

A Social Justice Curriculum Model

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	Steps	Details	Supportive Attached Documents
1	Choose Literature with Social Justice Themes	Plan books that cover a variety of social justice themes. I chose: Q1: <u>Stargirl</u> ("Exploring Identity"), Q2: <u>Maniac Magee</u> ("Respecting Diversity"), Q3: <u>Esperanza Rising</u> ("Overcoming Adversity"), Q4: <u>World Without Fish</u> ("Sustaining our World")	"Resources to Teach & Discuss Social Justice Vocabulary/Topics"
2	Teach Social Justice-related Vocabulary	In order for students to be able to involve themselves fully into discussing and writing about social justice issues, they need to wholly understand certain terms. Take 20 minutes per day to explicitly teach words that will make them own social justice concepts forever.	" <i>Superhero/Supervillain Word List</i> ", " <i>Genevieve's Social Justice Vocab List</i> " & " <i>How to Teach Social Justice Vocabulary in a Culturally & Linguistically Responsive Way</i> "
3	Keep list of "Identity Attributes" on chart paper.	Add to the list every time students think of one. Later, teach them which ones are "protected classes", which will set you up to teach many vocabulary words related to social justice.	" <i>Identity Web & Conversation</i> "
4	Hold Class Meetings in a Circle weekly	Discuss things going on in students' lives, current events, always bringing the themes back to Social Justice in some way. Ask, "Who has power in this situation? Who doesn't? Why or why not?" When there is a conflict, hold Class	" <i>Class Meeting/ Restorative Justice Norms</i> "
5	Assign Social Justice Project	Assignment: In a group, plan and create a museum display that reflects what you have learned this quarter/year.	
6	Let students choose project topics	Everyone has a problem they want to help solve or a passion they want to highlight and write about, so make sure they get a choice in what social justice theme they pick. Split the students up into groups <i>based on interest</i> . Give them opportunities to brainstorm, present and respond to their own ideas. Listen to the students.	Social Justice Museum Exhibit Theme - Voting Ballot
7	Assign writing.	Make sure each student is responsible for writing a "panel" for a part of the display. It could be informational, creative or persuasive writing... it will depend on what part of the physical display they are explaining or highlighting! Hold lots of writing conferences! :)	
8	Collaborate with other teachers	(If possible) Brainstorm with the art teacher and Museum Director in the same room. Physically draw out plans for each display.	
9	Work Time	Use GoogleDocs to track student work	
10	Gallery Opening!	Construct the displays & have a Gallery Opening for parents & community members!	

Resources to Teach & Discuss Social Justice Vocabulary/Topics

Social Class, Poverty & Privilege	Race
K - The Relatives Came by: Cynthia Rylant K - Tight Times by: Barbara Shook Hazen L - Something Beautiful by: Sharon Dennis Wyeth L - Those Shoes by: Meredith Boelts M - A Castle on Viola Street by: Dyanne Disalvo-Ryan M - A Chair for My Mother by: Vera B. Williams M - Amelia's Road by: Linda Jacobs Altman N - Beatrice's Goat by Page McBriar N - Get Set! Swim! By Jeannine Atkins N - Uncle Willie and the Soup Kitchen by: Dyanne Disalvo-Ryan O - Gettin' Through Thursday by: Melrose Cooper P - Fly Away Home by: Eve Bunting P - My Rows and Piles of Coins by: Tololwa Mollel P - Sam and the Lucky Money by: Karen Chinn Q - The Rag Coat by: Lauren Mills R - The Family Under the Bridge S - Brave Irene by: William Steig T - Going Home by: Eve Bunting V - Esperanza Rising by: Pam Munoz Ryan X - Out of the Dust (The Great Depression) ? - Finding a Job for Daddy by: Evelyn Hughes Masiac ? - Gregory Cool by: Caroline Binch ? - Listen to the Wind, The Story of Dr. Greg and Three Cups of Tea by Greg Mortenson & Susan Roth ? - Rich Cat, Poor Cat by: Bernhard Waber ? - Somebody's New Pajamas by: Isaac Jackson ? - The Sneetches by: Dr. Seuss ? - Tomas and the Library Card by: Pat Mora ? - Yertle the Turtle by Dr. Seuss	H - Shade of People by: Shelley Rotner & Shelia M. Kelly K - The Colors of Us by: Karen Katz M - I Love My Hair by: Natasha Tarpley N - Suitcase O - The Skin I'm In Q - The Jacket T - Bud, Not Buddy U - The Dream Keeper U - The Watsons Go To Birmingham-1963 V - The Cay W - Bronx Masquerade by: Nicki Grimes W - Maniac Magee by: Jerry Spinelli Z - Elijah of Buxton Z - Scorpions Z - Tears of a Tiger ? - All the Colors We Are by: Katie Kissinger ? - Let's Talk About Race by: Julius Lester ? - My Nose, Your Nose by: Melanie Walsh ? - Skin Again by: Bell Hooks ? - One Crazy Summer
Gender/LGBT	Differences/Acceptance of Others
Players in Pigtales by: Shana Corey Amazing Grace by: Mary Hoffman Oliver Button Is a Sissy by: Tomie dePaola William's Doll by: Charlotte Zolotow Max the Stubborn Little Wolf by: Marie-Odile Judes Piggybook by: Anthony Browne The Gingerbread Girl by: Lisa Campbell Ernst And Tango Makes Three by: Peter Parnell and Justin Richardson The Sissy Duckling by Harvey Fierstein The Different Dragon by Jennifer Bryan	It's Okay to Be Different by: Todd Parr Spoon by: Amy Krouse Rosenthal We Are All Alike...We Are All Different by: Sheltenham Elementary S - Crazy Lady O - The Hundred Dresses The Story of Ferdinand by: Munro Leaf Crazy Hair Day by Barney Saltzberg The Big Orange Splot by Daniel Pinkwater Tacky the Penguin series by Helen Lester and Lynn M. Munsinger I Like Me! By Nancy Carlson

