



## ***I Will Fight For My Rights***

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This Curriculum unit is recommended for:  
Second Grade Social Studies/Literacy

**Keywords:** education, quality, access, resources, equity, inequity, fair, rights, segregation, poverty, advocacy

**Teaching Standards:** See [Appendix 1](#) for teaching standards addressed in this unit

**Synopsis:** This curriculum unit will allow second grade students to grapple and explore topics related to what it means to have a quality education. Through a project based learning model students will be introduced to topics such as defining a quality education, the concept of inequity, and access to resources. Students will explore through a historical, international, language based, and modern day perspective the state of quality education as it has been, is presently, and could be. Students will explore the depth and concept of the right to a quality education and develop critical thinking skills to answer a tough question about their own right to a quality education. Students will be challenged to exercise their rights through creating a project that will be used as an advocacy tool to communicate their beliefs about what quality and equitable education is. In an ever-evolving, global world this unit is a memorable project that will heighten students' critical thinking skills to ignite a passion and increase their awareness of the right for equitable education as they progress through their school careers.

*I plan to teach this unit in the coming year to forty second grade students as integrated within their literacy and social studies instruction.*

*I give permission for Charlotte Teachers Institute to publish my curriculum unit in print and online. I understand that I will be credited as the author of my work.*

## Introduction

A fundamental human right that is specified in both the *United Nations Declaration of Human Rights* and the *Convention on the Rights of the Child*, two leading international human rights treaties, is the right to a quality education. Sadly, many children do not have access to an education at all, and while students in the United States have access to, and are required, to attend public schools, not all students receive a “quality education.” Students spend 180 days in school which equates to 40 hours a week at 5 days a week or 400 hours a month. This is an incredibly large amount of time at school. Yet, many times students are left out of decisions with regards to defining what their education means and what it should be. Lawmakers and policy makers are making decisions all around them and above them, but rarely are involving students in the process of defining what their education, their right, should be. When one gains ownership in the process of creating, the product becomes more meaningful and valuable.

There is a distinct achievement gap in educational attainment for children in the United States. There are alarming statistics regarding racial and socioeconomic disparities which feed the achievement gap. According to the 2017 Nation’s Report Card, there is a 25 point gap in 4<sup>th</sup> grade mathematics scores of fourth graders and 32 point gap in 8<sup>th</sup> grade mathematics between black and white students nationwide (Card, Nations Report 2017). There is a 23 point gap between 4<sup>th</sup> grade white and Hispanic students in reading and a 19 point gap between white and Hispanic students in 8<sup>th</sup> grade reading achievement (Card, Nations Report 2017). 24 point gap in 4<sup>th</sup> grade students in mathematics and 29 point gap in 8<sup>th</sup> grade achievement for those students who qualify for the National School Lunch Program (Card, Nations Report 2017). The achievement gaps have widened between white and black students in Arizona, Arkansas, Kentucky, Louisiana, North Carolina and between white and Hispanic students in Alaska, Georgia, Louisiana, New Mexico, and Kansas (Card, Nations Report 2017).

Is the current state of schooling addressing, enlightening, and empowering students to access their human rights? Or are students solely being spoon-fed traditions and ideals of how schooling should be that are embedded in institutionalized racism and discrimination?

Through my participation in the seminar “A Person’s a Person No Matter How Small: Teaching Human Rights”, I have explored and thought critically about children’s rights. In the seminar, we have explored various topics with relation to the right of a child, examining documents, and reviewing research addressing human rights issues in the world today. Further, the deeper work that we have done involves examining the truth that children’s rights do exist and trying to develop strategies to teach students about their rights, as well as to protect them. We have also explored ways to teach students to advocate for their own rights and how to navigate the student environment in having sometimes sensitive discussions related to human rights. This seminar has involved much self-awareness and evaluation to be able to have an understanding and basis for which to present discussions to children that are open, non-biased, and allow students to synthesize their own truths and beliefs surrounding their own rights.

## Rationale

The majority of a child's life is spent in educational institutions so I chose to focus my topic of study on the institution that consumes the majority of students' lives. I want to teach this topic because I want students to understand the historical significance tied to their education and to become consciously aware of their education throughout their school career. Through a historical understanding they can be motivated to exercise and advocate for the right to a quality education. Students are the ones who spend time in school and their voice should be heard within the educational system. Students should learn about their right to education so they understand that they have a voice in advocating for their educational needs and desires.

I chose this topic because education is very dear to my heart. The quality of education a child receives can tragically or positively affect the trajectory of a student's life. I am seeking to use multiple perspectives to appeal to a variety of educational experiences so that students can understand more than what they see. Students will examine questions about what quality education means in practice through various lenses including through the lenses of English language learners, people from a variety of socioeconomic backgrounds, African American students, and a historical and global perspective.

Growing up in Prince George's County, Maryland a predominately African American community which consists of a variety of different socioeconomic backgrounds during my high school years at Laurel High School, I became particularly passionate about injustices of lack of access to a quality education for students of color and also inequities between access to equal quality education regardless of socioeconomic background. I overall observed within my peers apathy towards their education. In my experience, not many youth deeply understand and are motivated to understand the power education can have on the trajectory of their lives. This stems from various differences in student experiences and values placed on education within families and social groups

The student learning outcomes for this unit are linked to 21st century research skills, literary skills, and social studies skills that students are expected to develop in second grade. This project based learning concept gives students an opportunity to actively engage with and practice their advocacy skills. As opposed to simply learning, they are experiencing learning through a high-impact practice and learning how it affects their lives with the hopes of students exuding change into their own communities.

