

EMBRACING EQUITY: THE POWER OF PICTURE BOOKS TO PROMOTE SOCIAL JUSTICE

BCTELA, EMBRACING EQUITY IN TEXT: THE POWER OF MODE AND
PERSPECTIVE

OCT 21, 2021

FAYE BROWNLIE

TO KEEP IN MIND...

- BUILD BACKGROUND KNOWLEDGE
- LINK TO PERSONAL EXPERIENCES
- FOCUS ON SOCIAL JUSTICE AND ACTION – WHAT YOU CAN DO TO MAKE A DIFFERENCE
- CONSIDER MULTIPLE PERSPECTIVES
- WINDOWS, DOORS, MIRRORS

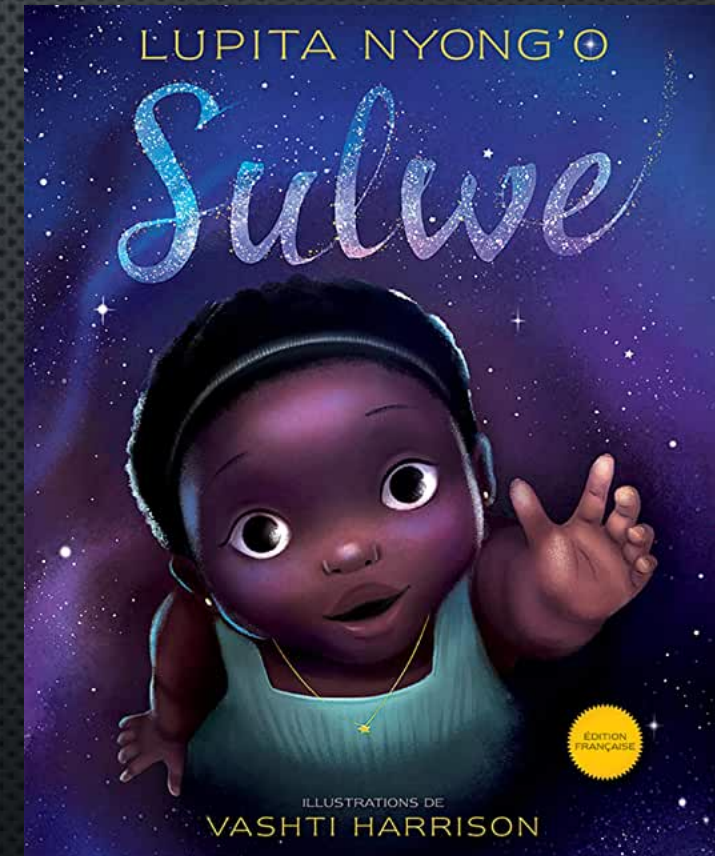
FIRST PEOPLES PRINCIPLE OF LEARNING LEARNING REQUIRES EXPLORATION OF ONE'S IDENTITY.

- CHILDREN NEED TO SEE THEMSELVES IN STORIES TO VALIDATE BELONGING AND TO GAIN COURAGE TO DEAL WITH CHALLENGES.
- CHILDREN NEED TO SEE OTHERS IN STORIES TO GROW THEIR WORLDS, GAIN INSPIRATION, AND BECOME MORE EMPATHETIC TO DIVERSITY.
- CHILDREN NEED TO FIND THEIR VOICES AS WRITERS TO GAIN THE POWER OF WRITING.

BIG IDEA: BEAUTY EXISTS IN ALL OF US; IT IS NOT DETERMINED BY SKIN COLOUR.

- INTERACTIVE READ-ALOUD WITH INDIVIDUAL RESPONSE.
- WHOLE GROUP SUPPORT
 - FOCUS ON PROBLEM AND SOLUTION, STORY WITHIN A STORY, SYMBOLISM OF STAR, BALANCE AND DIVERSITY, POINT OF VIEW
- INDIVIDUAL RESPONSE, NETWORKED WITH GROUP THINKING
- **CONNECTING**
 - EXAMINE THE BOOK COVER...DETAILS, FEELINGS
 - WHAT DO YOU NOTICE ABOUT THE ARTIST'S USE OF COLOUR? DARK AND LIGHT? STARS IN THE SKY AND HER NECKLACE?

Gr 3 samples,
with many thanks to Lori Zawada and Jorden
Becker, Tait



- **PROCESSING**

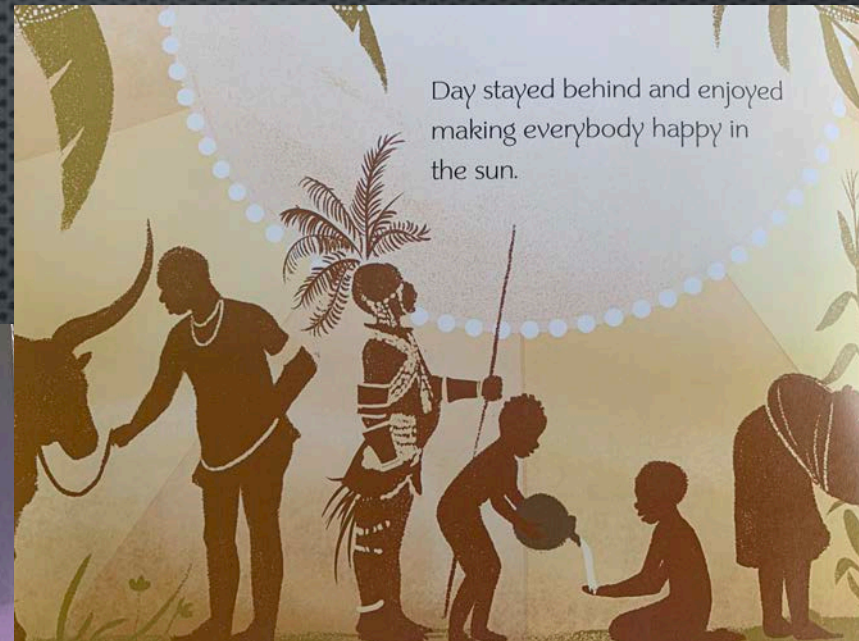
- FOLD A **THINKING PAPER** INTO 4 BOXES. STOP AT EACH SECTION, POSE THE QUESTION(S), HAVE THE STUDENTS RESPOND INDIVIDUALLY (3-4 MINUTES), THEN SHARE RESPONSES.
- **Box 1** BEFORE YOU BEGIN TO READ, ASK THE STUDENTS TO THINK ABOUT THE PROBLEMS THAT ARE INTRODUCED. READ THE FIRST 3 DOUBLE PAGES, AND HAVE THE STUDENTS RECORD A FEW PROBLEMS, THINKING ALSO ABOUT HOW THESE MIGHT BE SOLVED.
- **Box 2** BEFORE YOU BEGIN TO READ, ASK THE STUDENTS TO THINK ABOUT THE DIFFERENT WAYS SULWE TRIES TO SOLVE HER PROBLEM. STOP READING AT "HOW COULD SHE BE A STAR?" RECORD HER SOLUTIONS. * HER BEST. WHAT ELSE COULD SHE TRY?
- **Box 3** "WATCH WHAT HAPPENS NOW! SULWE ESCAPES ON A STAR. NOTICE THE CONNECTION THE AUTHOR MADE TO HER NAME AND HOW THIS HELPS HER." READ TO "DAY STAYED BEHIND AND ENJOYED MAKING EVERYBODY HAPPY IN THE SUN." PREDICT WHAT YOU THINK WILL HAPPEN. THINK ABOUT THE RELATIONSHIP BETWEEN THE SISTERS.
- **Box 4** READ TO THE END. WHAT DOES SULWE LEARN? WILL SHE HAVE A BETTER TIME AT SCHOOL? WHAT CAN SHE DO TO HELP HERSELF? HOW CAN OTHERS HELP HER?

Sulwe dreamed of being the same color as her sister.

She wanted real friends too.



Day stayed behind and enjoyed making everybody happy in the sun.



How could she be a star?



1

Sulwe's problems are that nobody wants to be her friend and that leads to names and sad and hurt feelings.

The other problem is that she thinks that she is very very unique.

2

Sulwe tried to solve her problems by erasing her skin.

Sulwe also tried to eat only bright food.

I think that she should have told her mom that she doesn't like being dark colored skin.

3

I predict that if Night never returns, none will sleep and many people will get sick.

I predict when night returns everybody will be joyful because they can sleep.

4

Sulwe learns that it does not depend on the outside but the inside

I think she will have a better time at school, because now she is strong and coragous, ☺

1

Sulwe's classmates
call her bad names.
Sulwe is jealous that
her sister is a
brighter colour. She is
lonely.

2

Sulwe added makeup. She
ate bright foods. Prayed to
god.

Sulwe could ask her
sister for help.

3

Without night nobody
could sleep or get
energized! It would be
summer and spring every
year! The moon would
never exist!

4

Sulwe learns that she
beautiful the way she
is. Sulwe will have many
friends.

1 sulwe has no
friends sulwe
feeling sad

2 sulwe tried to
change her skin
with makeup.
she tried to
eat light food

3 Day, two sad
about it

4 sulwe learns
that it doesn't
matter of
your skin

I think sulwe
will have a
better day at
school

- **TRANSFORMING AND PERSONALIZING**

- TALK ABOUT CHARACTERS IN BOOKS AS WINDOWS, DOORS AND MIRRORS.
- **WRITE** TO EXPLAIN TO SULWE HOW SHE WOULD FEEL IF SHE CAME TO YOUR SCHOOL (OR HOW YOU ARE FEELING ABOUT RETURNING TO SCHOOL). HOW CAN YOU HELP HER FEEL BEAUTIFUL? INCLUDED? VALUED? WHAT CAN YOU DO TOGETHER? HOW DO WE PRIZE PEOPLE IN OUR SCHOOL? BRAINSTORM WITH THE CLASS TO LINK THEIR BACKGROUND KNOWLEDGE AS THEY THINK ABOUT 'TAKING ACTION'.
- **HOT SEAT.** INVITE STUDENTS TO TAKE ON THE ROLES OF SULWE, HER MOTHER, HER SISTER. OTHER STUDENTS IN THE CLASS ASK QUESTIONS OF THESE STUDENTS.

