

PROHUMAN CURRICULUM - GRADE 6

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 7: FAIRNESS

LESSON 2: LEARNING FAIRNESS FROM NONFICTION TEXTS

SUMMARY:

The Prohuman Grade 6 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 7, Lesson 2, “Learning Fairness from Nonfiction Texts,” students will learn examples of fairness from the lives of real people: a WWII soldier named Susumu Ito and the members of the Lubetsky family he helped to rescue from the Dachau concentration camp. Additionally, students will answer questions to develop their critical thinking skills and advance their academic dialogue skills through class discussion.

SUGGESTED TIME:

- For either in-class silent reading or homework, have students read the two articles and answer the worksheet questions.
- Allow at least 50 minutes of class time for an all-class discussion of the worksheet questions.

RELATED SUBJECT: English Language Arts

LEARNING OUTCOMES:

- Read two short nonfiction texts
- Determine the authors' purpose in the text
- Compose answers to questions about the text that demonstrate reading comprehension
- Demonstrate understanding of standard English sentence structure and grammar
- Practice reading and conversation skills by sharing sentences with classmates

REQUIRED MATERIALS:

- Video: [The 442nd Regimental Combat Team | WWII in 2](#) by [The National WWII Museum](#) (~2 min)
- Video: [From Hawaii to the Holocaust](#) by [directcinemalimited](#) (~2 min)
- Article 1: "[Second Lieutenant Susumu 'Sus' Ito.](#)" The Nisei Soldier Congressional Gold Medal Digital Exhibition. Smithsonian Asian Pacific American Center.
- Article 2: "[Reflection on Veterans' Day](#)" by Daniel Lubetsky, Founder, KIND Snacks, Builders Movement. November 11, 2024. (Full text included on the worksheet)
- Prohuman Grade 6 Unit 7 Worksheet 2: Learning Fairness from Nonfiction Texts

VOCABULARY:

Fairness: I treat everyone the same. If someone has been left out, I bring them in.

ELA COMMON CORE STANDARDS MET

CCSS.ELA-Literacy.RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	✓
CCSS.ELA-Literacy.RI.6.2	Determine a 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.	✓
CCSS.ELA-Literacy.RI.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).	✓
CCSS.ELA-Literacy.RI.6.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	✓
CCSS.ELA-Literacy.RI.6.6	Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	✓
CCSS.ELA-Literacy.RI.6.7	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	✓
CCSS.ELA-Literacy.RI.6.10	By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	✓
CCSS.ELA-Literacy.W.6.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	✓

CCSS.ELA-Literacy.W.6.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	✓
CCSS.ELA-Literacy.SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.	✓
CCSS.ELA-Literacy.SL.6.1.A.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion	✓
CCSS.ELA-Literacy.SL.6.1.C	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	✓
CCSS.ELA-Literacy.SL.6.1.D	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	✓
CCSS.ELA-Literacy.L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	✓

CHARACTER AND SOCIAL EMOTIONAL (CSED) NATIONAL STANDARDS MET

Moral Character A5	Understand and explain why caring (and helping others) should never be motivated by the likelihood of being recognized or rewarded for your help or support	✓
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Performance Character A6	Describe a role model who demonstrates a positive attitude, effort, and grit	✓
Civic Character A2	Explain why friends have a responsibility to speak up or take action to prevent or stop others from engaging in disrespectful, dangerous, harmful, or illegal conduct	✓
Civic Character A6	Explain what the “common good” means and offer examples	✓
Social-Awareness A1	Experience and demonstrate empathy	✓
Social-Awareness A3	Demonstrate respect for other people’s opinions and perspectives	✓
Social-Awareness A4	Analyze the impact of stereotyping, discrimination, and prejudice (at school, in the community and beyond)	✓
Social-Awareness A5	Practice “perspective taking” as a strategy to strengthen your acceptance of others	✓
Social-Awareness A6	Demonstrate awareness and understanding that despite differences, all people have similar needs, feelings and wants	✓
Interpersonal/ Relationship Skills A5	Understand and practice positive collaboration and cooperation skills (e.g., teamwork)	✓
Responsible and Ethical Decision-Making A3	Write about and share a principle you want to live by that you learned from a family member, book, movie, or personal experience	✓

LESSON PROCEDURE

Step 1:

- Explain that we will be reading two short nonfiction texts that show examples of fairness from the lives of real people: a WWII soldier named Susumu Ito and the members of the Lubetsky family he helped to rescue from the Dachau concentration camp.
- We will watch two short videos that give the historical context:
 - Video: [The 442nd Regimental Combat Team | WWII in 2](#) by [The National WWII Museum](#) (~2 min)
 - Video: [From Hawaii to the Holocaust](#) by [directcinemalimited](#) (~2 min)

Step 2:

- Have students complete these two articles, either through in-class silent reading sessions or as homework:
 - Article 1: “[Second Lieutenant Susumu ‘Sus’ Ito](#).” The Nisei Soldier Congressional Gold Medal Digital Exhibition. Smithsonian Asian Pacific American Center.
 - Article 2: “[Reflection on Veterans’ Day](#),” by Daniel Lubetsky, Founder, KIND Snacks, Builders Movement. November 11, 2024.
- Have students complete the short-answer questions on the worksheet as they read the articles.

