case?</p> <p>What will Sylvia’s future look like?</p> <ul style="list-style-type: none"> <li>• <b><u>Set a purpose for reading:</u></b></li> </ul> | <p>Sylvia feel? How did the lawyer feel about the sign?</p> <p>p 19 - the children outside the pool - what do they look like?</p> <p>p 34-35 - What is happening? How does this illustration make you feel? Do you think it is an accurate representation of what happened?</p> | <p><b><u>Activity to extend the meaning of the story:</u></b></p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Make an anti-racist/ call to action poster</li> <li>• Anti-racist poem</li> <li>• Sorting activities with anti-racist theme</li> <li>• Make a game</li> </ul> <p>Be imaginative!</p> <p>Students will create a sign to welcome new students to their school/group/team/club/etc. What would it say? What colors will you use? How would you show that you were being inclusive?</p> <p>After creating the sign, students will write a paragraph to explain their sign, including word choice, color choice, any pictures or drawings, etc.</p> <ul style="list-style-type: none"> <li>• <b><u>*Call to action</u></b></li> </ul> <p><i>AS we are reading, I want you to think about how you might react or feel if you were Sylvia or Sylvia’s friend. Think about justice and fairness. Was Sylvia treated fairly and included or not? Why?</i></p> <p><i>Also, the author included many words in the reading in Spanish. Why do you think he did that?</i></p> <p>Connect this to the specific anti-racist/ inclusion theme you're trying to convey</p> |
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