<u>Ability/Disability</u>	<u>Families</u>
W - Freak the Mighty by: Rodman Philbrick V – Yolanda’s Genius U - The View from Saturday by: E.L. Konigsburg U – The Summer of the Swans	K - The Wednesday Surprise by: Eve Bunting L - I Love Saturdays y Domingos by: Alma Flor Ada L - Two Mrs. Gibsons by: Toyomi Igus M - Visiting Day by: Jacqueline Woodson ? - The Family Book by: Todd Parr

<u>Immigrant Experience</u>	<u>War/Peace</u>
K - In the Small, Small Night by Jane Kurtz M - My Diary from Here to There by Amada Irma Perez M - My Name is Yoon by Helen Recorvits N - Hannah is My Name by Belle Yang N - The Color of Home by Mary Hoffman N - The Have a Good Day Cafe by Frances Park O - One Green Apple by: Eve Bunting V - Esperanza Rising by Pam Munoz Ryan W - The House on Mango Street by Sandra Cisneros ? - A Gift for Sadia by Marie Perry ? - America, My New Home by: Monica Gunning (poems) ? - Cooper’s Lesson by Sun Yung Shin ? - Fishing Sunday by Tony Johnston ? - In English, Of Course by Josephine Nobisso ? - Just Like Home by: Elizabeth Miller ? - Lakas and the Manilatown Fish by Kuwento Robles ? - Music for Alice by Allen Say ? - My Name is Bilal by: Asama Mobin-Uddin ? - Sofie and the City by Karima Grant ? - Sumi’s First Day of School Ever by Soyung Pak ? - The Dream on Blanca’s Wall by: Jane Medina ? - Waiting for Papa by Rene Colato Lainez	S - 14 Cows for America by Carmen Agra Deedy U – Number the Stars Z – No Pretty Pictures ? - What Does Peace Feel Like? By: V. Radunsky ? - Butter Battle Book by Dr. Seuss ? - Peace Crane by Sheila Hamanaka ? - The Big Book for Peace by Lloyd Alexander ? - The Peace Book by Todd Parr

<u>Bullying</u>	<u>Being an Activist</u>
K - The Meanest Thing to Say by: Bill Cosby L - The Sandwich Swap by: Queen Rania, Al Abdullah, Kelly DiPucchio M - Chrysanthemum by: Kevin Henkes M - Hooway for Wodney Wat by: Helen Lester M - Yoko by: Rosemary Wells N - The Name Jar by: Yangsook Choi R – Dork in Disguise V - Stargirl by: Jerry Spinelli ? - Each Kindness by: Jacqueline Woodson ? - Say Something by: Peggy Moss	L - City Green by: Dyanne Disalvo-Ryan M - Click, Clack, Moo: Cows That Type by: Doreen Cronin M - Swimmy by: Leo Lionni S - Harvesting Hope: The Story of Cesar Chavez by: Kathleen Krull ? - Dom’s Handplant by: Judy Wilford ? - Grace For President by: Kelly DiPucchio ? - Si, Se Puede! Yes, We Can!: Janitor Strike in L.A. by Diana Cohn ? - What Can We Do? By: Wendy Wall