February 4, 2021

Dear Sulwe, if you came to Tait school
I would play with you every day.
I would help you if you need
help at school. At Tait we are inclusive ^{and I think}
you are bright and nice. I will
include you when I am drawing,
when it is recess I will invite
you to find rocks with me and
the rocks are cool. And I think
you will like the rocks. At lunch
I will show you what it is like
^{around} at Tait school. At Tait we
do not judge people by their
skin colours. I will show you
all the water colours at art.
A.N.

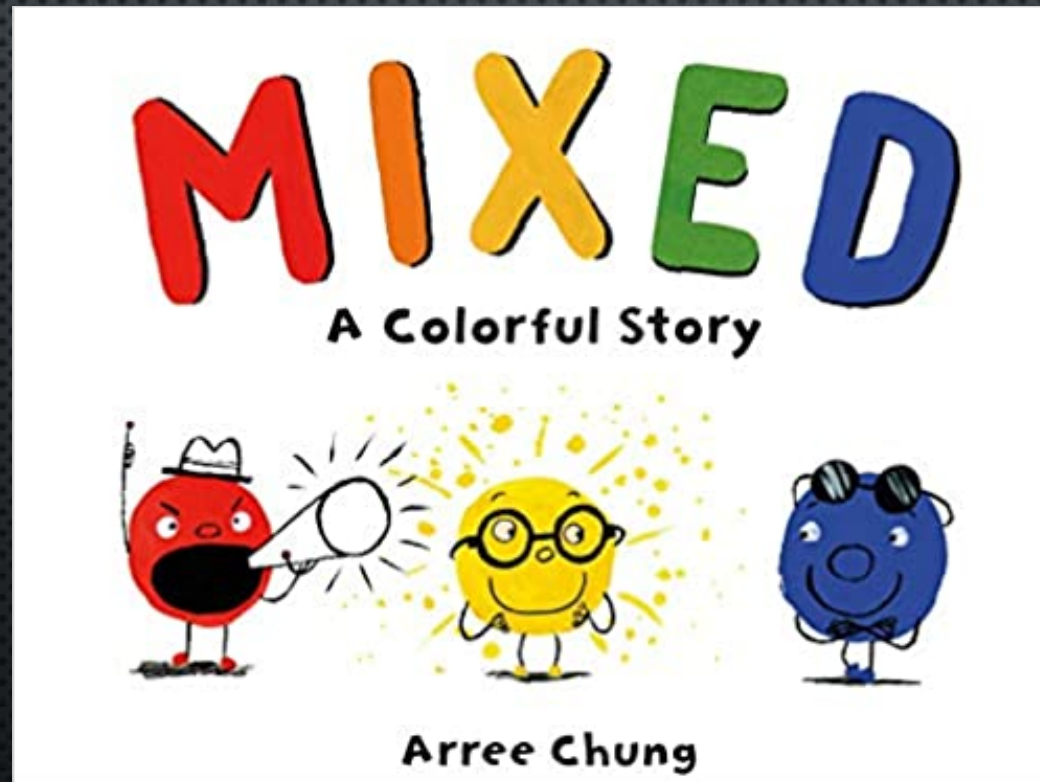
February 4, 2021

Dear Sulwe, Welcome to tait. Would you like to be my friend? Me and my class would be delighted to include you. Every recess I would let you play with me. In buddy reading I would ask you to read with me. Me and my friends would be more than happy to help you. Let me show you are school routines. At tait we believe that including others like you, is the kindest thing students should do. I'm so glad you came to this school. What is your favourite thing to do. Mine is drawing. Just to let you know everybody is unique and different, so you don't need to be sad. You are beautiful in the inside and the outside. Your outside

February 4, 2021

Dear Sulwe, do you want to play with
me and my friends at recess and lunch.
How are you? What are you good
at? Can I teach you around tait. At
tait we have fun. From, H

**BIG IDEA: DIVERSITY ENRICHES US; MIXING OUR COLOURS
GIVES STRENGTH AND JOY; WE WORK TO CREATE
HARMONY TOGETHER.**

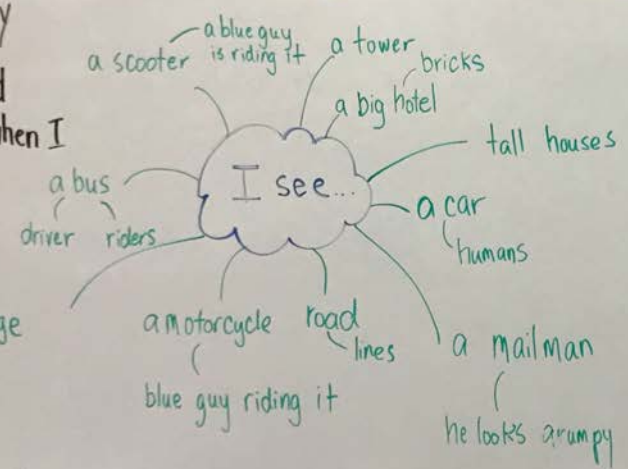


Monday, February 8

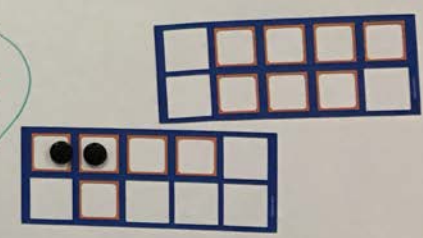
What I see city

What I think because community

help
tively
olve
and
elp when I
a bridge



harmony—community
teamwork



Working together




100 Chart

CORE COMPETENCIES
C



?

Looks like	Sounds like	Feels like	
<p>listening</p> <p>eye contact</p> <p>helping</p> <p>patience</p>	<p>nice tone</p> <p>Kind words</p> <p>Careful word choice</p>	<p>happy</p> <p><u>p</u><u>r</u><u>o</u><u>u</u><u>d</u></p> <p>polite</p> <p>inclusive</p>	<p>help</p> 

Aria

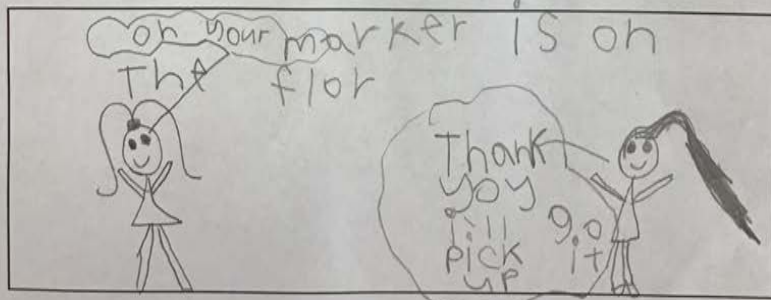
Feb. 8

Collaboration Core Competency



When I am a good learning partner...

Good tone Think what
you say first Proud
Polite Inclusive eye
contact Listening helping



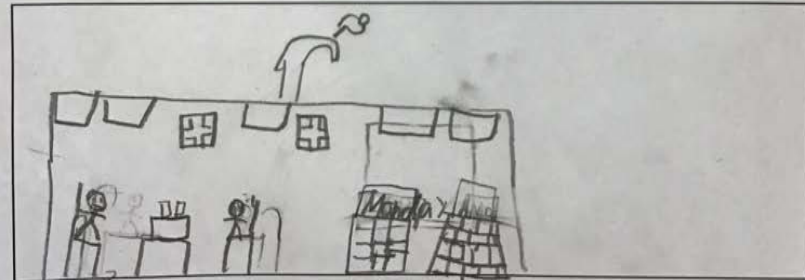
Ryan Jan, 8 Monday

Collaboration Core Competency



When I am a good learning partner...

When I am a Good Learning
Partner I am Happy
and I give eye
contact.



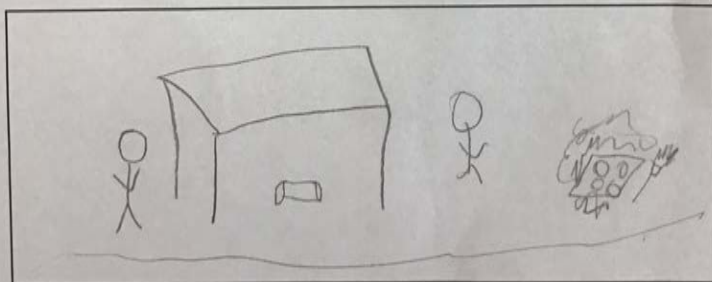
Kevin February 8

Collaboration Core Competency



When I am a good learning partner...

my Sixter Waterbato is on a
tree and I said Sixter your
Waterbato is on a tabo. and
my Sixter pick up. Sixter your
pintin is on a copet oh I have get
paper get the pikspash.



Maryam

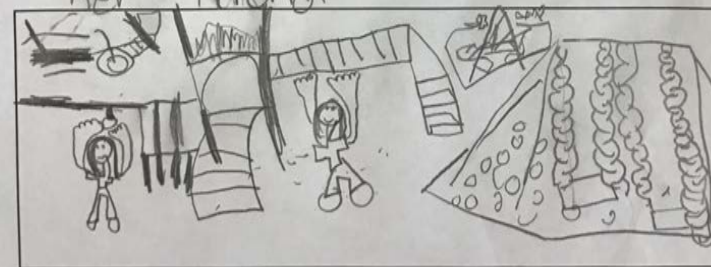
Feb. 8

Collaboration Core Competency



When I am a good learning partner...

I fill proud when
I am smart and happy
and wan sam one
is alen at pass and
lonch. I start playing
with her and start beying
her friend.



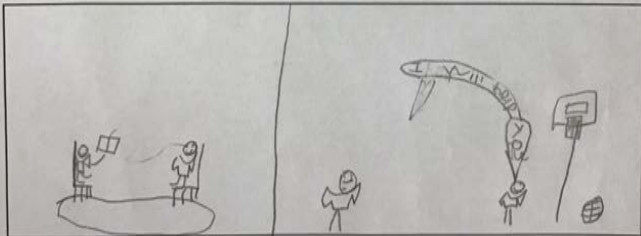
Damian

Collaboration Core Competency



When I am a good learning partner...

I say nice words to like I will
help you pick up the balls. and
at buddy reading I can do eye
contact.



Brad

Feb 8

Collaboration Core Competency



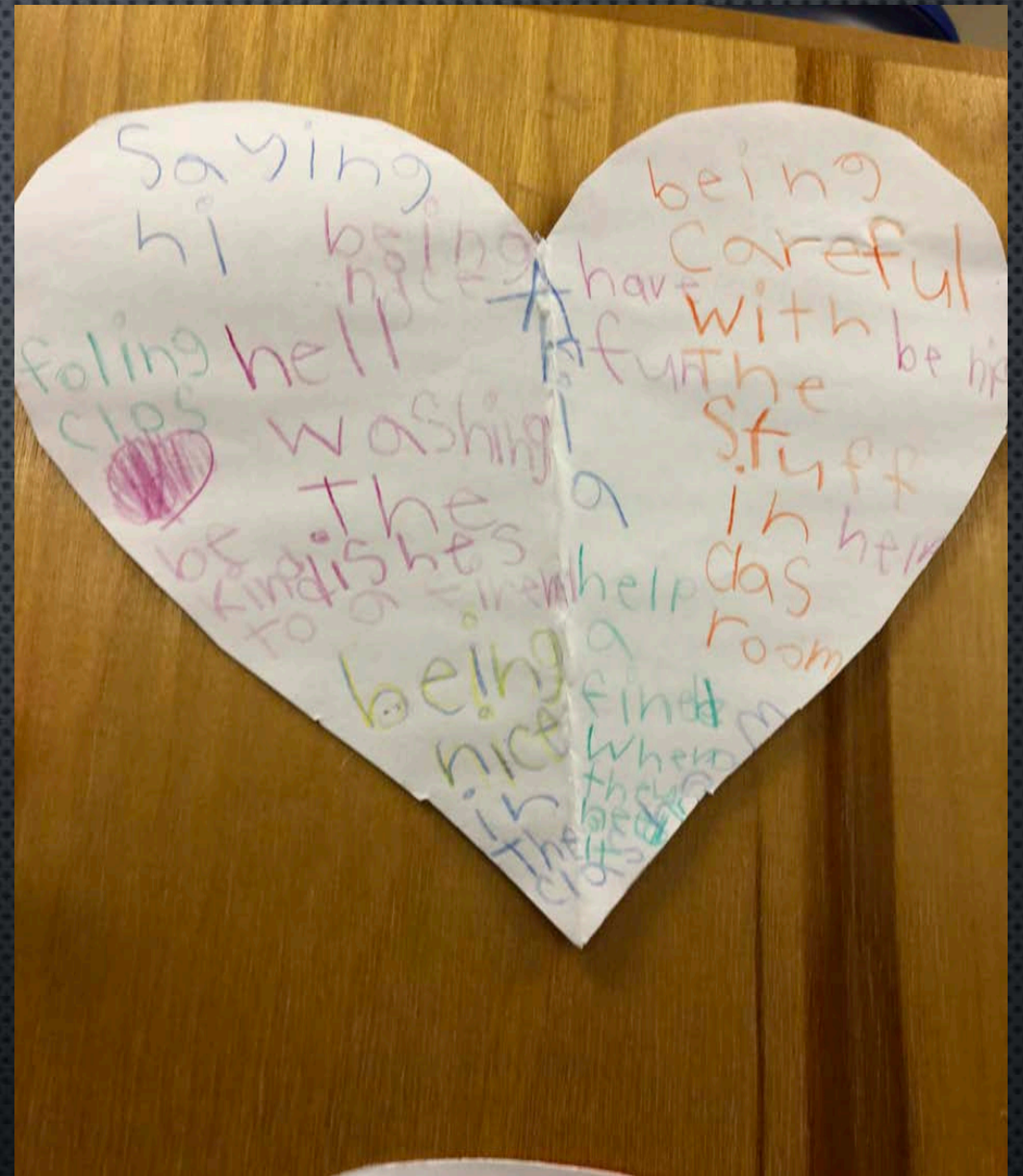
When I am a good learning partner...

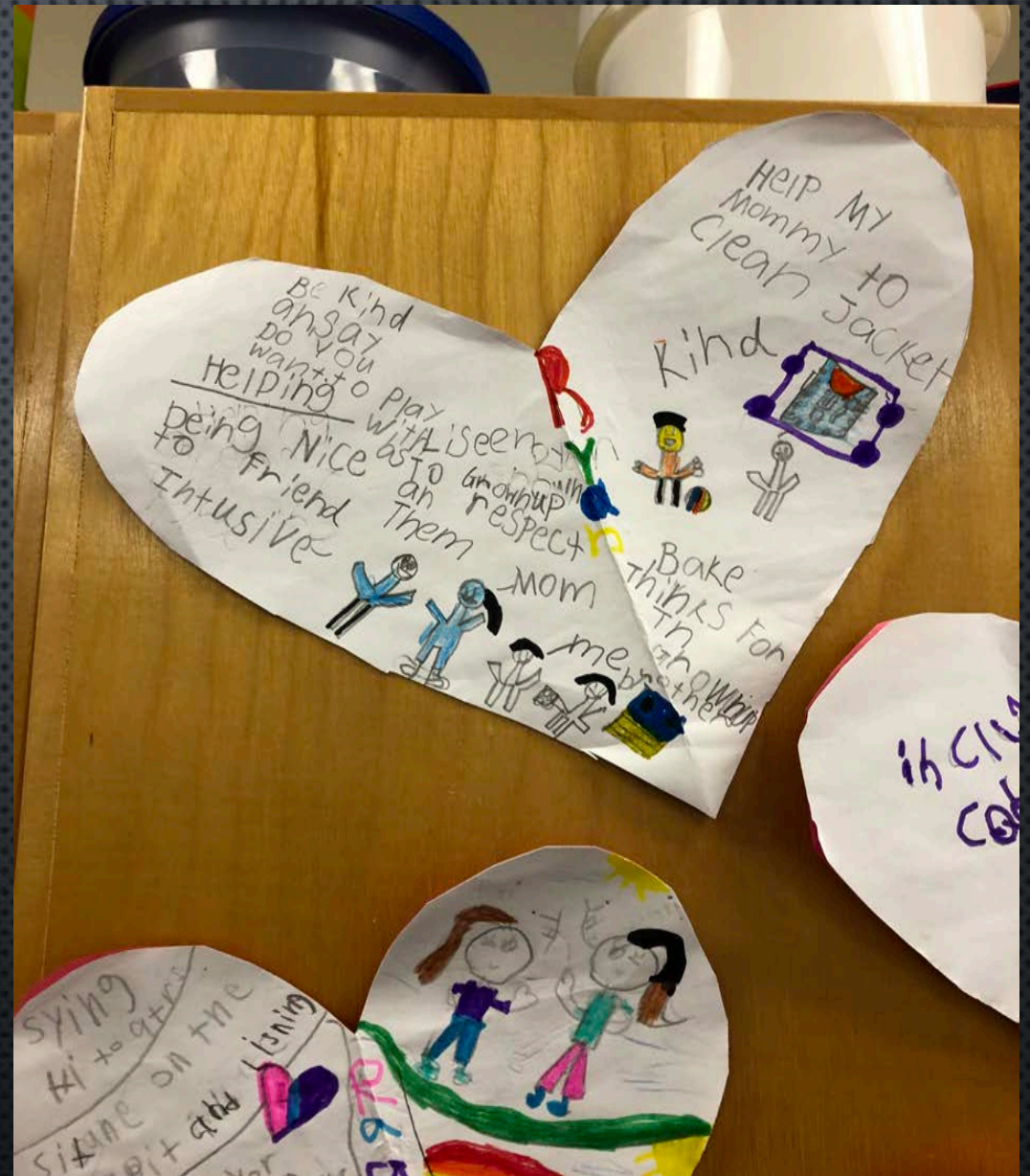
I let my partner have a turn.

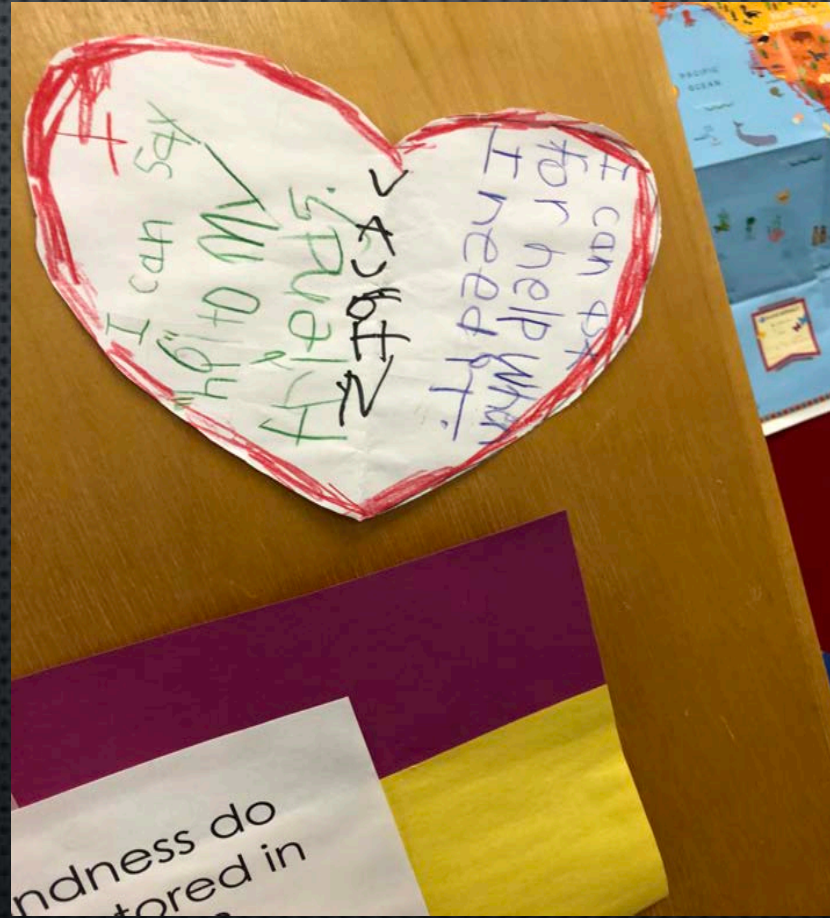


What kindness do
you have stored in
your heart?









BIG IDEA: ALL PEOPLE HAVE STORIES. WE LISTEN TO OTHERS' STORIES, LEARN FROM THEM, INCLUDE AND RESPECT EVERYONE.



