

Examples: Read Alouds

51

Read Alouds & Discussion Questions

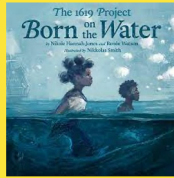
Identity: What did you learn about African people?

Skills: What do the vocabulary words mean? enslaved; freedom; plateau; joy; determination

Intellectualism: What year were Africans captured and forced to the United States? What examples of harms happened?

Criticality: What is oppression? How was it observed in the story?

Joy: How did African people express happiness, self-love, and joy?



52

Joy as Art, Music & Creativity



(Kindergarten - 2nd Grade)

Identity: Langston wears ballet slippers and a basketball jersey and shorts to dance in. What do you wear to feel comfortable or be able to dance or move?

Skills: What do the illustrations tell you about how Langston feels whenever he is dancing? (RL.K.7, RL.1.7, RL.2.7)

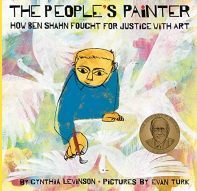
Intellect: What is a stereotype? How does it limit the way we think about each other?

Criticality: When another child says, "Boys don't dance like that", Langston replies, "They do too. I've seen them!" What would you do if someone says that a group of people isn't allowed to or shouldn't do something? Why is it important to speak up when you hear a stereotype?

Joy: What kind(s) of dance would you like to watch? What kind of dance looks fun to try?

53

Joy as Abolition and Justice



Identity: What message is important to you that you want to share with other people?

Skills: What events and ideas led Ben Shahn to create art? (RI.4.3, RI.5.3)

Intellect: What does justice mean? What examples of justice and injustice do you see in the world?

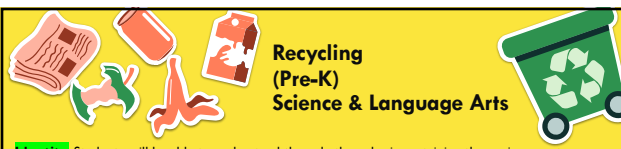
Criticality: In addition to creating art, what other ways can people stand up for justice?

Joy: How can art be liberating? How is justice connected to love?

54

Examples: PK-2

55



Recycling (Pre-K) Science & Language Arts

Identity: Students will be able to understand the role they play in sustaining the environment.

Skills: Students will be able to verbally identify the differences between two images

State Learning Standards:

- 2.C.ECa Interact with a variety of types of texts (e.g., storybooks, poems, rhymes, songs).
- 12.A.ECb Show an awareness of changes that occur in oneself and the environment

Intellectualism: Students will learn how to recycle.

Criticality: Students will see the unequal affect that garbage pollutants have on different communities.

Joy: Students will be able to answer: How recycling shows love to the world and their communities?

56

PLASTIC BOTTLE

Recycle or reuse, stay cool and recycling is recycling

Parent/Family/Caregiver Connection:

- Caregivers will be responsible for providing the water bottle for the project.
- Caregivers will be given instructions on how to care for their student's new plant.

Social Action:

- Students will create posters about recycling to hang around their school.
- Students will be provided with this poster and will be given full artistic liberty

Recycle

Trash

57

Identity: Students will think about names and the meanings of their names.

Skill: Students will learn how to write their names.

Intellect: Students will learn about naming traditions across different cultures.

Criticality: Students will identify ways some names are treated differently and unfairly in society.

Joy: Students will describe the stories and memories associated with their names.

Home & Family Connection:
What are our families' beloved names?

58

Identity: Students will observe geometric shapes in their city and communities.

Skills: Students will learn geometric concepts of shapes and decompositions of shapes

Intellect: Students learn about community and its many forms.

Criticality: Students will learn the importance of maintaining and caring for community so that life could be sustained (strengthened).

Joy: Students will describe what they like best about their communities.

Home & Family Connection:
As a family, make a list of places that you love to visit in your community

59


Identity: Students will learn how to use their voices to stop bullying.

Skills: Students will learn how to apply several comprehension skills to a text.
 •RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

Intellect: Students will understand what bullying is and how to prevent it.

Criticality: Students will create an anti-bullying poster to promote a safer school climate.


Joy: Students will share their posters in a gallery walk with their peers and school community.