Step 3:

- Allow at least 50 minutes for in-class discussion of the short-answer questions on the worksheet.

GRADE 6 UNIT 7 WORKSHEET 2: LEARNING FAIRNESS FROM NONFICTION TEXTS

Vocabulary

442nd Regimental Combat Team: This US Army regiment was made up of Japanese Americans from the state of Hawaii and American concentration camps. Activated at Camp Shelby, Mississippi, on February 7, 1943, the 442nd fought in Italy, France, and Germany. The 442nd, together with the 100th Infantry Battalion, is the most decorated unit in US military history for its size and length of service.

Fairness: I treat everyone the same. If someone has been left out, I bring them in.

Nisei: People of Japanese descent born in America who were U.S. citizens

Article 1:

"Second Lieutenant Susumu 'Sus' Ito." The Nisei Soldier Congressional Gold Medal Digital Exhibition. Smithsonian Asian Pacific American Center.

Article 2:

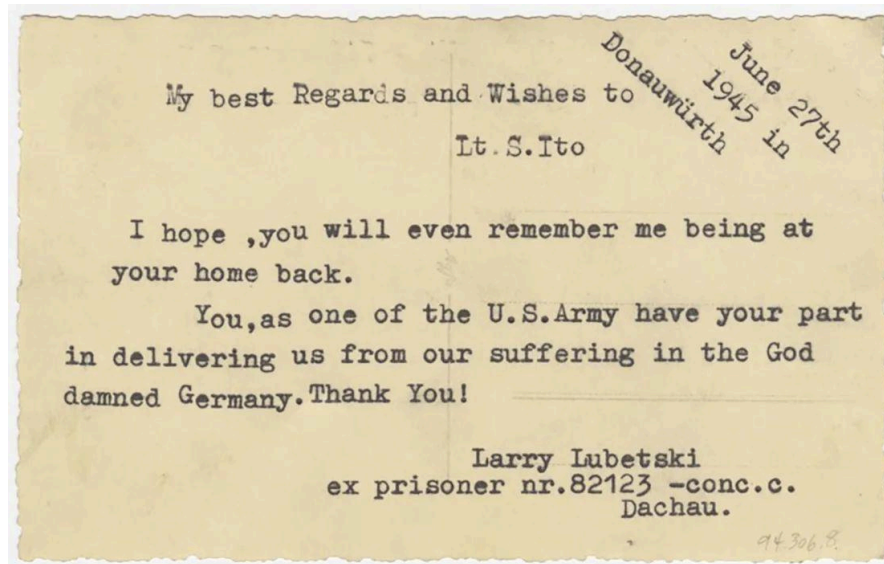
"Reflection on Veterans' Day," by Daniel Lubetsky, Founder, KIND Snacks, Builders Movement. November 11, 2024. Full text below:

On a cold April day in 1945, my father, uncle, and grandfather saw tanks approaching the Dachau Concentration Camp.

At first, they thought it was the Nazis. But out of the tanks came young men with facial features unlike any they had seen before. To my father, it was the most beautiful sight on earth. The men he saw were part of the 522nd Field Artillery Battalion and the 442nd Regimental Combat Team, composed of Japanese American soldiers, who came to liberate Dachau. One of those soldiers was Susumu Ito, a 26-year-old lieutenant, risking his life to free people like my 15-year-old father and 19-year-old uncle, even as his own family had been uprooted and placed in internment camps after the bombing of Pearl Harbor.

The kindness that the Japanese American soldiers showed my father nourished him more than the first bite of food that filled his emaciated

stomach. A Jewish Lithuanian, torn from his home, rescued by a Japanese American similarly relegated to the fringes of society: an unlikely, noble pair of human beings, unwilling to accept the fates that society insisted should be their own.



This postcard is from my Uncle Larry to Susumu, thanking him for his courageous actions and marking the beginning of a long friendship.

Today, on Veteran's Day, I want to express my deepest gratitude to all veterans for their service and sacrifice. I am especially thankful to the heroic soldiers who gave so many a new chance at life after Dachau. Thank you, Susumu, for not only rescuing my family but also reminding me—just as my dad did—that seeing the humanity in others and striving toward the ideals we have yet to achieve, even under the grimmest of circumstances, is what will save us all.



QUESTIONS TO ANSWER AFTER READING THE ARTICLES:

- 1.) What happened to Susumu's family after the bombing of Pearl Harbor?**
- 2.) What was Susumu's role in the war and why was it dangerous?**
- 3.) What happened in the rescue of the lost battalion and how many people were saved?**
- 4.) What concentration camp did Susumu help to liberate? Where was it located and when did the liberation happen?**
- 5.) Despite how they were treated by the U.S. government, how did Susumu and the other Japanese American soldiers demonstrate forgiveness for the unfair ways the U.S. government had treated them and work for fairness?**
- 6.) In Daniel Lubetsky's article, what do we learn about who Susumu helped?**
- 7.) What did Daniel Lubetsky conclude in his article is the bigger meaning we can all learn from Susumu's role in rescuing his family members?**
- 8.) What is one way that you can show fairness to others?**
- 9.) Write about and share a principle you want to live by that you learned from reading these articles.**