## Demographics

This unit will play an essential role in the lives of the students I teach at Thomasboro Academy. The demographic of students reached by this unit will be students living in high poverty neighborhoods in West Charlotte, North Carolina within the Charlotte Mecklenburg public school system. Thomasboro serves approximately 700 students in grades Kindergarten through eighth. 99% of students have free/reduced lunch (Digger n.d.). According to the North Carolina School Report Card, Thomasboro is a D rated school. The racial make-up of Thomasboro Academy consists of 68% of students as African American, 15% of students as Hispanic, and 11% of students as Asian (Digger n.d.). I teach a diverse group of students from African

American, Latino, and Asian American backgrounds. My students are second graders and this curriculum unit will be taught in a literacy and social studies departmentalized classroom. Forty students total will be affected by this curriculum unit.

### Student Learning Outcomes and Goals

The focus of this curriculum unit will center around students exploring the questions:

- What does it mean for me to have the right to an education?
- How do I own and ensure that I receive the education I deserve?

Students will be encouraged to consider what the value of education is, the battle for equal access to education in the past and present, global issues in education, and how they can be empowered to take ownership of their own education as well as advocate for themselves. This curriculum unit will be an interdisciplinary unit with intersections of literacy, social studies, and writing. At the end of the unit, students will produce a real product that will be used as an advocacy tool for themselves. In order to complete this project and gain full understanding, students will be presented with a wide variety of primary and secondary sources.

My hope is that my students will believe that they can cause lasting change in their community. At the end of this unit students will be able to:

- Explain why it is important for citizens to participate in their community.
- Create advocacy tools they can use to advocate for educational rights
- Read and comprehend informational texts
- Produce well rounded discussion points and persuasive writing pieces that are evidence based to express their belief on the actuality of their right to an education
- Collaborate respectfully with their peers

Students will address all of these learning outcomes as they work towards their final result which will involve a project of a student's choice. Examples include a letter, persuasive video or persuasive speech for the superintendent of schools, in a research project. Students will use this project in their real-world community as an advocacy tool at some level.

### Content Research

#### Human Rights

The success of this unit is deeply grounded in student and teacher knowledge and understanding of human rights. Children have a right to have their voices be heard. In Poland in the year 1978, members of the United Nations decided they needed to create a treaty specifically outlining the rights of children. The United Nations convened on November 20<sup>th</sup>, 1989 the *Convention on the Rights of the Child* was created (Humanium n.d.). The convention was created to protect and formalize rights that children hold. Often it is not as well known that children actually do have a specific set of rights that should be protected. The following articles are stated in the *Convention on the Rights of a Child*:

Article 3: The best interests of children must be the primary concern in making decisions that may affect them.

Article 12 (Respect for the views of the child): When adults are making decisions that affect children, children have the right to say what they think should happen and have their opinions taken into account.

Article 28: (Right to education): All children have the right to a primary education, which should be free. Wealthy countries should help poorer countries achieve this right.

Discipline in schools should respect children's dignity. For children to benefit from education, schools must be run in an orderly way – without the use of violence. Any form of school discipline should take into account the child's human dignity.

Article 29 (Goals of education): Children's education should develop each child's personality, talents and abilities to the fullest. It should encourage children to respect others, human rights and their own and other cultures. It should also help them learn to live peacefully, protect the environment and respect other people.

Article 30 (Children of minorities/indigenous groups): Minority or indigenous children have the right to learn about and practice their own culture, language and religion. (Unicef n.d.)

### Charlotte Community Inequitable Access to Education

The right to a quality education is more than just the right to attend school. Education is meant to address the full rights of the child it is meant to fully address the needs of a child's personality and develop their talents; in other words, the whole child has to be taught in order for this right to be justly fulfilled.

There are pivotal cases which have caused a historical shift in history with regards to how ensuring all have equal access to a quality education. These cases include *Brown vs. Board of Education* and *Swann vs. Charlotte*. In *Brown vs. Board of Education*, the ruling which made the segregation of schools illegal, the key determining factor was that the segregation of schools has a detrimental effect on black students because it affects their self-esteem and motivation. Teacher pay and curriculum rigor were also inherently unequal in segregated schools (USHistoryAtlas.com n.d.). This explicitly infringed on children of color's fourteenth amendment right. After this ruling, Dorothy-Counts Scoggins was the first African American student to attend Charlotte's Harding University High School (Huffington Post 2016). *Swann vs. Charlotte*, which required the desegregation of busing, again challenged disparities that existed between wealthier white families in Charlotte and poor students of color in Charlotte and their educational rights (Levine Museum n.d.). These are key historical examples of the fight for equity in education even within Charlotte Mecklenburg's deep history of racial disparities in quality education.

These discrepancies are still evident in Charlotte according to a recent study completed in Charlotte Mecklenburg Schools entitled *Breaking the Link*. Schools are placed into three categories in this 2017 study low poverty, moderate poverty, and high poverty (Charlotte Mecklenburg Schools 2018). Low poverty schools in CMS are composed of about 59.5 % of white students whereas high poverty schools are composed of 86.9 percent of black and Hispanic students and only 5% of white students (Charlotte Mecklenburg Schools 2018). This translates to

academic outcomes for students EOG proficiency scores for students are directly correlated with the poverty level of the school with high poverty schools having the least amount of students proficient. ‘In reading and math in grades 6-8, the gap in College and Career Readiness between low- and high-poverty schools is nearly 50 percentage points’ The study also indicates statistics on absenteeism, out of school suspensions, and quality of teachers (Charlotte Mecklenburg Schools 2018). Highly effective teachers are indicative of the growth teacher’s show in their evaluative system throughout the year with high poverty schools showing the least amount of growth for teachers (Charlotte Mecklenburg Schools 2018). In short a child’s zip code and school they attend have major influence on the quality of education that child will receive, for better or in some instances for worse.