Multiple Perspectives
L - Voices in the Park by: Anthony Browne O - The Three Little Wolves and the Big Bad Pig by: Eugene Trivias Q - The True Story of the Three Little Pigs by: Jon Scieszka ? - Duck! Rabbit! By: Amy Krouse Rosenthal ? - LaRue for Mayor: Letters from the Campaign Trail: Mark Teague ? - The Weird! Series by: Erin Frankel

<u>Environmental & Animal Rights</u>
H - A Tree is Nice by Janice May Udry K - Fireflies! By: Julie Brinckloe L - The Salamander Room by Anne Mazer R - The Great Kapok Tree :A Tale of the Amazon Rain Forest by Lynne Cherry R - Shiloh Z- World Without Fish ? - Just Right by Lilian Moore ? - The Lorax by Dr. Seuss ? - Wangari's Trees of Peace by: Jeanette Winter

<u>Multiculturalism / Understanding Other Cultures & Religions</u>
K - For You Are a Kenyan Child by Kelly Cunnane N - Saturday Market by Patricia Grossman and Enrique O. Sanchez ? - In the Heart of the Village: The World of the Indian Banyan Tree by Barbara Bash ? - Masai and I by Virginia Kroll and Nancy Carpenter ? - My Little Round House by Bolormaa Baasansuren ? - My Painted House, My Friendly Chicken & Me by Maya Angelou & Margaret Clark ? - Salaam: A Muslim American Boy's Story ? - The Dancing Dragon by Marcia Vaughan

Teaching Social Justice Vocabulary in a Culturally & Linguistically Responsive Way

by Genevieve Caffrey

Step 1: Make 20 minutes per day for Vocabulary:

Day 1	Day 2	Day 3	Day 4	Day 5
Musical Round the Room Activity introducing 5 Words of the Week	Word of the Day 1 - Discussion, Vote, Game & Enter word in PT or PD	Word of the Day 2 - Discussion, Vote, Game & Enter word in PT or PD	Word of the Day 3 - Discussion, Vote, Game & Enter word in PT or PD	Word of the Day 4 - Discussion, Vote, Game & Enter word in PT or PD
Day 6	Day 7	Day 8	Day 9	Day 10
Word of the Day 5 - Discussion, Vote, Game & Enter word in PT or PD	Review Game using all 5 words	Vocab Test (www.vocabulary.com generates great tests!)	Musical Round the Room Activity introducing next 5 Words of the Week	Word of the Day 1 - Discussion, Vote, Game & Enter word in PT

PT = Personal Thesaurus PD = Personal Dictionary → See details in Step 3C

Detailed Steps for Planning:

1. **CHOOSE FIVE MEANINGFUL WORDS FOR YOUR “WORDS OF THE WEEK”:** I always make sure that at least one of the five words are one of my “Social Justice” words. Even if it is not a word inside the book you are reading, choose a “Social Justice” word that students will be able to use while discussing the book through a Social Justice Lens. Most of the words should come from something students are about to read or experience. The words should be words that have many synonyms & antonyms OR be “academically challenging” words that are important to the text or important when discussing the text.

2. **DAY ONE: PLAY “MUSICAL ROUND THE ROOM” WITH ALL 5 WORDS:** An example of this step can be seen here: https://www.youtube.com/watch?v=_uOncGZWxDc

Create 5 groups of kids and make a “Round the Room 4-square sheet” (see below) for each group with a different word on each sheet. Model how to generate words by inferring the meanings of words based on the context (the example sentences). Circle “clue words” in the sentences that help you understand the meaning of the word. Give each group one 4-square sheet. Give each group about 2-3 minutes to brainstorm words to fill into the 4 squares. Play about 8 seconds of music which signifies students to dance & rotate to the next pod...this way each group gets a chance to add to the boxes of each word. Some tips about this activity:

- Tell them if they agree with what another group wrote, they can put a checkmark next to it. If they disagree with what another group wrote, they can put an X next to it. However, no one is allowed to erase or scratch out something someone else writes.
- Talk about the importance of being appropriate and kind, especially for Examples & Nonexamples.
- Model how to do “Bottoms Up, Heads Together”, so that all students are a part of the conversation.
- Make sure they take turns writing in the boxes so each member is contributing. I usually say only one pencil for each group. Only 1 person writes per session and rotate the writer for each session. Just

because you are the writer, doesn't mean you are the only one coming up with ideas. Students should be discussing the context and words.