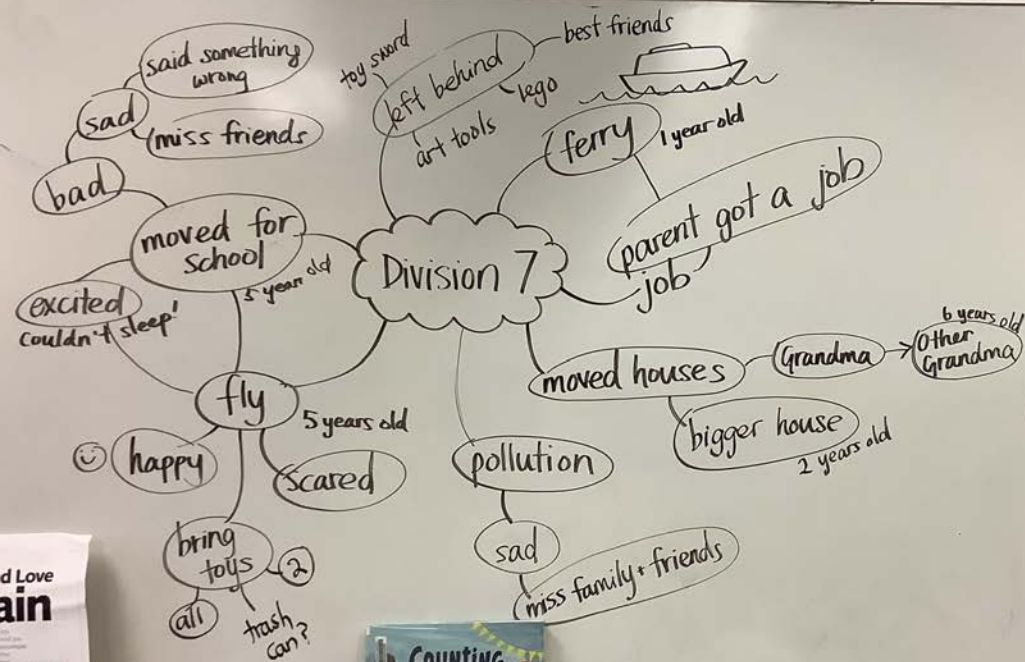
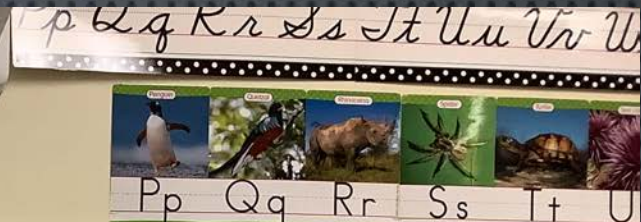
Many thanks to Jonathan Tang, Kerong Lin and Liz Stephenson and their grade 3/4 classes in Spul'ulwuks Elementary, Richmond, for taking a risk, trying the sequence, adding their refinements, and sharing their reflections and learning with us!

**Purpose: what does it mean to be a refugee?
What can we do to understand and to help them?**

GOAL: BUILD AN AWARENESS OF REFUGEES AND HOW OUR ACTIONS MAKE A DIFFERENCE TO OTHERS, IN BIG AND LITTLE WAYS.

CONNECTING

- WHIP AROUND THE CLASS AND ASK:
 - HAVE YOU ALWAYS LIVED HERE? IN THE SAME HOUSE?
 - HAVE YOU MOVED COMMUNITIES? PROVINCES? COUNTRIES?
 - WHAT IS SIMILAR AND DIFFERENT ABOUT OUR STORIES?
- CREATE A CLASS WEB, WITH CATEGORIES, USING THE STUDENTS' IDEAS. ENCOURAGE THEM TO HELP YOU CREATE THE CATEGORIES.



Division 7

- Hong Kong
- Victoria
- China: Nanjing, Beijing, 4th floor? Tianjin
- Canada
- Vancouver
- Ukraine

Odd or Even?
 Look at the ones digit!
 Odd - 1, 3, 5, 7, 9
 Even - 2, 4, 6, 8, 0
 16 - even 7 - odd
 234 - even 43 - odd
 Even numbers can be divided into 2 equal groups. 32 = 16 + 16

SMART Goals
 Maria - English Reading, Volleyball
 Alicia - Volleyball
 Mally - Storytelling, Art, Dance
 Matthew - Reading, Science
 Jasmine - Reading, Art
 Brandon - Reading, Art
 Luke - Reading, Art
 Thomas - Reading, Art
 Alex - Reading, Art
 Noah - Reading, Art
 Benjamin - Reading, Art
 Daniel - Reading, Art

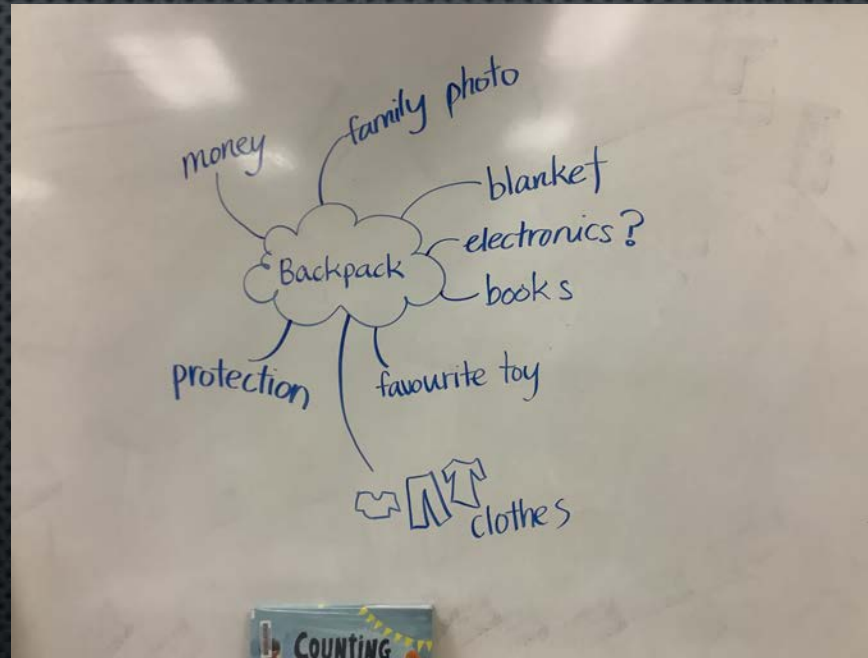


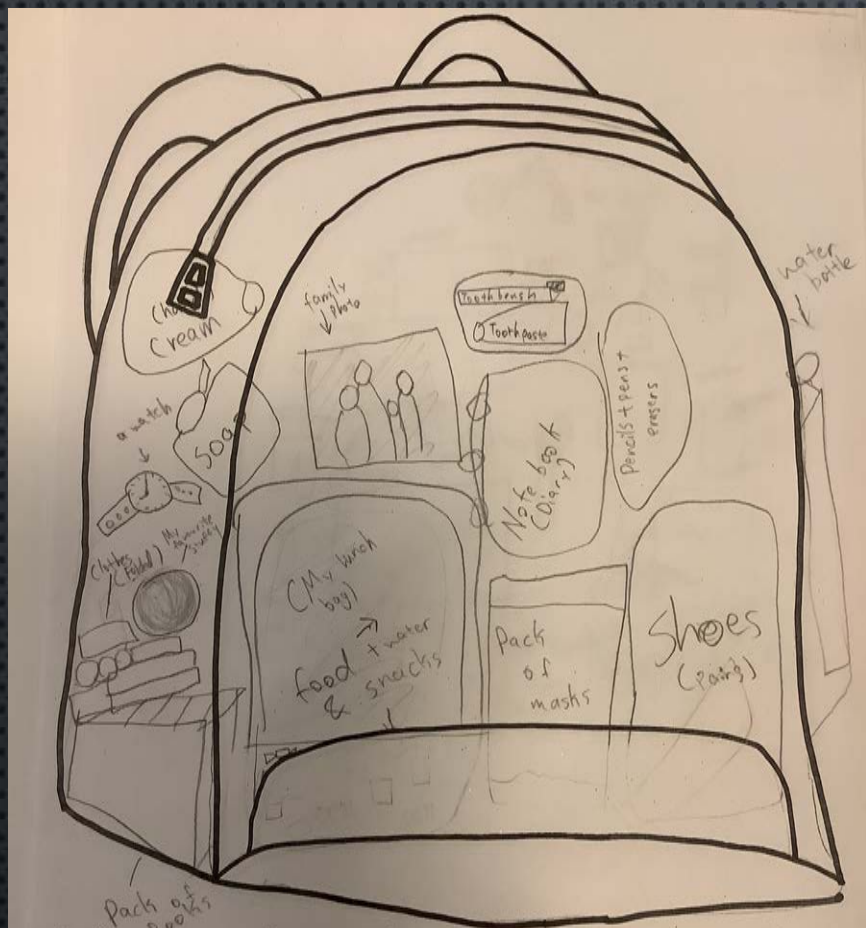
- INTRODUCE THE WORD 'REFUGEE'. WHAT DO THEY ALREADY KNOW?
- OUR STORY TODAY WILL HELP EXPLAIN WHO A REFUGEE IS AND HOW THE KINDNESS OF PEOPLE HELPED THEM.
- IT'S A COUNTING BOOK! WHAT STORIES OF KINDNESS DO YOU PREDICT THE FAMILY WILL EXPERIENCE?

KERONG GAVE EVERYONE A BACKPACK AND HAD THEM PACK IT WITH WHAT THEY WANTED TO TAKE ON THEIR JOURNEY (MOST HAD TALKED ABOUT WHAT THEY HAD LEFT BEHIND WHEN THEY MIGRATED).

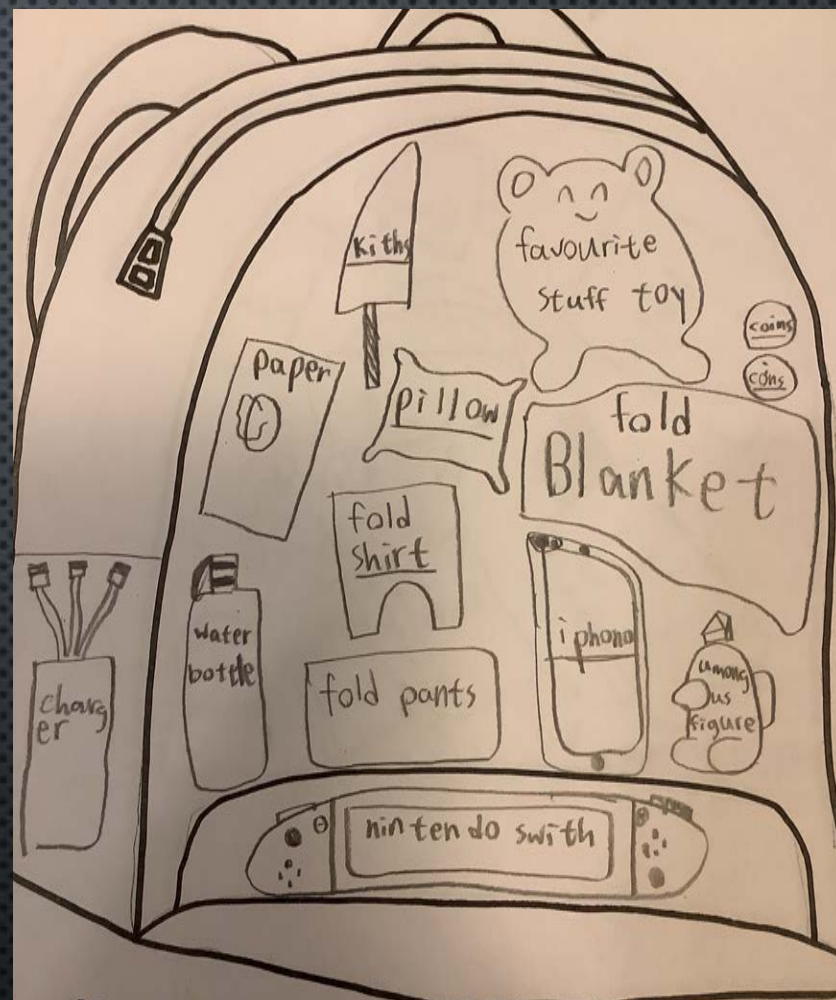
LIZ READ PARTS OF **ADRIFT AT SEA : A VIETNAMESE BOY'S STORY OF SURVIVAL** BY MARSHA FORCHUK SKRYPUCH, ART BY BRIAN DEINES TO BUILD MORE BACKGROUND KNOWLEDGE OF REFUGEES AND THEIR JOURNEYS.

WHAT IS ESSENTIAL? WHAT WILL LAST?

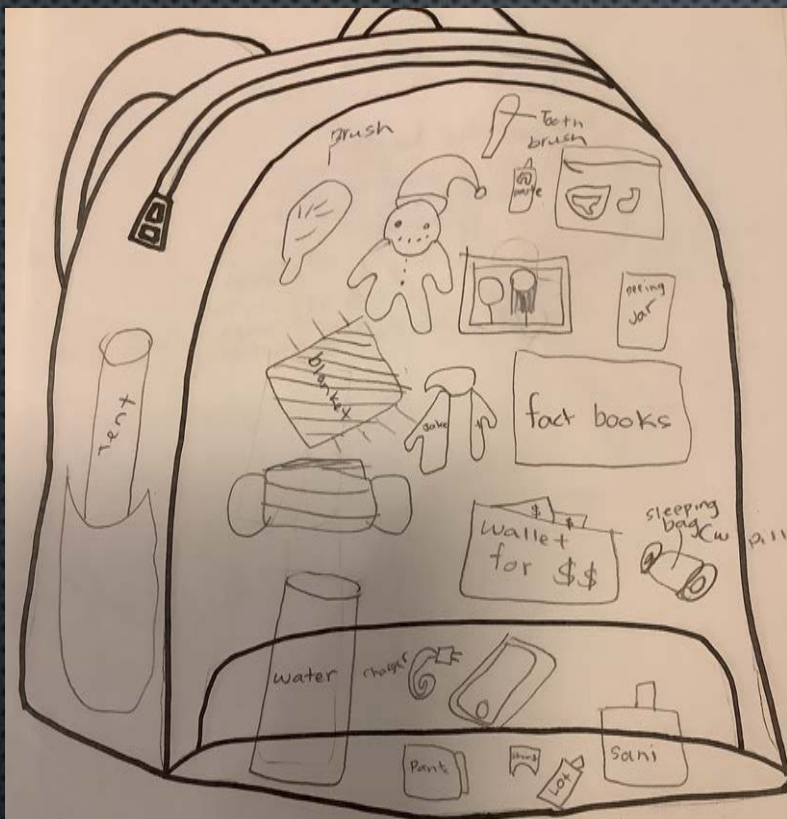




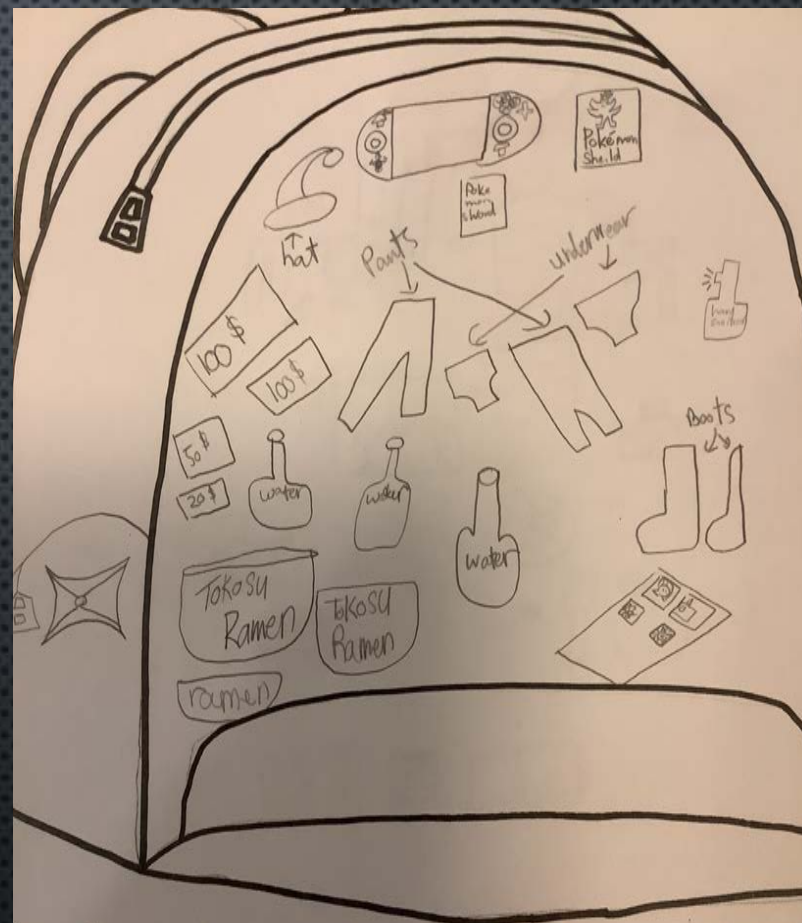
My Backpack of Essentials



y Backpack of Essentials



My Backpack of Essentials



My Backpack of Essentials

PROCESSING

- READ THE STORY, CONSIDERING HOW THIS FAMILY'S JOURNEY IS SIMILAR AND DIFFERENT TO OUR STORIES OF MOVING. NOTICE WHAT HAPPENS TO THEM ALONG THE WAY AND THE ACTS OF KINDNESS.
- REREAD THE STORY, STOPPING EVERY FEW PAGES TO BE THE CHARACTERS. STUDENTS CAN SPEAK IN THE ROLE OF THE CHARACTER. CONSIDER WHAT THE CHARACTERS MIGHT SAY, THINK, AND FEEL.
 - VOICES HEARD AND NOT HEARD
 - DEEPENS UNDERSTANDING
 - MULTIPLE PERSPECTIVES SHOWN
- MODEL ONE.
- WORK WITH THE CLASS AS A WHOLE WITH DIFFERENT STUDENTS BECOMING CHARACTERS OR MOVE INTO SMALL GROUPS AND HAVE THE STUDENTS BECOME CHARACTERS WITHIN THEIR GROUP. WORK WITH THE SAME PAGE SIMULTANEOUSLY. REMIND THEM TO THINK OF 'KINDNESS' ON EACH PAGE.

TRANSFORMING AND PERSONALIZING

- GOAL: RETELL THE STORY AS ONE OF THE REFUGEE CHILDREN IN THE STORY.
 - DETAILS OF THE JOURNEY
 - KINDNESSES OF PEOPLE ALONG THE WAY
- BEGIN YOUR WRITE IN FRONT OF THE STUDENTS TO MODEL THE KINDS OF CHOICES YOU ARE MAKING AS A WRITER. INCLUDE IN YOUR THINKING, WORD CHOICE, HOW TO SPELL A WORD OR HOW TO MAKE A BEST GUESS AND MOVE ON, CRITERIA YOU ARE TRYING TO ILLUSTRATE. INVITE THEM TO USE ANY OF YOUR IDEAS TO SPARK THEIR THINKING. CONSIDER THE WORDS AS PRESENTS IF YOU WOULD LIKE TO BORROW A FEW.

A SAMPLE TEACHER WRITE

- *I WAS TERRIFIED AS MY BROTHER, MY MOM AND THE BABY LEFT OUR VILLAGE. SMOKE WAS COMING FROM THE WINDOWS OF MANY BUILDINGS AND IT WAS HOT AS WE TRUDGED TOWARD THE OCEAN. WOULD WE EVER SEE OUR DAD AGAIN? WHERE WERE WE GOING?*
- NOTICE:
 - *A HOOK AT THE BEGINNING — A FEELING*
 - *WORDS THAT SHOW EMOTION — TERRIFIED, TRUDGED*
 - *THINKING ABOUT THE STORY IN THE PICTURES — SMOKE, HOT, OCEAN, THE QUESTIONS*
 - *DETAILS FROM THE STORY*

- AFTER WRITING, HIGHLIGHT 1 OR 2 PIECES OF THE CRITERIA THAT THEY HAVE IN THEIR WRITING.
- SHARE THEIR POWERFUL PIECES.
- ADD ON TO THEIR WRITING, ONCE SPARKED BY THE POWERFUL SHARING.