### Global Education Inequity

When one views the right to education through a global lens there are even more alarming disparities that exist. Except it is not the difference of how one is educated but often a question of if a child will be educated at all. There are over 98 million adolescent girls around the world who are not in school according to the Global Girls Alliance a sector of the Obama Foundation (Obama Foundation n.d.) In low income countries, an average of 31% of children between the ages of 9-12 regardless of income level or gender have never been to school (United Nations Educational Scientific and Cultural Organization n.d.). “In 40 out of 93 countries, fewer than 50% of the poorest children have completed primary school” In Uganda, only 12% of the poorest 14- to 16 year olds had completed primary school in 2011 (United Nations Educational Scientific and Cultural Organization n.d.)” Significant barriers affect these students’ access to an education. One aspect that greatly affects students’ access to schooling is school fees which are charged by the government for students to attend school. Other factors contributing to young people’s ability to attend school specifically include, health, family and household circumstances, and the need for children to be used for physical labor.

### Women’s Right to Education

Women have also constantly had to fight for their right to equal access to a quality education as is evident in discrepancies in girls’ access to education today. Since the 18th century single-gendered schools known as “dame” schools religious institutions were put in place for boys to attend (Montgomery Center for Research in Child & Adolescent Development 2009) by the 19th century girls could attend separate institutions as well at different times than boys did. In the 20th century, coeducational institutions existed; however, there were discrepancies in the treatment of girls they were more encouraged to pursue vocational tracks for learning. This is a repetitive theme in which girls are often trained to handle household duties or sought for that to take priority over their schooling which is an evident road block in many developing nations for girls’ access to quality education. These tracks include secretarial, nursing, teaching, or motherhood (Montgomery Center for Research in Child & Adolescent Development 2009) However, the ruling of Title IX was enacted to eliminate the inequitable treatment and discrimination of girls within the educational arena (Montgomery Center for Research in Child & Adolescent Development 2009). This was not enacted until 1972 which is fairly recent (Montgomery Center for Research in Child & Adolescent Development 2009). The intersectionality for black girls specific, which is indicative of the demographic of students in which I teach, are even more nuanced within the school environment. There are heightened

suspension rates for African American girls, there are often cultural differences in which African American girls are chastised for with regards to things like their attitude, which also influences their schooling experiences.

### English Language Learners

English language learners are a significant population that makeup many schools in which there are clear discrepancies in access to quality education usually due to cultural and language barriers. English language learners exist of a wide variety of students from many different countries. I will first discuss Latino students and then move into Asian American students. In the southwest there existed schools specifically for Mexican Americans due to cultural differences (morals, manners, and cleanliness) (nprEd 2016)) The no Child Left Behind Act was largely enacted to address these issues but showed little improvement (National Education Association n.d.). There are significant achievement gaps that are existent with this population due to past and current neglect and widely instilled fear “according to census data, approximately 80 percent of all English Language Learners (ELLs) in the U.S. are Hispanic (National Education Association n.d.). The majority of these students were born in the U.S. Nationwide, approximately 2.5 percent of teachers who instruct ELL students possess a degree in ESL or bilingual education (NCES, 1997) (National Education Association n.d.). The absence of ELL programs and teachers impacts ELL student academic achievement. In 2000-2001, of the states that tested ELLs in reading comprehension, only 18.7 percent of ELLs were assessed as being at or above the norm in the same year, almost 10 percent of ELLs in grades 7-12 were retained (National Education Association n.d.). There is a critical need for more ELL programs and a need to train and recruit more ELL teachers to serve this rapidly growing student population” (National Education Association n.d.) Either the expectation and Americanization of norms and standards for these students are inherently unfair or more needs to be put in place to breach gaps in this population of students.

Asian Americans also were forced to attend exclusionary schools specific to their race. By 1885, following Chinese Exclusion Act, large numbers of young Japanese laborers, together with smaller (Center for Global Education n.d.). Many came to escape less than ideal conditions in their countries. Beginning in 1975, Southeast Asian refugees from Vietnam, Cambodia, and Laos have entered the United States after escaping from war, social chaos, discrimination, and economic hardship (Center for Global Education n.d.). Roughly one million Southeast Asians, including about 30,000 American children of American servicemen and their families, have entered the United States since then through a variety of refugee resettlement and immigration programs” (Center for Global Education n.d.) The representation of these students’ cultural norms is not evident in current public educational systems which namely address a heteronormative white culture in educational approaches. In which these students most solely acclimate themselves to American culture.

### Poverty’s Impact on Education

Poverty has historically and presently had a profound impact on the quality of education that a student receives. Statistics by a leading teaching agency which seeks to bring change to these communities entitled Teach for America. According to Teach for America, 16 million of

children in the United States live below the poverty line (Teach for America n.d.). A slim “14% of students living in poverty will graduate from college within eight years of graduating from high school” (Teach for America n.d.) There are historical implications as neighborhoods have been created with concentration portions of poverty as to continue a cycle. Through firsthand teaching experience at a 99% poverty based school. Through experiences there are various factors which impact access to a students’ sense of quality education including discipline programs within schools, high teacher turnover rates, limited parental availability for involvement within the school, lower percentage of students who attend preschool whom enter kindergarten significantly behind their middle class peers in reading and academics, lack of attention to basic needs, and lack of culturally relevant pedagogy which relates students experiences to their learning in ways in which they can see themselves in what they are learning.