Example of 4-square Sheet that students write on:

Advocate	
1. The Sierra Club does a lot of direct work for the environment, however, the club also educates the world about environmental issues and advocates for its protection. 2. If you are being bullied, it is important that you advocate for yourself by standing up against it and reporting it.	
<u>Definitions/Synonyms</u>	<u>Antonyms</u>
<u>Examples</u>	<u>Non-Examples</u>

***ALTERNATIVE WAY TO PROVIDE CONTEXT:** There are a million ways to introduce vocab words in context in a fun way. Give pairs of students a word with definition, have them act them out & class guesses which word on their sheet they are acting out. Introduce words with a news article, YouTube video or picture. Sometimes I have a hard time coming up with sentences for the 4-square activity so I GoogleNews the word and give students an interesting article that uses the word. This can be very meaningful context to introduce a word of the day!

3. **DAY TWO through SIX:**

- A. **EXPLICITLY TEACH & POST WORDS:** Every day, using their brainstormed inferences to discuss one of the words and explicitly teach the word's meaning/definition. Have students vote (thumbs up or thumbs down) if they think each word generated during the "Musical Round the Room" game should stay on the sheet or if it should be crossed out. Discuss with them that sometimes it's okay for your ideas to be crossed out. All ideas have value, but you can't teach the wrong meanings of words. So sometimes you're going to have to be harsh, but it doesn't mean you don't appreciate their ideas. Be prepared and have your own 4-square filled out ahead of time so if the students didn't generate any correct words, you will have correct ones to teach them.
- B. **PLAY A QUICK GAME:** Play a "memorization" game to see if they can remember the synonyms & antonyms just taught. My favorite is "Pass It On". Students raise their hand for the ball when they remember a synonym or antonym. Teacher records the words said on the board as students say them. (Some helpful rules: Have students say their classmate's name before he/she throws the ball at him/her. Have them say "Synonym" or "Antonym" afterward to identify what they just said.) When students have come up with the BEST 3-4 Synonyms and Antonyms of the word that was just discussed, say, "Pass the ball back to me".
- C. **STUDENTS RECORD WORDS IN PERSONAL THESAURUS / PERSONAL DICTIONARY:** Have students record the list they generated in a "Personal Thesaurus" (a binder of blank alphabetized pages..google will show you examples). I have a few students write the words on flash cards when they finish writing in their own Personal Thesaurus so the "Words of the Day" and their synonyms & antonyms can be posted on a bulletin board. If a word you teach them does not have synonyms or

antonyms, have them generate definitions, sentences using the word or pictures of the word and enter in the best definition, picture and sentence into their Personal Dictionary.



Supervillains = Social Justice PROBLEMS

<u>Poverty</u>	<u>Violence</u>	<u>Health Problems</u>	<u>Sustainability</u>	<u>Animal Abuse</u>	<u>Discrimination</u>
Homelessness	Bullying	Drug Abuse	Environmental Neglect or Destruction	Factory Farming	Ignorance
Hunger	Gangs	Alcohol Abuse	Climate Change	Endangered Species	Stereotype
Child Labor	War	Obesity Epidemic	Pollution		Prejudice
Migrant Worker Rights	Death Penalty		Overconsumption		Oppression
Minimum Wage	Domestic Abuse				Racism
Student Debt (inability to afford college)					Racial Profiling
					Sexism
					Classism
					White Privilege
					Orientation
					Intolerance (Gay Rights)
					Religious Intolerance

VS.



Superheroes = Social Justice SOLUTIONS

<u>Diversity</u>	<u>Equity</u>	<u>Solidarity</u>	<u>Advocacy</u>	<u>Dignity</u>	<u>Anti-Discrimination</u>	<u>Activism:</u>
Include Tolerate Accept	Access Opportunity Equality	Partner Ally Unite	Change Voice Speak Out Agency	Human Rights Integrity Peace	anti-isms anti-Stereotype anti-Prejudice anti-Oppression anti-Bullying	Fundraise Protest Petition Reduce Carbon Footprint Buy Local Ask questions Listen, Read & Learn