60

Examples: 3-5

61



Identity: Students will discover if they like to hike and be outdoors with nature.

Skill: Students will learn how to reason abstractly and measure trails/distance quantitatively. (Math)

Intellect: Students will learn about #BlackHikersWeek.


Criticality: Students will learn why it is important to see people of color and people with different abilities in outdoor spaces.

Joy: Students will learn how nature can elevate happiness.

#BlackHikersWeek

Home & Family Connections
 As a family, what type of outdoor activities do we enjoy? Draw a model of the trail of my family's hike this summer.

62



Identity: Students will explain how skin colour is unique and how our own differences need to be celebrated each and every day.

Skills: Students will answer questions based on different texts and identify the audience and the author's intended purpose/message.

Intellectualism: Students will learn about pigmentation and melanin and define beauty from different perspectives.

Criticality: Students will think critically & discuss colourism and how some skin tones have led to oppression.

Joy: Students will learn how all skin tones are beautiful.

63

How did Belen feel when the skin colour crayon did not match her skin tone?

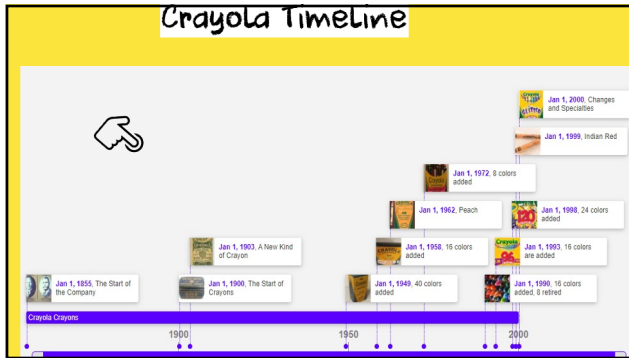
Bellen Woodard
- Crayon Artist, Age 9



64



65



66

JAN 1, 1962
Peach

Partly in response to the civil rights movement, Crayola decides to change the name of the "flesh" crayon to "peach." Renaming this crayon was a way of recognizing that skin comes in a variety of shades.

JAN 1, 1999
Indian Red

In response to educators' requests, "Indian red" is renamed "chestnut." Contrary to popular belief, the original name of this color was not meant to represent the skin color of Native Americans. Instead, the name referred to a reddish pigment from India that was often used in oil paints. The new name was the winner of a contest that attracted more than 250,000 entries. Other ideas for renaming the color included "crab claw red," "mars red," "baseball mitt," "red clay," and "old penny."

67

As people, we are constantly learning and unlearning. We discover, design or change items every day.

Check out this new colour of blue that was just discovered!

What might you call it?
(How will you make sure your label is inclusive?)

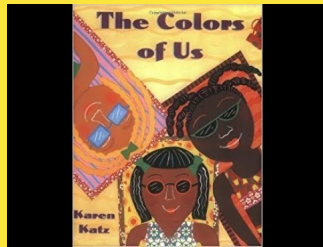
68



- What has BAND-AID learned?
- This is a brand new product. Why do you think it took companies, and people, this long to learn?
- What other companies/products could use a change?

69

What is the author's message?
 Why did the author write this?
 How does this book celebrate our differences?



70

The Science of Skin Colour



71

Music Connection



After listening to Beyoncé's Brown Skin Girl, students can create their own music and write their own lyrics celebrating their own skin.

72

Examples: Middle School

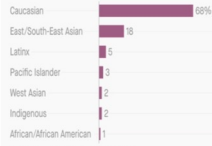
73

Home & Family Connection: Students and families can discuss moment(s) when they've faced a stereotype.	Five Pursuits Identity: I can describe a time when I have experienced or witnessed exclusion.	There's been a rise in anti-Asian attacks. Here's how to be an ally to the community.
Teacher: Mr. K, Ms. Alvarado, Ms. Arce & Ms. Hoenzsch	Skill: I can explain how characters, setting and plot interact to support and develop the theme.	American Born Chinese
Grade: 8th	Intellectualism: I can learn about American policies and practices that were exclusionary to Asian Americans in the US (1882 Exclusion Act - today)	CHINESE?
Unit: "The Value of Being Different and Accepting Yourself"	Criticality: I can learn how micro-aggression, prejudice, stereotyping, and racism can affect someone's self-efficacy and their everyday lives.	CHINESE?
	Joy: I can celebrate my identity through narrative writing and/or through art (ex: graphic novel, short story, memoir, slides/ppt, Picture, etc.)	