### Successful Solutions

Though the educational systems with regards to human rights in the United States seem utterly broken. It is important to present students with truths that there are systems that do indeed work. Granted there isn’t a nation that shares the same historical struggles as the United States, but there are nations who have found effective ways to be inclusive in their educational approaches. For example, according to the Legtham Institute, a London-based think tank, New Zealand is “first in the world for education and fifth most prosperous country’ (New Zealand Ministry of Education n.d.). In fact, “96% of four year olds were enrolled in preschool in 2014”. New Zealand’s education system is specifically designed to account for various “religious beliefs, income levels, and ideas about teaching and learning” (New Zealand Ministry of Education n.d.) In New Zealand, there is a significant Maori population or native population to New Zealand. These students are taken into account when creating foundational systems rather than seen as an afterthought after systems have already been created such as is true within the United States. In fact the New Zealand educational system has practicals put in place with curriculum specific to those Maori students in which anywhere from 51% to 100% of their instruction comes in their native language and there is curriculum specific to their culture, rather than solely assimilation (New Zealand Ministry of Education n.d.).

Further there are even radical examples within the United Sates of valuable systems. In San Antonio Texas, a radical experiment took place in which an integration project became effective. The team sought to integrate schools not based on racial background but on poverty levels. Schools were integrated to mix up students with different levels of income (Hawkins 2018). This project was led by Pedro Martinez the superintendent of San Antonio schools (Hawkins 2018). Magnet programs are being distributed equally across the district so as not to solely affect wealthier middle class families. Students and families are being freed from mindsets, a primarily Latino community, that poverty will trap them and inhibit their success. High school graduation rates increased to 85% of students based on this mass integration project program (Hawkins 2018).

### Human Rights Discussions in the Classroom

Former UN Secretary General, Kofi Anan states, “Human rights education is much more than a lesson in schools or a theme for a day; it is a process to equip people with the tools they need to live lives of security and dignity.” It is easy for educators to simply shy away from discussing



sensitive topics such as those relating to human rights for a plethora of reasons. This may include fear of parent complaints or phone calls, fear of administration due to topics being difficult to relate to specific common core standards, fear of student responses and lack of maturity to handle such topics, and let alone an inherent fear that permeates our nation as to whether the education of human rights to young people would involve a radical shift in the very structural systems that hold our country together. In order to have successful discussions about human rights, there has to be a strong sense of community and a safe space within the classroom. This occurs through appropriate classroom expectations and rules which value all students and respect student voices and encourage critical thinking, problem solving, and healthy conflict resolution skills amongst students on a daily basis. One manner in which this can be accomplished is through the presence of restorative circles as a means for groups of students or adults to discuss and problem solve in a community based manner. Students need to have the language and routines put in place that encourage them to think critically and appreciate a level of academic struggle and participatory learning in order to reach the desired goal. The teacher must be an objective presence within the classroom in order for this type of experiential learning to truly take place.

There are often hesitations and avoidance of important human rights issues due to the age of students. However according to the “Developmental and Conceptual Framework For Human Rights Education”, for the level of later childhood which is upper primary school, or students between the ages of eight and eleven, appropriate goals should be social responsibility, citizenship, and distinguishing wants from needs from rights. Key concepts that are developmentally appropriate for this age range also include individual rights, group rights, freedom, equality, and justice, rule of law, government, security, and democracy. Practices that should be included for this age group include valuing diversity, fairness, distinguishing between fact and opinion, performing school or community service, and civic participation. This unit, in particular, targets fairness and civic participation. Specific human rights problems appropriate for this age level include discrimination/prejudice, poverty/hunger, injustice, ethnocentrism, and passivity. Appropriate education standards and instruments include history of human rights, local, national, and legal systems, local and national history in human rights terms, as well as knowledge about UNESCO and UNICEF (Adapted from the United Nations Document, *Guidelines for National Plans of Action for Human Rights Education*) (hrlibrary n.d.).

The highest level through which students will learn behaviors that are conducive for an environment where tough topics such as human rights can be discussed is through teacher modeling and examples, where the teacher plays a critical and vital role in the transfer of knowledge and material. There are many ways in which teachers can do this including allowing students to explore their own questions and not insinuating that there is always one right answer to make room for ambiguity, avoid making gross generalizations based on stereotypes, and consistently acknowledge the existence of different positions on topics (The Anthology of Social Studies: Issues and Strategies for Secondary Teachers n.d.). During whole class discussions teachers should seek to avoid talking too much but rather allowing student voices to be heard, ensuring discussion questions are rooted in a common text which students can draw on to frame the discussion, and posing discussion questions that are open and encourage students to take a position on their view using evidence and support. It is also important for teachers to communicate with students on a personal level in which students are not simply given answers to questions or thoughts but their point of view is widened by considering other aspects that haven't

been presented to discussions before or turning questions back to the students or other students to help answer individual student questions. It is also extremely important that students properly understand how to engage in critical thinking discussions with peers. Precedents and rules for discussion need to be established in ways that allow other students to provide positive feedback, to ensure that certain students do not monopolize or marginalize themselves during the discussion. Further to prevent students' unwillingness to participate in these discussions based on lack of confidence, lack of ability to take criticism, or lackluster listening skills the following aspects are important: acknowledging differences in students background knowledge and drawing on those experiences, allowing students processing time, and teaching students strategies on how to self-monitor with regards to their active listening skills (The Anthology of Social Studies: Issues and Strategies for Secondary Teachers n.d.).

The approach of this unit is a transformative approach to combating issues of human rights. The definition of Amnesty international is as follows, "a deliberate participatory practice aimed at empowering individuals, groups, and communities, through fostering knowledge, skills, and attitudes consistent with internationally recognized principles...It's goal is to build a culture of respect for and action in the defense and promotion of human rights for all." The transformative action approach to these topics is typically consistent of those who are politically, economically, or socially marginalized in some manner. The approach looks at historic struggles for human rights and current human rights struggles. These struggles are usually consistent with social inequities, discrimination, economic and social rights focus, critiques of power, and unequal power relations. The essential formula are goals + activism + participation = social change. In this sense participants are challenged to understand their rights and duties as a citizens and act upon them. The ultimate goal is to counter injustice in whichever capacity possible. As such, in this unit, students are exploring historical and present day issues in access to quality education for different marginalized groups, then they are being equipped with tools to counter these injustices in ways developmentally appropriate to students. All of this information gathered above is from the Human Rights Charlotte Teachers Institute 2018 Seminar.

## **Classroom Teaching Strategies**

### Activity One

The curriculum unit will begin with an introductory hook that is designed to get students thinking and provide an experience for students to begin to think about human rights. The activity will be designed to help students start thinking about equity versus equality. This teaching strategy will involve a simulation in which all students will be given an injury card with an ailment. The ailment will be clearly detailed on an index card for each individual student to read from. I will pretend to be the doctor/ surgeon. At first, I will give all students a band aid regardless of their ailment and state that it is equality/fair to give everyone the same solution. This will spark conversation amongst students. Students will decide individual solutions to their situations first in pairs and then there will be a whole group share out. This will begin to introduce the concept of equality versus equity. I will use this segway to lead into the driving question for our project based learning unit which is *How can students evaluate their access to an equitable quality education and advocate for themselves?* Other supporting questions that will

lend their way into the driving question include *why is education important? Who doesn't have access to quality education? What is quality education defined? What resources are necessary for a quality education? What are differences between how people who have access to quality education are educated versus those who don't?* These questions will be clearly posted on a project bulletin board that will be displayed in the room for students to see and to provide easy access to project materials.

### Activity Two

Next, as a whole class we will begin defining key terminology for the unit. We will first create a common definition of education. We will use the Roosevelt Teaching Institute Method to come up with components that students decide are essential to defining education. Next students will be split into various groups in order to follow the same model in order to define the following terms right, access, quality, advocacy, discrimination, and learning. In order to share students' thoughts and ideas surrounding this there will be a gallery walk in which every student will have the opportunity to add onto a working definition of the words. In a gallery walk there will be various posters placed around the room with the vocabulary words on them as well as actual photographs related to the vocabulary words. Each group will have four minutes to transition between each poster. At the poster, students will write down any additional ideas they have or connections to the meaning of the vocabulary word. All groups will see all posters, hence when gallery walk is complete all student ideas will be represented through each poster. In addition there will be picture examples of each key term to differentiate for students who are not familiar with the vocabulary at all.

### Activity Three

As is common at the school I teach at and many other schools with high poverty populations, information is often given to students rather than discovered. In this respect students miss out on the academic struggle that besets the success of many of their peers of higher socioeconomic background. As such students will be encouraged and enabled to begin to think through a critical lens by engaging in a critical thinking activity to develop and enhance their investment in the learning process. This strategy will consist of students in partner groups being given multiple objects in a brown bag for which students will have to come up with at least 10 questions they have about each object. The objects in the bag will consist of items such as marshmallows, playdough, a pencil, slime, a dollar bill, a photograph, etc. This will get students in the habit and mindset of asking critical questions as they are engaging in their project. This connects to the learning objective of enabling students to get in the habit of thinking critically about a topic. This is a vital frame of thinking students will need to use throughout the unit. Students are also being provided ample opportunity to build their speaking and listening skills through this activity.

### Activity Four

After students engage in this topic as a class we will complete a K-W-L chart which will give students a design for asking and answering their own critical thinking questions as they engage with the anchor text. We will begin as a whole class defining what students already know about

equitable access to quality education. Then we will discuss questions that students have. As a class we will complete a close read of the anchor text “That’s Not Fair” [\(Citizen Kid Central n.d.\)](#) This will be paired with the UNICEF document that defines the rights of a child in kid friendly language. This text gives different scenarios and situations for students to see rights in action and decide actionable steps to improve those rights. Various discussion questions will be integrated throughout the read of the text. This text gives students a common ground for which to begin thinking about human rights issues and a common ground through which to facilitate classroom discussions and conversations surrounding human rights. Thus will be a whole class activity. In order to monitor student thinking, students will have an exit ticket at the end of the discussion for which students will put human rights into their own words. This will gauge students’ understanding of the concepts discussed thus far.

### Activity Five

For further research students will be split up into teams and they will examine various aspects of education as it relates historically, internationally, and to specific marginalized groups of people. Aspects examined will include international through the study of Malala, historical through Ruby Bridges and African Americans access to education, historical with regards to English language learners historical access to education, and the study of women’s access to education. Groups will create a poster to share information with the class about their findings and how it relates to the driving question. As students are presenting the students in the audience will take notes on information learned related to the final question. Information will be given to the groups using the digital technology tool of Padlet. Students will also utilize various different graphic organizers citing informational text skills such as pulling key details from a text and identifying the main idea of a text. This aspect of the project will require several days for a period of 20-30 minutes per class. This will allow students ample time to explore the information and to begin asking critical thinking questions. Each group will also use a graphic organizer to record their thinking. This activity will take several days to complete as there will be various groups and materials in each group for students to explore.