A war started a long time ago. A shell
explodes in our home. We trudge slowly
in the mud of a dirty, abandoned trench.
We see our home being blown apart, explosion by
explosion. We had to leave our village. At the
dock, a boat called Freedom II came to save us.
We quickly climbed aboard the ship and went
down the stairs, with the booming enemy destroyers.
We felt safe when an allied aircraft carrier and cruiser

accompanied us. Onboard the Freedom II, we ate

bread, pizza, milk, and some candy. We said "good

night" to our mom. A shooting star came

and the captain said "let's wish we end up somewhere

safe". The next morning, we heard unusually birds

singing. Then we saw an Audi and Houses. We

went to the government and the government

said "welcome to Indonesia". So we went to

a hotel and received presents from our

family and friends in different countries.

After getting the presents, we went to a

usually

when home is a place thats too dandres
you have to go somewhere far away
from home. on the way, we have to cross the
ocean. one person helping us get on the boat
two peop^{ol} making food for us. three deals
perpard by peop^{ol}. making four wishes the
stars gave us sharing five Books to one a not
celebrating all together the servival of six
days at sea. opening ^{said} gettr from each other.

eight harts hang by freely terchers w
welcomenig First-year to there clases.
nine friends to play and not be lonely
and much more Kindness in the world to count.
Kindness is evryware. you can see it everywere.
friends, family, home, school, all those can help.
be Kind to others, ~~than~~ others will be Kind
to you. it might be scary to live in
a new home. but having your family, and friends
help the best. home is not where you
always have to be. there are other places too!
the end.

him in my hands, me and my family left to the beach.

a hands helped us carry things and gave us food.

On the boat, ~~people helped us~~ ^{the} ~~up~~ ^{that} ~~lifted the anchor~~ ^{then} off we went. I placed

my dog, spiders, in a big cage. I read a few books. He got food

every day, ^{would} at night I ^{and} look up at the starry sky, ^{and} wished for peace.

Morning, I sat with someone to talk to, her name was Satiya. We soon

became good friends. Minets later we saw Richmond! ^{she is kind and} ^{caring! she made me} ^{feel} ^{good}

We packed our things, then carefully came down the boat. We all felt hope of

starting fresh! Me and Satiya's family came to live in a little house. The next

day, we unpacked, our families turned into a big bundle of friends.

Weeks later, we went to a school called Spulubwika. Our teacher

- CLASS MANIFESTO

- WHAT ACTS OF KINDNESS DID THE FAMILY EXPERIENCE?
- WHAT ACTS OF KINDNESS ARE COMMON IN OUR CLASS?
- WHAT ACTS OF KINDNESS CAN WE COMMIT TO THAT WELCOME ALL TO OUR CLASS AND OUR COMMUNITY, WHETHER THEY ARE NEWLY ARRIVING, RETURNING FROM TL, OR ARE ALREADY MEMBERS OF OUR COMMUNITY?

BIG IDEA: WITH COURAGE AND RESILIENCE, CHILDREN AND TEENS CAN CHANGE THE WORLD IN REMARKABLE WAYS.



Many thanks to Susan Shackles and Paige Macgregor and their grade 6/7 classes in Spul'ukwks, Richmond, for taking a risk, trying the sequence, adding their refinements, and sharing their reflections and learning with us!

2 class periods – or more

CONNECTING

- LOCATE BIRMINGHAM, ALABAMA AND THE MISSISSIPPI RIVER
- 1963 – WHAT WAS THE WORLD LIKE THEN?
- CREATE A WEB, WITH CATEGORIES CO-CREATED WITH THE STUDENTS, OF THEIR THOUGHTS OF LIFE IN THAT TIME AND PLACE.
- EXPLODE THE SENTENCE:
 - “APRIL 3. THE FIRST ORGANIZED SIT-INS TAKE PLACE IN DOWNTOWN LUNCH COUNTERS.”
 - SUPPORT STUDENTS IN THINKING OF INDIVIDUAL WORDS, VISUALIZING, CONSIDERING THE SETTING, MAKING INFERENCES. ACCEPT ALL RESPONSES AND TRY AND HAVE ALL VOICES HEARD.
- QUICK WRITE #1: 3-4 MINUTES
 - WRITE IN RESPONSE. WHAT DO YOU KNOW? WHAT’S HAPPENING? HOW DO YOU FEEL?
 - OR WHAT IS THE STORY OF THE SIT-IN? WHAT IS THE STORY IN THE LOCAL PAPER? IMAGINE YOU ARE A REPORTER EXPLAINING THE EVENTS.

Birmingham, Alabama

Mississippi River, 1963



Rosa Parks book
said Black & white
were separate

B & white
allowed to mingle
before?

lunches
segregated

people are often
up and about

as a verb
counting people?

April 3: 1963

The first organized sit-ins
take place in downtown lunch counters.

in restaurants

"took care of"
Black people by
separating/isolating
from white people

→ way of "protecting"
the white people
from the "garbage" black

Whites can
have choice with
food, but not
black people

café?

restaurant?

table setting?

maybe a jail
school cafeteria?

W & B
separate

- organized by
white people
upper class

"Western Vibe"
- funky roads

out laws

countryside

rural

- less city like
- small towns

thick accents

poor

less populated

farmers
rough hands
people are lively

humid
warm/hot
dry

Birmingham 1963
(Alabama)

wood buildings

tough area

water
coffee drinkers!
afternoon tea

- Farm like
- hay in months
 - drive trucks
 - cowboy hats
 - casual clothing (hot faces)

- WITH STUDENTS IN 2S OR 3S, DISTRIBUTE ONE QUOTE FROM THE FRONT INSIDE COVER TO EACH SMALL GROUP.
- KEEPING THEIR QUOTES PRIVATE, EACH GROUP EXPLODES THEIR SENTENCE.
- MOVE AMONG THE GROUPS AND COACH AND SUPPORT, EXTENDING THINKING.
- SMALL GROUPS SHARE THEIR QUOTE AND 1 OR 2 KEY IDEAS ABOUT IT.
- REREAD THE QUOTES, NOW IN A TIMELINE.
- WEB WHAT WE NOW KNOW.
- QUICK WRITE #2: 3-4 MINUTES
 - WRITE IN RESPONSE. WHAT DO YOU KNOW? WHAT'S HAPPENING? HOW DO YOU FEEL?
 - OR YOU ARE A REPORTER VIEWING THE SCENE. WHAT'S GOING ON?
 - WATCH FOR MORE DETAIL AND MORE EXPLICIT LANGUAGE.

October 14

Martin Luther King Jr. is awarded the Nobel Peace Prize.

He gave the
speech "I have a Dream"

He got it because he
is very inspirational
↓
He believes in BLM!

A person who fought
against racism since he
was affected by unfair
treatment.

was inspired
by Rosa Parks
to fight against
racism

Is the Nobel Peace
Prize like an Oscar?

Really hard to get

← Rosa Parks and
Martin became friends
and protested together.

1963, July

Is it
church? black

Does it
to belong
with white

Was there a reason
why they did that?

September 15

The Sixteenth Street Baptist Church in Birmingham is bombed
by Klansmen and segregationists, killing four girls and injuring
twenty other people.

isn't that a white supremacist

wanted support
people who separate blacks and
whites

black people?

I find this
very shocking

Children's Crusade 1963

racism not too young to march for
separation between black & white ^{freedom}

Martin Luther King - Nobel Peace Prize

Rosa Parks "I Have a Dream"

young children jailed

desegregation 1965 - Black

Ku Klux Klan Americans can
now vote

250,000 people - Washington DC - march

Nov. 22, 1963 President Kennedy
assassinated

Klansmen - segregationists

expel demonstrator 973 jailed

"We Shall Overcome" non-violent Dr. King's
civil rights courage army

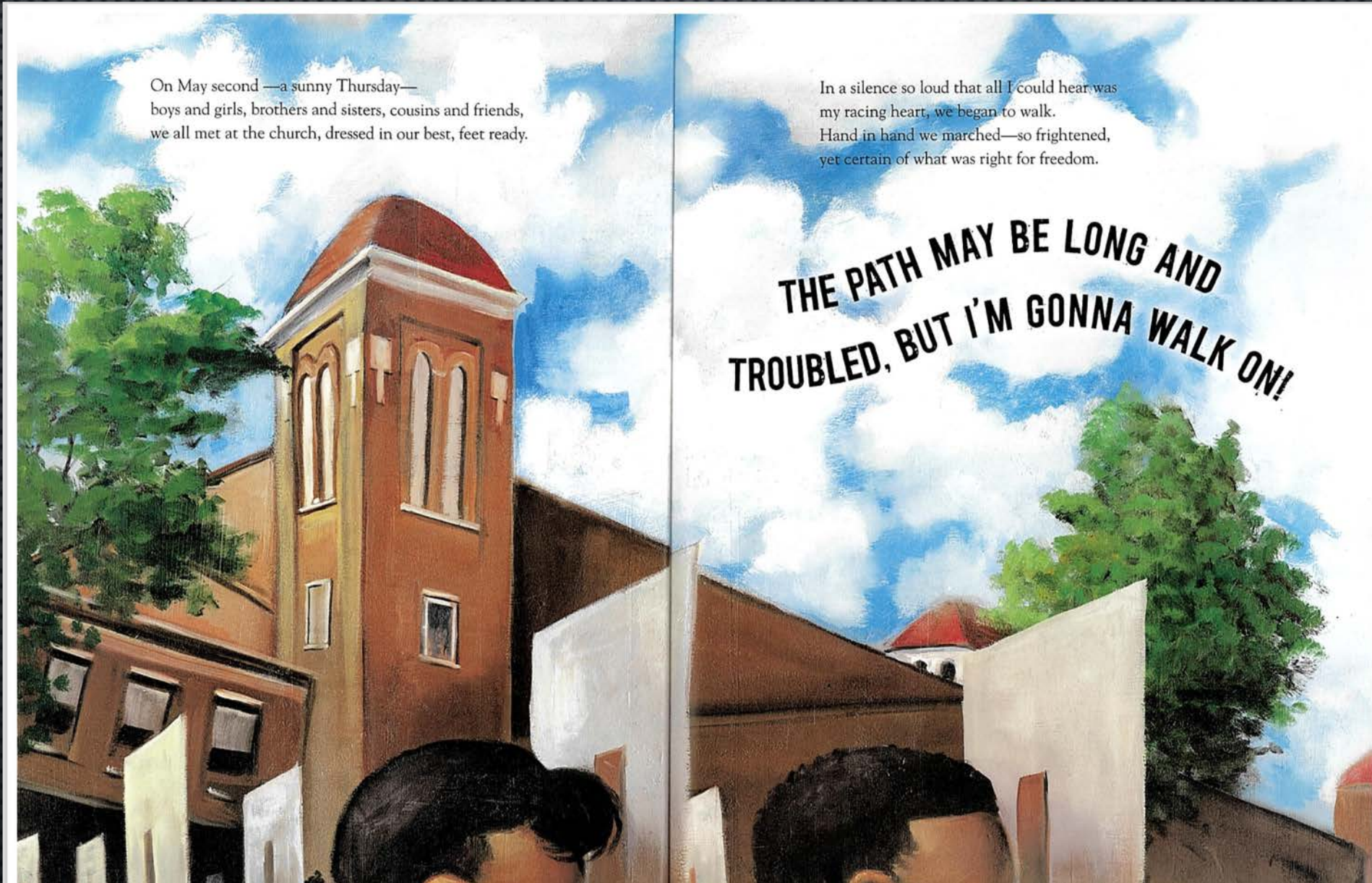
PROCESSING

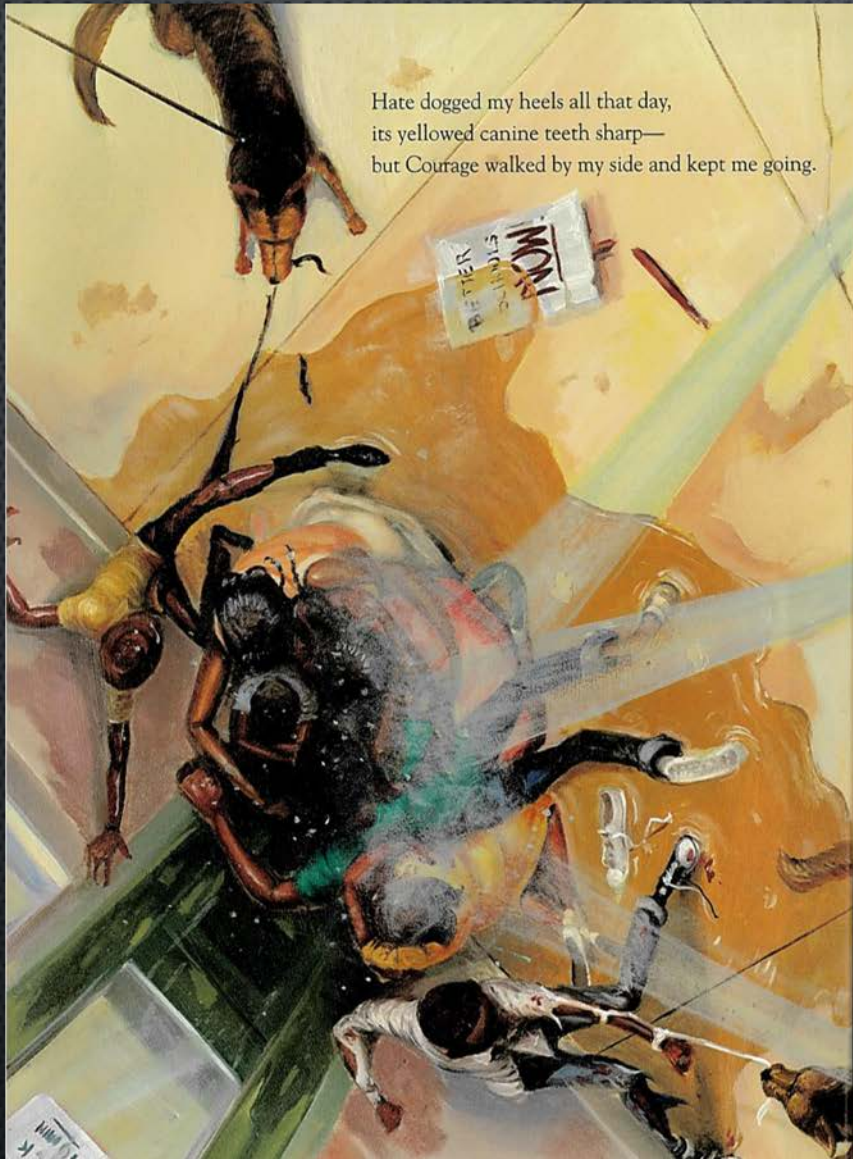
- READ THE STORY.
 - TALK, WHILE READING, ABOUT THE EVENTS, THE IMAGES, THE CONNECTIONS AMONG THE EXPLODED QUOTES AND THEIR IN-DEPTH THINKING
- REREAD THE STORY, CONCENTRATING ON THE LANGUAGE.
 - EMOTION
 - EVIDENCE OF COURAGE
 - EVIDENCE OF RESILIENCE
 - COLLECT WORDS YOU MIGHT WANT TO USE IN YOUR WRITING
- RETURN TO THE WEB.
 - WHAT KNOWLEDGE HAS BEEN REFINED?
 - WHAT NEW INFORMATION CAN WE ADD?
 - WHAT NEW QUESTIONS DO WE HAVE?

On May second—a sunny Thursday—
boys and girls, brothers and sisters, cousins and friends,
we all met at the church, dressed in our best, feet ready.

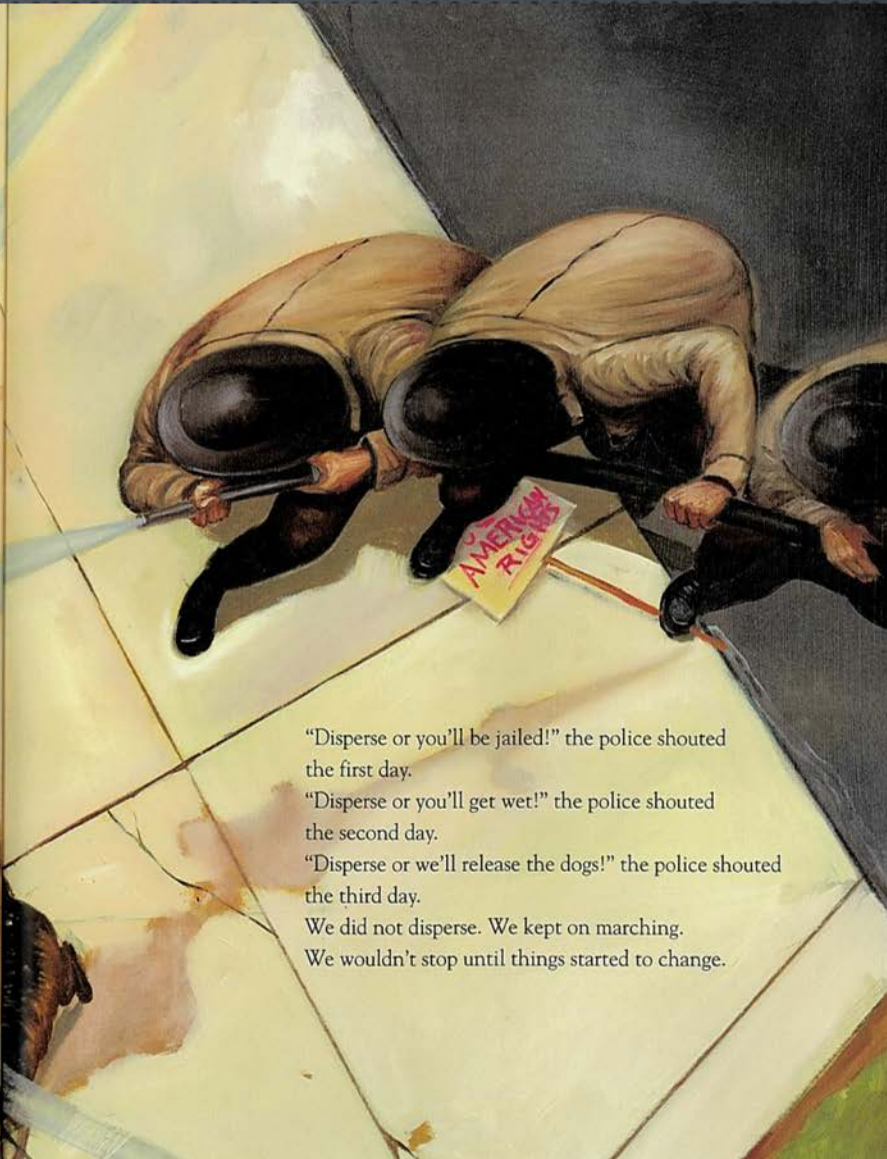
In a silence so loud that all I could hear was
my racing heart, we began to walk.
Hand in hand we marched—so frightened,
yet certain of what was right for freedom.

**THE PATH MAY BE LONG AND
TROUBLED, BUT I'M GONNA WALK ON!**





Hate dogged my heels all that day,
its yellowed canine teeth sharp—
but Courage walked by my side and kept me going.



"Disperse or you'll be jailed!" the police shouted
the first day.
"Disperse or you'll get wet!" the police shouted
the second day.
"Disperse or we'll release the dogs!" the police shouted
the third day.
We did not disperse. We kept on marching.
We wouldn't stop until things started to change.

That night, crowded into a cell too small
for even half of the kids, we sang:
"We Shall Overcome!"
"Ain't Gonna Let Nobody Turn Me 'Round!"
and "Freedom Is Coming!"
Our parents couldn't be there with us,
but still we sang,
wrapped in the proud and loving
arms of our ancestors.



One month later, I was playing on a playground I'd never been allowed to play on before.

Two months later, my family ate at a diner we'd never been allowed to eat in before.

Our march made the difference. We children led the way.

PARK

SINGING THE SONGS OF FREEDOM.

ONE THOUSAND STRONG WE CAME.

TRANSFORMING AND PERSONALIZING

- QUICK WRITE #3: 20-25 MINUTES
 - BRAINSTORM FOR DIFFERENT ROLES YOU MIGHT CHOOSE
 - RETELL WHAT IS HAPPENING, HOW YOU FEEL, WHAT YOU THINK, BASED ON YOUR ROLE
- BEFORE THE STUDENTS BEGIN TO WRITE, START YOUR WRITING IN FRONT OF THEM, THINKING ALOUD ABOUT YOUR DECISIONS
 - INVITE ANALYSIS (WHAT DO YOU NOTICE?) OF YOUR WRITING
 - BEGINNING OF CO-CREATED CRITERIA
 - ENCOURAGE STUDENTS TO BORROW ANY OF YOUR IDEAS THAT HELP SPARK THEIR THINKING
- AFTER WRITING, HIGHLIGHT A POWERFUL PHRASE TO SHARE.
 - ADD ON TO THE CO-CREATED CRITERIA, BASED ON THE STUDENTS' SAMPLES.
- REVISE WRITING AFTER THE SHARE.

Feb. 4 2021

Crystal

Let the Children March

by Monica Clark-Robinson

Quick write no. 1

Turnerweed ♂

(Sandwing)

-Pale and snake-like

-Scales feel dry

-Gives off lots of heat (more than others)

-Has a special "disability" that burns things when held onto things too long, (sort of like fire scales, but not really)

When I read the quote that was given to us, it made me think about black and white people being separated due to racism.

I think that downtown lunch counters were a place you could casually eat your lunch, sort of like a cafeteria. Are the words downtown lunch counters just a metaphor or is it literal? Is it somewhere you can eat, or is it a place you can just chill with other people?

By looking at the time this quote was written, I think

Quick write no. 2

There is a lot of racism in the quotes. Although there were many sad events, there were also some good/happy events. To me, it's just depressing how much horrible things black people have faced (and still are), including the people who were determined to make their lives fair and equal. I think that it is so unfair that it took so many years for African Americans to earn their voting rights.

Hiboy

Let the Children March

Quick write no. 3

I was taking part in the childrens crusade. I was one of the many children partaking in this march. Proud and strong voices filled the air. Us children were determined to make a change. This was my second day in the march, and already my feet felt raw from all of the walking I had done. Suddenly, the crowd of children halted. I looked around and saw police. They had hoses.

At first I didn't think much of it, until they turned the hoses on. They stung. The pressurized ~~water~~ water hit my shoulder and I staggered back. The water didn't stop - just like my growing pain. I whimpered, shielding my face with my hands, holding in tears welling up in my eyes. The water had stopped, and a white ^{police} man had grabbed me by the arm. I flinched. He threw me into his car, and I landed on the cool floor with a heavy thud that hurt my bottom.

They drove me and many other kids to prison. Although other kids were whimpering, and my body ~~seared~~ seared with pain - I was determined to make a change - give a chance of equality to all black people including me - no matter what.

Hiboy

Feb 4,
2021

Ella

Let the Children March by Monica Clark-Robinson

Quick Write #1: I know that this is a book about black children marching. I think that black kids will be separated from white children and they won't be happy about it, so they'll march. Some force will stop them though. I don't know how it will end, but most likely the children will be allowed to march. I don't know what a sit-in is, but I think that it's something where you have to register maybe? I'm confused about sit-ins. I feel anxious to read the story and get to know what a sit-in is.

Quick Write #2: I learned that a lot of people were jailed, and a president of the United States was assassinated. I feel shocked and horrified that it was so easy to get killed being the president. I understand though, because JFK was an important figure and also supporting Black rights, it was important to kill him to show the public. It's like defeating an animal, if you want to kill it, you'll have to cut off its head; what's leading it.

Hiboy

Feb 5,
2021

Ella

Let the Children March by Monica Clark-Robinson

Quick Write #3: "Papa, why are there people with brown skin on the streets?" "Oh, they're Blacks. Why, sweetie?" "I see them all the time. Why don't they look like me, or Jaxel?" "Why are they kids? And what are they doing?" The girl's father laughed gently. "Those are very good questions. Those Black children are marching." "Marching? Why? And what's marching?" "They're marching for, for their freedom. Marching is when you protest in a non-violent way." "What does that mean?" "Nevermind, sweetheart." The father started to sigh but his daughter interrupted him. "Papa, why are they marching for their freedom?" "Because they were slaves. Because people like us didn't want them to have equality. Because we weren't fair." "What do you mean, Daddy?" "Don't worry, dear. You won't have to worry about that." Then he kissed her forehead and all was well for his daughter.

Hiboy

Let the Children March

(by Monica Clark-Robinson)

Quick write #1

This is Ashley Benjamin reporting live from Mississippi's finest eatery. A local African man was shot dead for what seems to be threatening another man. Some local witnesses claim he had been trying to assault him and the man fought back as self defense. Other witnesses, including the dead man's family, claim that they were just asking for some food and tried to pay for it.

Quick write #2

This is Ashley Benjamin, reporting from the sixteenth street Baptist church bomb site. What is happening is that the Klansmen have struck again, bombing the local Baptist church and killing four girls, along with injuring twenty other people. It seems as though they have made a new target to Baptists.

Notes

- Black people don't have the same privileges as white people.
- They know if they protest for what they believed in, they would lose a lot of things.
- Not just the adults that wanted freedom, the children did too.
- Even if they are locked up, they will never stop fighting for what they believed.
- Even if they are different in race, they are the same people.

Lea

Quick write #3

As I glance over at the television the rest of my co-workers were watching, they laugh smugly at almost everytime one of the black children got dragged off into a police truck. I watch in great disgust as all of them start talking about how the black children were savages and that they deserved everything they put them through. "One time," a cop stated, "I was in charge of taking, and one of them black moms, walked in front of me, so automatically I tased her!" He boasted, as if he was a hero. Everyone but me laughed with him. "I mean," he continued, "What can a bunch of kids do?" This time I had enough. "With courage and resilience, children and teens can change the world in remarkable ways." I stated coldly. The room grew quiet, they had all turned their heads at me, and watched my rip my police badge off my uniform and tossed it to the cop who boasted. He laughed it off, "Come on, your not really gonna quit cause of some dumb black kids?" I said nothing, I looked out the window and glanced at the "white only" signs outside. "Yes," I said. Then I walked out as a new man, with a new cause.

Wow
fantastic
response!

Unbelievably powerful. ~~response~~

Thank you, Lea.

Great perspective. History

MARKING UP YOUR WRITING

A - BACKGROUND KNOWLEDGE

B - DETAIL AND EMOTION

C - THEME

OR

HIGHLIGHT A POWERFUL LINE.

ick Write #1

think that racism was very hard in that time, so white people might build things that don't allowed Africans and Asians go in. I think lunch counter might be one of these things. If Africans and Asians saw that, they might protest hardily.

Quick Write #2

I was pretty surprised, even I'm a police officer for 10 years. I've never seen these ~~many~~ children ~~that~~ jailed. I feel unfair to them. One of the police told me that there are 973 children there. We tried to vote, but you know, me and my friends are blacks. We don't have the right to vote the childrens out. They are poor. The childrens are only 9-13 years old.

Orlando

Quick Write #3

I'm the first black reporter in our company, I want to get better. So I want to report the kids who is marching. Police has come, I don't feel very right. Yes, they pulled out the water hose and started to spray the childrens. I can barely report the scene of children crying and yelling angrily.

I quit to report this. It's too violence. I need to protect the kids! So I ran up to the children and yelled, "Go find a place to hide!" They didn't, they said that they will stop after they made a difference. Then I ran up to the police and yelled, "Stop! They are still kids!", one of the police replied, "Whites are the leaders! You guys don't have permission to march!". As he yelled at me, I felt so angry and even forgot who I am!

I ran up to him and started fighting with him, but he is a police, and I'm just a small reporter. He's trained and I'm not, he's got friends to help and I don't. I think you know already, I got beaten up and sent to jail. I got scars all over my body...

Two month later, I'm released and I see a world that I never seen before, black children playing in white playground. I cried Yes, they did make a difference.

Quick Write #1

I think a Sit-in is a restaurant where you could sit down, order, eat your food, and leave. The opposite of take-out. I think a lunch counter has something to do with / is similar to a cafeteria, where you go to the counter, say what you want, and people scoop the food onto your plate.

Quick Write #2

Racism was really bad, and it confused me. Why do people want African Americans, and white people separate, when the only different thing about them is how they look and speak (eg. KKK). I also think it's horrible to jail children, especially young children that are around 10-13 years.

Quick Write #3

- More and more kids have been marching
- Ⓐ every day. It's annoying, making me go out and pray them until they run, even arresting a few. But I don't like the thought of jailing kids, even if they're black. It would be easier
 - Ⓐ if they were adults, I would never say this, however, I like my job and I'd rather not lose it. I take more and more kids to jail every day, and it's loud with them all singing. It was something about marching and courage I think. I feel like I have become numb to the fact that these are children. I guess I shouldn't have worried about it from the beginning anyway. They are black children! They are different! They're asking for too much. Those are the things I tell myself but deep down I know this
 - Ⓐ is wrong. Again, I could never say that. This job is too good to just let slip away.
 - Ⓒ This is slowly affecting people. We let people out of jail. Day by day more and more kids were leaving jail and as
 - Ⓑ I watched the cells empty, I felt proud. Proud that people realized what matters.
 - Ⓑ But I felt a feeling of emptiness, ~~worthlessness~~, and despair. That I couldn't change this myself, that I never spoke out myself, that I didn't help this cause, that, in fact, I fought against it. I didn't change my thing.

CRITERIA TO ENCOURAGE

- USE OF BACKGROUND KNOWLEDGE
 - BECAUSE IT HAS GROWN SO MUCH
- DETAILED LANGUAGE THAT SHOWS SETTING AND CHARACTERS
 - UNDERSTANDING OF PLACE AND PEOPLE
- POWERFUL LANGUAGE THAT ELICITS EMOTION IN THE READER
 - DEVELOPING EMPATHY
- STAYING IN ROLE — UNDERSTANDING DIFFERENT PERSPECTIVES
- CONNECTION TO THE BIG IDEA:
 - WITH COURAGE AND RESILIENCE, CHILDREN AND TEENS CAN CHANGE THE WORLD IN REMARKABLE WAYS.

WHAT'S NEXT?

- CHOOSE AN ASPECT OF SOCIAL JUSTICE TO EXPLORE DEEPLY WITH YOUR STUDENTS.
- CHOOSE A POWERFUL PICTURE BOOK TO MATCH YOUR FOCUS.
- DEVELOP A STRATEGY SEQUENCE: CONNECT, PROCESS, TRANSFORM THAT WILL DEEPEN YOUR STUDENTS' UNDERSTANDING OF THE SOCIAL JUSTICE, WILL PROVIDE AN ACCESS POINT FOR ALL LEARNERS, AND WILL HONOUR ALL VOICES.
- TAKE TIME, LISTEN RESPONSIVELY, CONNECT TO THEIR LIVES AND DAY-TO-DAY ACTIONS THEY CAN TAKE TO MAKE A DIFFERENCE.
- ENJOY!!