74

LAYERED TEXT

Ethnicity of video game developers globally



Let's look at these percentages to think about who is profiting from the video game industry. If there is a gaming company that employs 1000 employees, how many African American employees would be at this company?

Analicemos estos porcentajes para pensar quién se beneficia de la industria de los videojuegos. Si hay una empresa de juegos de azar que emplea a 1000 empleados, ¿cuántos empleados afroamericanos estarían en esta empresa?

Examinons ces pourcentages pour déterminer qui profite de l'industrie du jeu vidéo. S'il y a une société de jeux qui emploie 1000 employés, combien y aurait-il d'employés afro-américains dans cette société?

78

Examples: High School

79

ELAGSE11-12L3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Identity: Students will identify the different kinds of English accents and "slang" that they learned in their lives and that they have heard.

Skills: Students will make observations about and interpret various texts and multimedia that use different forms of English across cultures, regions, dialects, and countries.

Intellectualism: Students will learn about "Global Englishes," the variety of forms of expression in the English language alone, including African American Englishes, Spanglish (Chicano Spanglish & Puerto Rican Spanglish, Konglish, indigenous Englishes, and Jamaican Patois).

Criticality: Students will evaluate the impact that British colonialism had on the expansion of the English empire, the English language, and Global South and minoritized peoples. They will also deconstruct notions of "good" and "bad" English.

Joy: Students will write a poem discussing their favorite words in their Englishes and other languages.

80



Identity: Students will learn about the genius of African American people and their innovations through education, arts, healthcare and other fields/domains. Which examples of Black genius do we still use today?

Skills: Students will learn how to read, analyze and critique primary source documents.

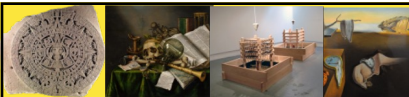
Intellectualism: Students will learn about Juneteenth and the ways in which Black people built the United States. How can we honor this history? What's the difference between the label of calling Black people "slaves" vs. "enslaved"? Describe how our Black ancestors are genius.

Criticality: Students will learn the concepts of justice, liberation and freedom and the history of oppression in the United States. How can we learn from this history to advance lives today? What can we do to ensure that oppressive histories aren't replicated?

Joy: Students will consider the joy that we experience when we are all truly free (not just some). How is freedom and justice connected to happiness?

Home & Family/Caregiver Connection:
As a family, discuss ways we can celebrate Juneteenth by honoring the freedom, genius and joy of Black people in the United States. Who celebrates Juneteenth, who doesn't? Why? (examples: support Black business, engage in family reads, learn the history together, etc.,)

81



Identity: Students will explore and come to understand relationship with time (individual vs. their communities)

Skills: Students will be able to describe in Spanish how they spend their time

Intellect: Students will come to understand how time has been measured and perceived differently across cultures (geographically, temporally)

Criticality: Students will reflect on the impact western European measurements and domination of time have had on the rest of globe and other methods of existing in time

Joy: Students will gain ownership of their time and become mindful of how they find joy in their time, by sharing what they enjoy doing with their time

HOME & FAMILY CONNECTION
Try to spend time doing something NEW with the people important in your lives
Describe in Spanish how you spent time with the people who are important to you

Pedro del Sol, unknown, 1250/1500
Vanitas - Self Life with Books and Manuscripts and a Skull, Edward Collier, 1663
Salvador Dalí, "The Persistence of Memory," 1931
Making Men: Nélio Azevedo
The Dialogue: Mireko Grimmier
Luxor Temple Obelisk, built during the reign of Ramesses II (c. 1279-1213 B.C.E.)
Stonehenge, approx. 3000 BC to 2000 BC
"About Time: Fashion and Duration (Extended Exhibition)"
Cronos y los Espinos
Antoni Gaudí: Solsticio de Verano / April 21, "Extended Day"
"William Keenleyside: 'Breathin' / April 21, 'Extended Day'"

82