Resources for each group are detailed below:

International: *Malala, A Brave Girl From Pakistan/Iqbal, A Brave Boy From Pakistan, Babu’s Song* by Stephanie Stuve-Bodeen, *Those Shoes* by Maribeth Boelts

Historical African American Perspective: *The Story of Ruby Bridges, Linda Brown, You Are Not Alone: The Brown vs. Board of Education Decision, Finding Lincoln* by Ann Malaspina, *Remember the Journey to School Integration* by Toni Morrison

Historical English Language Learners: *Who Belongs Here* by Margy Burns Knight, *First Day in Grapes* by L. King Pérez, *A Shelter in Our Car* by Monica Gunning, *My Very Own* by Amada Irma Pérez, *When We Were Alone* by David Robertson, *Separate is Never Equal* by Duncan Tonatiuh

Women’s Access to Education: *Brave Girl* by Michelle Markel, *Grace for President* by Kelly DiPucchio, *If You Lived When Women Won Their Rights* by Anna Kamma, *Zora Hurston and the Chinaberry Tree* by William Miller, Cornelius Van Wright

Socioeconomic Status: *Maddi's Fridge* by Lois Brandt, *Get Set! Swim!* By Jeannine Atkins, *The Hundred Dresses* by Louis Slobodkin

### Activity Six

Then, statistics from the *Break the Link* study will be shared with students in a way in which students will complete the information in sections by way of a scavenger hunt to make the information interactive for students. The scavenger hunt will be completed using the GooseChase app. This enables it to be extremely engaging for students as they work in collaboration to piece together the information detailed in the study in a very age appropriate manner. We will discuss students' aha moments, findings, and feelings as a class about the study that details information about the Charlotte Mecklenburg Schools System results in education for students based on various student groupings. Students will draw connections based on their group exploration perspectives to create a Venn diagram which compares and contrasts a historical context to what has been presented in the Breaking the Link Study specifically to Charlotte based on the team research project that students have already completed.

### Activity Seven

Once students have an understanding of both historical and present day implications, students will be ready to explore ways to which to combat any inequities in which they discover. Students will each explore a different advocacy tools in groups and jigsaw present the tool they explored to the rest of the class. The advocacy components that will be discussed by each group in a jigsaw format will be persuasive letter writing, community service, protests, and art/creative expression as a means of advocacy. See the student resources section for information specific as to books and activities to present this information in a student friendly manner. One specific read aloud book suggestion to introduce the topic as a hook to the lesson is *Peaceful Fights for Human Rights*, a picture book written by Robb Sanders and illustrated by Jared Andrew Schorr as a class discussion starter.

### Activity Eight

Finally, students will use their experience to create their own opinion about their access to education. We will then begin the creative process for student's individual choice project of either a letter, a speech, a video, or another advocacy tool of their choice in order to advocate for themselves. I will also incorporate individual student's experiences and perspectives into the projects. In this, students are growing in civic participation as they critically think about a topic affecting their community and synthesize their own opinions. Students will seek to answer the driving questions as to whether they have access to a quality education and thus provide supporting reasons why. Various resources are in the student resources section to provide proper planning materials for students and teachers as they walk students through the process of creating their project. It is important to allow students ample time to complete a thorough completed final product. At least one week of a block of at least 30 minutes daily is recommended for students to have to complete this final product.

Due to the fact that the research has already been completed, it should be relatively simple for students to fall back on previous research done when completing their final products. Students will not only study the issues of lack related to education but they will be encouraged to be forward thinkers in creating a solution. Student groups will be posed with a problem to catch student attention such as building a house out of marshmallows and sticks and coming up with a solution. This will segway into the truth that we can't just complain about issues as citizens without also being a part of creating viable solutions. Students will study various theories about education and excellent examples thereof and choose a model to be their basis for designing a school that will be presented as part of their advocacy tool project. Students will create videos and write letters which will be sent to city council members. A rubric will be used to assess student performance and understanding of the topic.

### Assessment

A detailed rubric will be used to assess student knowledge and performance in their performance tasks. Students will present their created project to the class for which the teacher will use the attached rubric to assess them. Students will be assessed on their reasoning, choice of advocacy tool and explanation thereof, and original thought of for their proposed solution. Students will also be assessed on their teamwork and collaboration skills. It is recommended that teachers use other methods of formative assessments throughout the unit to judge students understanding of other various standards such as the speaking and listening standards and informational text standards.

## **Appendix 1: NCDPI Standards Addressed**

Reading Informational 2.1 Students will be able to ask and answer such questions as who, what, when, where, why and how to demonstrate an understanding of key details in a text.

Reading Informational 2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

Reading Informational 2.5 Know and use various text feature to locate key facts or information in a text.

Reading Informational 2.6 Identify the author's main purpose of a text, including what the author wants to answer, explain or describe.

Reading Informational 2.9 Compare and Contrast the most important points presented by two texts on the same topic.

Speaking and Listening 2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. A. Follow agreed upon rules for discussions. B. Build on others talk in conversation by linking their comments to the remarks of others. C. Ask for clarification and further explanation as needed about the topics and texts under discussion.

Writing 2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words to connect opinion and reasons, and provide a concluding statement or section. A. with guidance and support from adults, organize information and ideas around a topic to plan and prepare to write; B. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising.

Writing 2.4 With guidance and support from adults, use a variety of digital tools and resources to produce and publish writing, including in collaboration with peers.

Understand the roles and responsibilities of citizens. 2. Civics and Government .2.1 Exemplify characteristics of good citizenship through historical figures and everyday citizens. 2. Civics and Government .2.2 explain why it is important for citizens to participate in their community.

Understand how various cultures influence communities. 2. Culture.1.1 Explain how artistic expressions of diverse cultures contribute to the community (stories, art, music, food, etc.). 2. Culture.1.2 Recognize the key historical figures and events that are associated with various cultural traditions. 2. Culture.1.3 Exemplify respect and appropriate social skills needed for working with diverse groups.

## **Appendix 2**

Sample Rubrics for Project Based Learning Presentation

[file:///C:/Users/kadijah1.ward/FreeBIEs\\_K-2\\_Presentation\\_Rubric.pdf](file:///C:/Users/kadijah1.ward/FreeBIEs_K-2_Presentation_Rubric.pdf)

[file:///C:/Users/kadijah1.ward/Downloads/K-2\\_Critical\\_Thinking\\_Rubric.pdf](file:///C:/Users/kadijah1.ward/Downloads/K-2_Critical_Thinking_Rubric.pdf)

[file:///C:/Users/kadijah1.ward/Downloads/pbl\\_2\\_show\\_respect\\_pack\\_rubric.pdf](file:///C:/Users/kadijah1.ward/Downloads/pbl_2_show_respect_pack_rubric.pdf)

Sample Handouts/Organizers and Reflection Sheets for Project Based Learning

[https://www.bie.org/objects/cat/student\\_handouts](https://www.bie.org/objects/cat/student_handouts)



## Appendix 3: Research Note Taking Document

**Title of Book or Article:** \_\_\_\_\_

**Author of Book or Article:** \_\_\_\_\_

**Topic (This is mostly about):**

**1. Key Detail (Important Ideas)**

**2. Key Detail (Important Ideas):**

**3. Key Detail (Important Ideas):**

## Appendix 4

### I Will Fight For My Rights Project Rubric

The Student...	1 (Needs Improvement)	2 (Almost Made it)	3 (Meets all Requirements)	4 (Goes Above and Beyond)
Evidence and Research	<b>Student includes no facts/resources to support stance</b>	<b>-Student includes less than 3 facts and or does not include sources -Or students facts do not support student stance</b>	<b>-Student includes at least 3 facts with sources that supports stance</b>	<b>-Student includes 4 or more facts with sources that support stance</b>
Final Product Created	<b>Student does not create a final product</b>	<b>Students' final product is not visually appealing</b>	<b>Student creates a visually appealing and organized advocacy tool</b>	<b>Student creates a final product that is visually appealing and uses it as an advocacy tool</b>
Student Presentation	<b>Student does not make appropriate eye contact or speak with a clear voice</b>	<b>Student does not make appropriate eye contact or does not speak with a clear voice</b>	<b>Student speaks with clear voice, and makes appropriate eye contact</b>	<b>Student speaks with clear voice, makes appropriate eye contact, and answers student questions</b>
Creativity	<b>Student does not use an advocacy tool</b>	<b>Student copies or emulates</b>	<b>Student uses one of teacher suggested tools</b>	<b>Student creates an original product different than teacher suggested</b>
Puts forth Best Effort	<b>Students misses all or most appropriate deadlines</b>	<b>Student misses 2 appropriate deadlines</b>	<b>Student meets all appropriate deadlines</b>	<b>Student meets all appropriate deadlines and is self-motivated</b>
Clearly States his/her Opinion	<b>Student does not state an opinion</b>	<b>Student states an opinion</b>	<b>Student clearly states a well-informed opinion</b>	<b>Student clearly states a well-informed opinion and works to convince others of perspective</b>

#### Total Student Score:

<b>Less than 9= Needs Improvement</b>	<b>9-14= Okay</b>	<b>15-19= Good Work</b>	<b>20-24= Amazing</b>
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#### Teacher Comments:

## **Student Resources**

adl.org

This website has books and resources for students based on various human rights topics. It also has lesson plans.

Webquest.org

This is a databased of various online experiences students can complete to learn about a specific topic.

Newsela.org

Contains many informational articles and questions sets to read and complete for students to related current topics to past experiences.

Levine Museum Charlotte, North Carolina

A museum for students to visit to provide further information about specific court cases to Charlotte's history.

Raz Kids

This website contains a plethora of books for students to read related to various topics.

GooseChase

Interactive application that enables students to discover information in an engaging manner

Padlet

An application for students to record ideas digitally with spatial organization as well as record thoughts and ideas. In a sense students can complete mind maps in this way and also use padlet to present to the class.

## Annotated Bibliography for Teachers

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[https://www.nationsreportcard.gov/reading\\_math\\_2017\\_highlights/](https://www.nationsreportcard.gov/reading_math_2017_highlights/).

This provides useful informational on national literacy assesment and scores.

Center for Global Education. n.d. *Asian Americans Then and Now*. Accessed October 2018.

<https://asiasociety.org/education/asian-americans-then-and-now>.

This source provides brief background information on various asian american history and experiences as it relates to public education.

Charlotte Mecklenberg Schools. 2018. "Breaking the Link." *Charlotte Mecklenberg Schools*. February. Accessed October 2018.

<http://www.cms.k12.nc.us/cmsdepartments/accountability/Documents/Breaking%20the%20Link%20English.pdf>.

This is a very informative study by Charlotte Mecklenberg schools that breaks down achievement by background within charlotte.

Digger, School. n.d. *Thomasboro Academy*. Accessed September 19, 2018.

<https://www.schooldigger.com/go/NC/schools/0297001280/school.aspx>.

This website provides general information and statistics related to various schools.

Hawkins, Beth. 2018. *78207: America's Most Radical School Integration Experiment*. September 25. Accessed October 2018. [https://www.the74million.org/article/78207-americas-most-radical-school-integration-experiment/?utm\\_source=The+74+Million+Newsletter&utm\\_campaign=bdab4f1fad-EMAIL\\_CAMPAIGN\\_2018\\_09\\_24\\_10\\_57&utm\\_medium=email&utm\\_term=0\\_077b986842-bdab4f1fad-176274269](https://www.the74million.org/article/78207-americas-most-radical-school-integration-experiment/?utm_source=The+74+Million+Newsletter&utm_campaign=bdab4f1fad-EMAIL_CAMPAIGN_2018_09_24_10_57&utm_medium=email&utm_term=0_077b986842-bdab4f1fad-176274269).

[https://www.the74million.org/article/78207-americas-most-radical-school-integration-experiment/?utm\\_source=The+74+Million+Newsletter&utm\\_campaign=bdab4f1fad-EMAIL\\_CAMPAIGN\\_2018\\_09\\_24\\_10\\_57&utm\\_medium=email&utm\\_term=0\\_077b986842-bdab4f1fad-176274269](https://www.the74million.org/article/78207-americas-most-radical-school-integration-experiment/?utm_source=The+74+Million+Newsletter&utm_campaign=bdab4f1fad-EMAIL_CAMPAIGN_2018_09_24_10_57&utm_medium=email&utm_term=0_077b986842-bdab4f1fad-176274269).

This provides detailed information about a recent school integration experiment created by a school district in San Antonio, Texas. The integration is solely based on poverty levels and is a district wide initiative to provide equal access across multiple zip codes.

hrlibrary. n.d. "Part 1 C: Why? The Goals of Human Rights Education."

This is an interesting article that provides a broken down framework chart detailing age appropriate developmental benchmarks for human rights education.

Huffington Post. 2016. *At 15, She Desegregated An All-White School. At 73, She's Fighting To Do It Again*. Accessed October 2018. [https://www.huffingtonpost.com/entry/dorothy-counts-scoggins-desegregate\\_us\\_56e09afce4b0860f99d7b83e](https://www.huffingtonpost.com/entry/dorothy-counts-scoggins-desegregate_us_56e09afce4b0860f99d7b83e).

This is an interesting article that details the experience of a charlotte native woman and her courage to integrate a school in Charlotte, North Carolina.

Humanium. n.d. *The Beginnings of the Convention on the Rights of the Child*. Accessed October. <https://www.humanium.org/en/convention/beginnings/>.

This website details a brief history of the creation of the Convention of the Rights of the Child.

Journal of African Economies. 2009. "Universal Primary Education and School Entry in Uganda." *Volume 18, Issue 183-211*. <https://academic.oup.com/jae/article/18/2/183/730074>

This journal article details statistical information about the percentage of children who have access to education in Uganda.

Levine Museum. n.d. "Swann vs. Charlotte." Charlotte.

This is an excellent museum in Charlotte, North Carolina with various exhibits which highlight human rights issues in light of the unique history of Charlotte. This is a great resource for educators to visit the museum, as well as for students to visit the museum to gain a more experiential understanding of human rights issues.

Montgomery Center for Research in Child & Adolescent Development. 2009. *The Education of Girls and Women in the United States: A Historical Perspective*.

This document provides information on the beginnings of rights for women being able to attend schools.

National Education Association. n.d. *Hispanics: Education Issues*. Accessed October 2018.

<http://www.nea.org/home/HispanicsEducation%20Issues.htm>.

This resource details information about English language learners and students of Latino descent's history and treatment in the educational system.

New Zealand Ministry of Education. n.d. "New Zealand Education System Overview." Accessed October 2018. <https://www.education.govt.nz/assets/Uploads/NZ-Education-System-Overview-publication-web-format.pdf>.

This document details information about New Zealand's educational system. New Zealand has a significant native population and has appeared successful in incorporating and creating curriculum that justly teaches all children.

nprEd. 2016. *Tougher Times for Latino Students? History Says They've Never Had it Easy*.

November 15. Accessed October 2018.

<https://www.npr.org/sections/ed/2016/11/15/502011688/tougher-times-for-latino-students-history-says-theyve-never-had-it-easy>.

This article further gives insights into the experiences within the educational system of many Latino students.

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This is an organization spearheaded by Michelle Obama. It is an initiative to ensure that girls around the world have access to education and stay in school. The website provided statistical information about girls and schooling around the world.

*Supporting a Community of Critical Thinkers*. n.d. "The Anthology of Social Studies: Issues and Strategies for Secondary Teachers." 91-96.

This is a great resource for teachers. The article is primarily geared towards secondary teachers but includes important aspects for teachers to consider when having conversations in the classroom about human rights.

Teach for America. n.d. *The Challenge*. Accessed October 2018.

<https://www.teachforamerica.org/>.

Teach for America is an organization of teachers which target communities of poverty. There is statistical information about realities of many communities of poverty and education as well as the influence and impact that can take place.

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This document details every article of the right of the child, it is a document created by the United Nations.

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Accessed October 2018. [https://www.education-](https://www.education-inequalities.org/indicators/edu0_prim#?sort=mean&dimension=all&group=all&age_group=edu0_prim&countries=|AFG|BEN|BFA|BDI|KHM|CAF|TCD|COM|COD|ETH|GMB|GIN|GNB|HTI|LBR|G-)

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[LIC|MDG|MWI|MLI|MOZ|NPL|NER|RWA|SLE|SOM|SSD|TGO|UGA|TZA|ZWE](https://www.education-inequalities.org/indicators/edu0_prim#?sort=mean&dimension=all&group=all&age_group=edu0_prim&countries=|AFG|BEN|BFA|BDI|KHM|CAF|TCD|COM|COD|ETH|GMB|GIN|GNB|HTI|LBR|G-LIC|MDG|MWI|MLI|MOZ|NPL|NER|RWA|SLE|SOM|SSD|TGO|UGA|TZA|ZWE).

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This web page provides information about the infamous Brown vs. Board of Education case and the influences of desegregating schools.