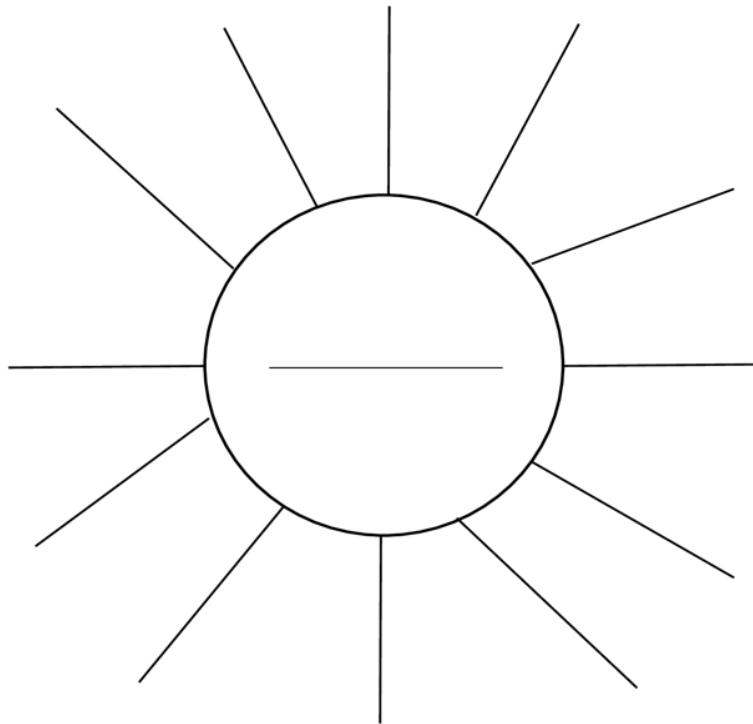
TIP: After students visualize the words into heroes and villains, have them each choose a hero word they identify with, have them make capes with the word on them and they BECOME social justice superheroes. Challenge them to find ways to become real world social justice superheroes.

Identity Web and Conversation

Name _____

1. Write your name in the middle and brainstorm identity traits about yourself.

Race, Color, Religion, National Origin, Age, Gender, Pregnancy, Citizenship, Familial Status, Disability Status, Veteran Status, Genetic Information, Sexual Orientation, Socioeconomic Status, Physical features (height, weight, hair, eyes, tattoos, etc.), Memberships to Organizations, Likes, Dislikes, Personality



2. Shake your partner's hand. Introduce yourself (name & affiliation).

™ I am (a) _____. (choose one Identity Attribute)

™ I am proud to be a (an) _____ because _____

™

Sometimes I am sad to be a (an) _____ because _____

™

I don't like it when people say _____ because _____

™

3. When you are waiting for the whole group to be finished, discuss your likes/dislikes, why you are here, family, etc.

Genevieve's Class Meeting/Restorative Justice Circle Norms:

1. Everyone sits in a **circle that includes everyone**.
2. When the Class Meeting has begun signaled by the rain stick, **one person speaks at a time** (whoever is holding the "talking item").
3. The item gets passed in a **clockwise** direction around the circle. Hands can be raised *at the end* for further comments, questions, etc.
4. Be **honest**, but **respectful** (only say things that are appropriate to say at school, no laughing at someone or promoting hurtful, inappropriate).
5. Everyone must **listen actively** (make eye contact, use the "finger wag" if you agree or like what they're saying, or nod your head; **no side conversations**, whispering, etc.)
6. You can "**pass**" but we will come back to you at the end to encourage full participation.
7. **Speak loudly**.
8. Stay on topic - 30 second time limit.
9. If we are discussing a conflict among the class, only use "**I statements**" (for example, "I feel frustrated when you shout out and make disruptions for the class", not "You are frustrating...")
10. If you want to speak again, you need to wait until the everyone is given a chance to talk and then you can **raise your hand**.

Social Justice Museum Exhibit Themes – Voting Ballot

Name _____

Please rank 1 (favorite), 2, 3, 4 (least favorite)

_____ **Poverty / Responsible vs Irresponsible Businesses** (poor vs. rich experience, homelessness, world hunger, lack of clean water, education, shelter, healthcare, food, pro-good working conditions, anti-child labor, pro-migrant worker rights, pro-minimum wage, pro-renewable energy) Good businesses vs. Bad businesses - Where should (and shouldn't) we buy our stuff?

_____ **Health & Violence** (drug abuse, alcohol abuse, gangs, war, death penalty, domestic abuse, divorce, obesity epidemic)

_____ **Environment & Animal Abuse** (factory farming, endangered species, inhumanely treated animals, climate change, pollution, over-consumption, environmental neglect or destruction)

_____ **Discrimination** (bullying, ignorance, stereotyping, prejudice, oppression, racism, racial profiling, sexism, classism, gay rights, religious intolerance, white privilege)

_____ Add your own "social justice theme/issue" that doesn't fit into the above issues below: