



## ***Citizenship: Developing Intentional Multi-Racial Relationships***

by Wendy Mueller, 2020 CTI Fellow  
Starmount Academy of Excellence

This curriculum unit is recommended for:  
Grades 2-5 Literacy and Social Studies

**Keywords:** citizenship, poetry, friendship, belonging, African American, Latinx

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

**Synopsis:** From the moment of our birth, we enter a citizenship over which we have no control, yet this same citizenship can often control everything about our lives from where we go to school, the friends that we choose, the neighborhood that we live in, and even how we view ourselves. Often, this citizenship includes our racial makeup, our religion, and our family heritage. In our current climate, we see many racial challenges as we define our society. But what if we were to look under our skin? Would there be differences there? I have often heard the expression, “We are all the same under our skin.” As I have heard the expression, I have wondered if it were really true. Yes, biologically, we are the same; but is that who we are? Are we a biological unit, or are we something more? Are we unique beings combining all that we have experienced and seen into beautiful creations that express and hide emotions, thinking that we are not enough because what we hide underneath might not be acceptable? Even at the tender age of seven or eight years old, students are already hiding behind the shell of expectations, hesitant to reveal themselves because they might not be enough. By exploring citizenship, friendship, belonging, and poetry, students can learn that yes, they are different, and yes, that is not only okay but also wonderful.

*I plan to teach this unit during the coming year to 27 students in third-grade literacy and social studies.*

*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**

by Wendy Mueller

My understanding is that many of my students or their extended families are immigrants. Even though they arrived in the United States in different ways from African American students, they still face the same challenges of being in a different country from their country of origin and are having to learn how they relate to each other and to their new country. I want my students to see that even though we have all come from different backgrounds, who we are underneath is what makes us who we are. The color on the outside may be one of the first things that others see, but we can choose what we see next by being compassionate under our skin. I would like to expand this curriculum unit to include children from multiple races, especially since the majority of students in my school are of Hispanic descent. By introducing citizenship of multiple cultures, all of my students can learn that there is value in each of them.

### **Rationale**

Pondering my own citizenship brought to my remembrance an experience from many years ago. An influential person in my life had regularly criticized my ability to perform to her expectations. She was a powerful person both in the community and in my personal life, and I regarded her opinions highly. Try as I might, I could not please her. I found myself becoming discouraged as I failed time and again to meet her standards and expectations. I began to believe her words that I was an incompetent failure and that I should give up while I was behind because I was incapable of performing to even the basest standards. Worrying about my failure and ineptitude, I shared my dejection with a close friend. My wise friend encouraged me to make a list of all the roles that I played in life. As we discussed the roles, she helped me to see that I was more successful than either the other person or I had imagined. Suddenly, I did not feel like as much of a failure. Slowly, I began to change my perspective on who I was and who I could be. I was a powerful mother, wife, teacher, author, daughter, sister, employee, tutor, nanny, cook, housekeeper, friend, and colleague. I could not lose my citizenship from any of those relationships even if I was not perfect in every role.

Looking back now, so many years later, I realize that my citizenships are ever-evolving. Some of the specific relationships have changed and many have expanded to include other participants, roles, and relationships. As a child and young woman, I held to the idea that in order to be a part of a citizenship, religion for example, I must believe the way that the group believed, or I would no longer be a part of the group. I believed, as I was taught, that I must conform my thinking to the expectation of the authority. Being both a female and a child, I had no right to think for myself or to share opinions that differed from the establishment. This left me feeling isolated and ignorant. Choosing to leave this citizenship meant walking away from relationships with the majority of the people that I knew because I was brought up in an exclusive religious community with little tolerance for others that did not fit their small model of beliefs. I was taught that I could not speak to those from different religions because their differences made them “wrong” and “bad.”

My greatest worry about my citizenship is that I will miss the opportunity to grow into the person that I could be as a result of my fears to participate. I worry that others are feeling the

same, but we are each living in a cocoon of fears that leave us longing for relationship and belonging while wrapping ourselves in the web of excuses and self-doubt.

Because of these fears, I want to help my students understand that their differences do not make them “less” or “more.” As students learn more about themselves and the person that they are under their skin, I hope that they will walk away from these lessons recognizing that while our skin is different on the outside, and our citizenships belong in many different places, the things that connect us inside and make us uniquely us are the things that make us both different and the same.

Looking through the Zoom lens at tiny faces on the other side of the screen in this new and strange age has left me pondering more about relationship building and how our students relate to each other. This is my first year teaching elementary Dual Language Immersion, and I am not sure what to expect from my students. I see the faces of children excited to learn, nervous about their new environment, and wondering how they will be accepted in this new school year. What opportunities do they have to develop friendships? How are these friendships challenged?

Working in the Dual Language Immersion program allows me a unique opportunity to see children working together with others from different ethnic backgrounds perhaps more than other teachers. Students have the opportunity at school to experience time with others different from themselves. Will this give my students more of an opportunity to develop a stronger sense of awareness of the world around them? Will these school-day experiences lead to a life of developing stronger relationships with a broader set of viewpoints?

### **Demographics**

Based on the Charlotte-Mecklenburg Schools 2020-2021 School Diversity Report ((CMS), 2020), there are 462 students enrolled at Starmount Academy of Excellence (SAE). The average class size is 20-24 students with a 1:15 teacher-student ratio. SAE is a Title I school as well as a TSI school. Students are predominantly Hispanic at 75.32%, followed by African American students at 19.91%, Caucasian students at 3%, and a small percentage of Asian, Multiracial, and Native American. There is an equal number of males (231) and females (232). This will be my first year working at SAE, so I will be learning more about my students as the school year progresses. I will be working with the Dual Language Immersion (DLI) program in the third grade. This year’s third-grade DLI program includes 27 students with Hispanic heritage accounting for 85% of the class population followed by equal numbers of African American and other backgrounds.

### **Unit Goals**

In this unit, I want to pursue how students developing intentional multi-racial relationships can lead to stronger self-confidence, broader views of the world, and an opportunity to enjoy life more fully. Students will explore their relationships through poetry, art, and discussions, developing the framework for their own thoughts on their citizenship within their families, classrooms, and the world-at-large. Students will have an opportunity to begin to develop their own awareness of their citizenship and identity then translate that understanding into developing both intra-racial and inter-racial relationships with their peers. Throughout this unit, students will

learn to express their growing relationship with friends from other backgrounds culminating in the performance of their own poetry.

## **Content Research**

Due to the age of my students and the English-language challenges that most of my students face, I want to focus on more simple poetry to help them recognize the beauty of a variety of poetry styles and begin to develop a personal style of their own while also introducing them to the deeper concepts of citizenship and belonging, especially in a world where they may not feel that they belong at all. At the same time, I want my students to recognize that building interracial friendships can help them learn more about themselves, their community, and others.

### **Overview of Unit Specific Terms and Phrases**

#### **Citizenship**

Citizenship has fascinated me on many levels. To look at me, most people would see a Caucasian female who lives in a dominantly white neighborhood. What they would not see is my Cherokee heritage or my Latino son. On multiple occasions, especially when working in schools with high populations of non-Caucasian students, I am asked how I think that I could relate to my students of color. I can share about my heritage and family dynamics, but I have learned that whiteness in itself is not the issue. In their article, “What White Children Need to Know About Race,” Michael and Bartoli (Michael & Bartoli, 2014) suggest that race is not as much about biology as it is a social construct. How do we define race? Often by social ideas, activities, and personalities.

#### **Personal Background**

Throughout my childhood, I was fortunate to be surrounded by people from many backgrounds due to my mother’s work. We regularly spent time with visitors from India, learning about their lifestyles, culture, and food. My grandfather often traveled to China and the Middle East on humanitarian trips, regaling my sister and me with stories of how the children across the world were so much like we were, smart girls who wanted to learn and lead good lives. Although our community was not very diverse, my heart was open to friendships with those from different backgrounds because my family embraced diversity and friendships with others. I had not experienced a world view other than this, and I was shocked when I learned that many people did not view interracial relationships in the same way.

#### **Topical Learning**

As I began to prepare for this unit, I wanted to learn more about the ways that other cultures experience citizenship and what that means within the United States. I read poetry from the Harlem Renaissance, children’s stories from around the world, and articles about Border Pedagogies. I began to read about the Communities of Color (Salinas et al., 2016) and the idea that a white-dominant society often marginalized other races to the point that minority races bordered on losing all citizenship. At the same time, I saw hope that when given the opportunity

and experiences, students can develop the capacity to become active citizens, engaged in healthy multi-racial relationships (Giroux, 1991).

Throughout the history of the United States, citizenship has been unequally assigned based on gender, race, and religion. Founding Fathers claimed: “We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.” (Preamble to the Declaration of Independence, US, 1776). Yet these same rights are routinely stripped from the Communities of Color and women. Citizens on our East coast faced slavery and destitution while citizens across the South, Midwest, and West Coast, whose indigenous relatives had lived on the land longer than there are written records, struggled to keep their homelands and culture. Although this bias has existed since the formation of our country, many believe that it is not too late to make a change. Multicultural societies are possible if we teach our children to develop a capacity for growth, increasing their knowledge of what can be, and grounding our students in cross-cultural mindsets (Gutman, 2007).

## Inclusion

### *Developing Friendships*

In “A Morality of Inclusion”, Johnson & Hinton (2018) regularly remind the reader that while there are “cultural gulfs” between minority and majority groups, it is possible for both groups to understand each other, develop friendships, and discover freedom within their relationships with others and their relationships within the society. When each person is viewed as an individual with unique gifts and contributions rather than viewed as a result of their heritage, schools can create a culture where it is possible to build and scaffold positive personal growth and individual identities. Cultural differences, classroom harmony, and diverse perspectives all contribute to developing friendships among all children.

Earlier research from Maureen T. Hallinan (Hallinan & Williams, 1987) set the standard for research into students’ interracial friendships. As schools moved from segregated to desegregated models, students needed to learn to become cohesive in their relationships. Hallinan found that students who formed bonds early in the school year were more likely to maintain those friendships throughout the year.

### *Growth Capacity*

When attempting to create a capacity for growth in our students, we need to find a way to be “inclusive without promoting assimilation” (Johnson & Hinton, 2018). Creating a vibrant community of diverse populations allows us to learn from each other without taking away from our heritage or culture. Youth of color have shown a positive increase in educational enrollments with projections moving toward students of color having a higher enrollment than White youth in both public and private educational settings. (Johnson & Hinton, 2018). Consistent with this data, Charlotte-Mecklenburg Schools (CMS) recently released their annual diversity report showing that as of the opening of the 2020-2021 school term, the district enrollment was as follows (categorization is labeled by the district): Asian, 7.3%, Hispanic, 27.2%, Black, 36.7%, Pacific Islander, 0.1%, White, 25.8%, and Two or More, 2.7% ((CMS), 2020).

## Children's Perspectives

Most of the research I have done has centered around adult perspectives of racial difference and inclusion, but little work has been done on how children perceive relationships with those from different cultures. Cinzia Pica-Smith noticed the same deficit and began interviewing children to learn more about how students viewed intergroup (interethnic/interracial) friendships. She originally published her work in the *Multicultural Education Journal* (Pica-Smith, 2009) then later expanded on the work in the *Journal of Research in Childhood Education* (Pica-Smith, 2011). While the author indicates that intergroup friendships are significant predictors of positive attitudes, she found that children generally described intergroup friendships as less common and more difficult to cultivate.

In general, children tended to view these intergroup relationships as experiments, hobbies, and learning opportunities more than an intentional opportunity to develop lasting friendships (Aronson, 2002). Children noted that people with different backgrounds thought differently and acted differently. As a result, the children felt that teachers should be influential in helping to develop opportunities for children to spend time with their interethnic friends. These opportunities could include intentional grouping of interethnic students for small group work, providing social time where groups could interact, and most importantly, providing a space where children feel safe emotionally and psychologically. Ultimately, children felt that they could develop interethnic relationships when those relationships were modeled and encouraged by educators.

### *Younger Students*

In her later work, Pica-Smith (Pica-Smith, 2011) focused on “cultural competence” which she described as “a developmental asset demonstrated when youth exhibit ‘knowledge and comfort with people of different cultural /racial /ethnic backgrounds.’” She expanded on this notion by discussing the importance of social-emotional development through interethnic and interracial friendships in order to develop stronger social competence and self-esteem. Students noted that having at least one “reciprocated, high-quality interracial friendship” helped them to develop positive perceptions of others and added to their overall level of cultural competence.

### *Older Students*

In more recent studies, researchers have continued to ask the question of how interethnic relationships affect students as well as student perception of those relationships. Contrary to adult opinions that interracial relationships are increasing and improving, middle and high school students still believe that most friendships are primarily homogenous and intra-racial, especially outside of school settings (Mirra & Garcia, 2020). Practices such as online discussion boards, classroom conversations, and a willingness to acknowledge that conversations can be awkward and challenging provided a safe platform for students to discuss their thoughts on race, as well as other difficult topics. Students learned that by talking with others from different locations and backgrounds, they were able to get a better understanding of themselves, and the world-at-large, all of which allowed them to create relationships and friendships with others that they would not have anticipated. The study concluded that while students were hesitant to believe that



interethnic relationships could develop, they had hope that with support and intentionality, it was possible to develop stronger interethnic friendships.

Further research shows that when students have the opportunity to attend racially integrated schools, they can create more meaningful relationships with friends from interethnic backgrounds (Tropp et al., 2018). In addition to having more meaningful relationships, students also show an increase in academic and emotional success. Students who can create strong bonds in their interethnic relationships can experience and express more empathy. Tropp (Tropp et al., 2018) pointed out that the National Research Council has determined that students have three basic needs for both life skills and learning: cognitive, intrapersonal, and interpersonal. As all three levels of need are met, students can become the most successful version of themselves. She promotes that the best way to develop these skills is through integrated classrooms that encourage open relationships between ethnic groups and an openness for establishing norms and supporting inclusion in activities and behaviors.

## Poetry Styles

### *Representative Poetry*

Poetry has many representations including traditionally metered poetry, free verse, spoken word, and slam poetry. Classroom teachers have generally focused on the more traditional types of metered poetry, free verse, and haiku. Students will be introduced to some of these poetry types, but they will also experience more modern poetry types such as slam poetry and spoken word. Slam poetry, in particular, allows students to have a voice in expressing their feelings and emotions with authenticity (Boudreau, 2009). Young writers can often find this challenging but invigorating as they learn to express their own thoughts in their own way.

### *Justice Poetry*

Justice poetry allows the poet to magnify injustices throughout society. Within the African American culture, many poets have chosen to use this form to point out the disparity between classes and opportunities. Claudia Rankine's free verse in *Citizen* (Sachs & Rankine, 2018) reminds readers that we can see the world on many levels, but few of them are fair; whereas Mahogany Browne (Browne, 2020) brings justice to the level of the youngest child, helping them to see that even they can find ways to promote justice and fairness to everyone.

## Conclusion

As we move forward in this curriculum, we will focus on how we can use these strategies and ideas to help foster strong interethnic relationships in our students through the use of poetry and intentional activities.

## **Instructional Implementation**

This unit will take place over a five-week Social-Emotional Learning (SEL) weekly block. Students will focus on how their choices and actions affect their friendships with others by participating in activities that encourage a growth mindset. Students will use poetry, written word, and spoken word to learn more about their own citizenship and the citizenship of their

classmates. Due to the current online learning environment, the curriculum unit will be delivered virtually using Google Slides which can be referenced here: [https://bit.ly/Mueller2020\\_CTI](https://bit.ly/Mueller2020_CTI).

## Classroom Lessons/Activities and Assessment

### Lesson One: The Beauty of Poetry

In this lesson, students will use their five senses to better understand a difficult poem. Using Harryette Mullen's *We Are Not Responsible* (Mullen, 2011) as the base text, students will interact with the poem multiple times to get a better understanding of the text.

#### *Preparation*

In preparation for this activity, you will need to create a Word Cloud [www.mentimeter.com](http://www.mentimeter.com) up to 1-2 days before the lesson. Share the code by either using a QR code, a direct link, or direct students to [www.menti.com](http://www.menti.com) and provide them with the 6-digit code for the activity.

#### *Materials*

- Chromebook
- Menti code or “Describe Your Friends – Class Survey” Worksheet
- Personality Chart
- Blank paper (1per students)
- Pencils (1 per student)
- Harryette Mullen's *We Are Not Responsible* in print
- Harryette Mullen's *We Are Not Responsible* audio recording

#### *Activity: What Do You Observe?*

To introduce the new unit, explain to students that they will be participating in an activity that may seem a little bit different to them. Instruct them to look around the classroom at the people that they see. Display the Personality Chart as a reminder of personalities or adjectives that they can use to describe their classmates. As students are observing their classmates, share the link for [www.Menti.com](http://www.Menti.com) that you created earlier. Allow students to spend at least one minute observing their classmates and entering at least three items on the Menti chart. If Menti is not available, students may complete the “Describe Your Friends – Class Survey” Worksheet in the Appendix.

After students have shared their observations, display the Menti Word Cloud and talk about what the students observed. Ask the student the following questions:

- Did you describe what they were wearing?
- Did you describe their skin color?
- Did you describe something about their personality?
- Were there things that were similar?
- Were some words repeated multiple times?



Introduce the Audio recording made by Harryette Mullen. Provide students with writing materials and instruct them to find one connection with the poem as they listen.

*Activity: What Do You Hear?*

**After listening to the poem, ask students the following questions:**

- Did you hear a rhythm?
- Was there anything familiar to you?
- What personal connection can you make to the poem?

In order to support student recall, consider displaying poetry techniques that you have already learned earlier in the year or display poetic techniques from a site such as Poetry4kids.com.

*Activity: What Do You See?*

Show students the following excerpt of the poem and ask them to identify visual poetic techniques.

*We are not responsible for your lost or stolen relatives.  
We cannot guarantee your safety if you disobey our instructions.  
We do not endorse the cause or claims of people begging for handouts.  
We reserve the right to refuse service to anyone.*

You can ask the following questions:

- Do you see a pattern?
- Is anything repeating?
- How many syllables do you hear?

*Activity: What Do You Feel?*

Share the “Talking about Feelings” chart with students and ask them to talk about how the poem made them feel. You can ask the following questions:

- Did this poem make you feel happy?
- Did this poem make you feel sad?
- What other emotions did you feel?

*Check for Understanding*

Have students create an Acrostic Poem expressing their feelings using their name or a word from the lesson. They can use the Acrostic Poem Generator if they need help.

## Lesson 2: Justice and Poetry

In *Woke: A Young Poet's Guide to Justice*, Mahogany L. Browne (Browne, 2020) focuses her writing on visualizing freedom through a child's movement. Her simple verse and lack of punctuation lead the reader to recognize the simpleness in childhood as the child realizes that they do have "The Ability to Be" themselves. This lesson will focus on two of her poems: "The Ability to Be" and "In the Next" which both look at how justice can be strong and beautiful while being simple and accessible.

### *Preparation*

- Print and Laminate the Body Card, 1 set for every 2 students; alternatively, this can be projected on the classroom board
- Create partner groups, intentionally forming heterogeneous groups by gender, race, and abilities.

### *Materials*

Text: *Woke: A Young Poet's Guide to Justice*

Body Cards (1 set for every 2 students)

### *Activity*

Separate students into their pre-assigned groups and provide a copy of the body cards for each group. When one person moves the other person has to copy their movements exactly. Have children try to mimic poses of different movements with these body position cards. Try copying the exact actions of the children pictured in the Move Like Me cards.

Read "The Ability to be Me" comparing the movements that the students did in the warm-up to the movements in the poem. Then read "In the Next".

### *Check for Understanding*

Have students draw a picture of themselves and their partner modeling their favorite movement then write one paragraph describing how their activity connected to the poem.

## Lesson 3: Citizenship

This lesson focuses on how we can celebrate the differences in others and develop friendships with them. Students will participate in interactive read-aloud excerpts about students from different backgrounds then compares how their background makes them unique and how they can still have similarities.

### *Preparation*

- Print out color copies of the Family Heritage Map, 1 per student; alternatively, create a Google Slide presentation using PearDeck

### *Materials*

- Text: *Hey Black Child* (Perkins, 2019)
- Text: *Yes! We Are Latinos* (Flor Ada, 2016)
- Family Heritage Map (Juwayezu, 2020)

### *Activity*

Read both texts to the students using interactive read-aloud strategies. Discuss with students how their families of origin are similar to the characters in the story and how they are different. Draw connections between classmates and how those differences can help make stronger relationships.

### *Check for Understanding*

Have students create their own Family Heritage Map.

### Lesson 4: Friendships

This lesson will focus on what it means to be a friend and how we can show friendship to those around us. Students will read poetry that opens up new ways of seeing friends then they participate in actively developing intentional friendships with their classmates.

### *Preparation*

- Provide students with the containers/boxes in advance of the lesson and allow them to decorate them.
- Precut strips of paper so that each student has at least 10 strips that will fit into their boxes.

### *Materials*

- “Two Poets Talking” in *Thinker: My Puppy Poet and Me* (Greenfield, 2018)
- “Leaves” in *I am Loved* (Giovanni, 2018)
- Baby Wipe Containers or other similarly sized boxes, 1/student
- Art supplies: pencils, crayons, paper, stickers, scissors, etc.
- Papers to write on or popsicle sticks

### *Activity:*

#### Friendship Challenge (Tunis, 2020)

- Have students brainstorm ideas about how they could be a good friend. You can project these on the classroom board as they share.
- Once you have several ideas, have students choose 5-10 activities that they would like to put into their own boxes and write them on slips of paper or popsicle sticks.

Next, read both texts to the students using interactive read-aloud strategies.

### *Check for Understanding*

Over the next week, have students select one stick each day and demonstrate that kindness to another student in the classroom.

### **Lesson 5: Representation**

In this final lesson, students will learn about how they can represent themselves in poetry. They will learn about both spoken word poetry and poetry slams. They will finish the unit by creating their own poetry in the style of their choice.

### *Preparation*

- Ensure that projector and computer are available for all students to view the video
- Get parent permission for students to use FlipGrid for final production

### *Materials*

- “Words Like Freedom” from p. 38 of *Poetry for Young People: Langston Hughes* (Mr. Wind, 2008)
- Video: Students performing spoken word poetry version of “Words Like Freedom”
- LEAF Kids Poetry Slam Nicholi – Poem 01 (Nicholi, 2013)
- FlipGrid.

### *Activity:*

- Present “Words Like Freedom” video of students spoken word poetry
- After watching the video, pair students in groups to read the poem together
- Watch LEAF Kids Poetry Slam by Nicholi (Nicholi, 2013)

### *Check for Understanding*

After reading “Words Like Freedom” and watching both videos, students will write their own culminating poem and perform it on FlipGrid to share with their teachers, peers, and parents.

## Appendix 1: Implementing Teaching Standards

### Literacy

- RL.3.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RL.3.2: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- RL.3.3: Describe characters in a story and explain how their actions contribute to the sequence of events.
- RF.3.5: Read with sufficient accuracy and fluency to support comprehension.
- RF.3.5.b: Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- L.3.4: Determine and/or clarify the meaning of unknown words and phrases based on Grade 3 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.
- L.3.5: Demonstrate understanding of nuances in word meanings.
- L.3.5.a: Distinguish the literal and nonliteral meanings of words and phrases in context.
- SL.3.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse. Partners on grade 3 topics and texts, building on other's ideas, and expressing their own clearly.
- W.3.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- W.3.4: With guidance and support from adults, use digital tools and resources to produce and publish writing. (using word processing skills) as well as to interact and collaborate with others.

### Social Studies

Using the College, Career, and Civic Life C3 Framework for Social Studies, I will be using similar competencies to what students will be learning in EL Education and Social Studies. These include the following:

- D2.Civ.7.3-5: Apply civic virtues and democratic principles in school settings
- D2.Geo.4.3-5: Explain how culture influences the way people modify and adapt to their environments.
- D.2.Geo.7.3-5: Explain how cultural and environmental characteristics affect the distribution and movement of people, good, and ideas
- D.4.6.3-5: Draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places.

## **Appendix 2 – List of Materials for Classroom Use**

### **Materials for Students and Teachers**

#### *Laptop/Chromebook*

Due to the current distance learning environment, students will frequently be accessing their resources from a location other than the classroom. Both students and teachers will need a personal computer or Chromebook to effectively participate in the lessons.

#### *Zoom Communication Platform*

Zoom Communication Platform allows students and teachers to interact during remote instruction. Students can work in small groups through breakout rooms as well as in a whole group setting.

#### *Microphone Headphones*

Because many of our activities require listening skills, students are encouraged to use microphone headphones to listen to the activities and to respond to the teacher and classmates. The use of headphones also reduces the amount of background noise from multiple devices running synchronously

#### *PearDeck for Google Slides*

This interactive website add-on allows students to write, draw, and type on Google Slides as they are being presented. Student work can then be shared with feedback from the teacher.

#### *FlipGrid*

FlipGrid allows users to create short videos quickly and easily without the need to know video editing. Teachers can make topics with directions for students to record their work and share them privately with their class and family.



## Appendix 3 - Teacher Resources

### Instructional Resources

#### *Acrostic Poem Generator*

Support for creating an acrostic poem  
<http://www.acrosticpoem.org/>

#### *Hey! Black Child (Perkins)*

Lyrical poetry written to celebrate black children and inspire all young people to dream big.

“Leaves” in *I am Loved* (Giovanni, 2018)

Part of a collection from Nikki Giovanni celebrating how each of us can be different and still be friends

#### *Give Them Poetry!: A Guide for Sharing Poetry with Children K-8* (Sloan & Forian, 2003)

Teacher’s resource book for introducing poetry into literacy lessons in a way that will promote student enjoyment and creativity

#### *LEAF Kids Poetry Slam*

Children performing competitive Slam Poetry  
Video: [https://youtu.be/YKOB\\_-MGVu8](https://youtu.be/YKOB_-MGVu8)

#### *Poems by Poetic Technique*

Examples of poetic techniques to help students quickly identify literary devices.  
<https://bit.ly/2GWQTQi>

#### *Thinker: My Puppy Poet and Me* (Greenfield, 2018)

Whimsical story of a boy and his puppy who speaks in poetry when no one else is around.

#### *We Are Not Responsible*

“We are Not Responsible” is a satirical poem by Harryette Mullen comparing racial differences to corporate legal terminology.

Text: <https://bit.ly/35p6Bx4>

Audio: <https://bit.ly/3eP82I9>

#### *Woke: A Young Poet’s Guide to Justice* (Browne, 2020)

This book takes young readers on an excursion of discovering justice and differences through simple verse.

### *Words Like Freedom*

“Words Like Freedom” by Langston Hughes introduces students to spoken word poetry focusing on social justice.

Text and Video: <https://bit.ly/3kAVhSJ>

### *Yes! We Are Latinos* (Flor Ada)

Stories of Latino children around the United States and how they celebrate their heritage while maintaining their citizenship.

Resources for Teachers Extended Learning

### *Everyday Democracy*<sup>1</sup>

<http://www.everyday-democracy.org>

Ideas and tools for community engagement and change

### *The Jigsaw Classroom*<sup>1</sup>

<https://www.jigsaw.org>

Steps for implementing cooperative learning strategies in the classroom

### *The Mosaic Project*<sup>1</sup>

<https://mosaicproject.org>

Trainings in diversity and inclusion, team building, and effective communication

### *The Public Good*<sup>1</sup>

<http://www.tc.columbia.edu/thepublicgood/>

Helping schools tap into the educational and social benefits of diversity

### *Roots ConnectED*<sup>1</sup>

<http://www.rootsconnected.org/>

Sharing practices. In inclusion and integration through workshops and consulting

### *Teaching Tolerance*<sup>1</sup>

<https://www.tolerance.org>

Educating. For democracy with world-class materials and a community dedicated to diversity, equity, and justice

---

<sup>1</sup> *Recommendations from Tropp, L. R., Saxena, S., & National Coalition on School, D. (2018). Re-Weaving the Social Fabric through Integrated Schools: How Intergroup Contact Prepares Youth to Thrive in a Multiracial Society. Research Brief No. 13.*

*White Fragility: Why it's so Hard for White People to Talk about Racism* (DiAngelo, 2019)

Background information to support white teachers when working within a multiracial environment.

#### Alternate Resources

*Langston Hughes* (Hughes et al., 2013)

Poetry by Langston Hughes, Harlem Renaissance writer

*Separate is Never Equal* (Tonatiuh & Sananes, 2014)

Equal rights and the fight for desegregation from the perspective of a Native American girl.

*They call me Güero: A border kid's poems* (Bowles, 2018)

Poetry written from the perspective of a Spanish-American middle schooler that focuses on citizenship, identity, and relationships

## Appendix 4 - Student Resources

Describe Your Friends Survey (Farndale, 2017)



# Describe your friends - Class Survey

Look at your friends in the class and fill in the table below, then describe your friends to the class.

Name	Eyes	Hair length	Hair colour	Body
Eg. Samuel	He has blue eyes	He has long hair	He has brown hair	He is tall.

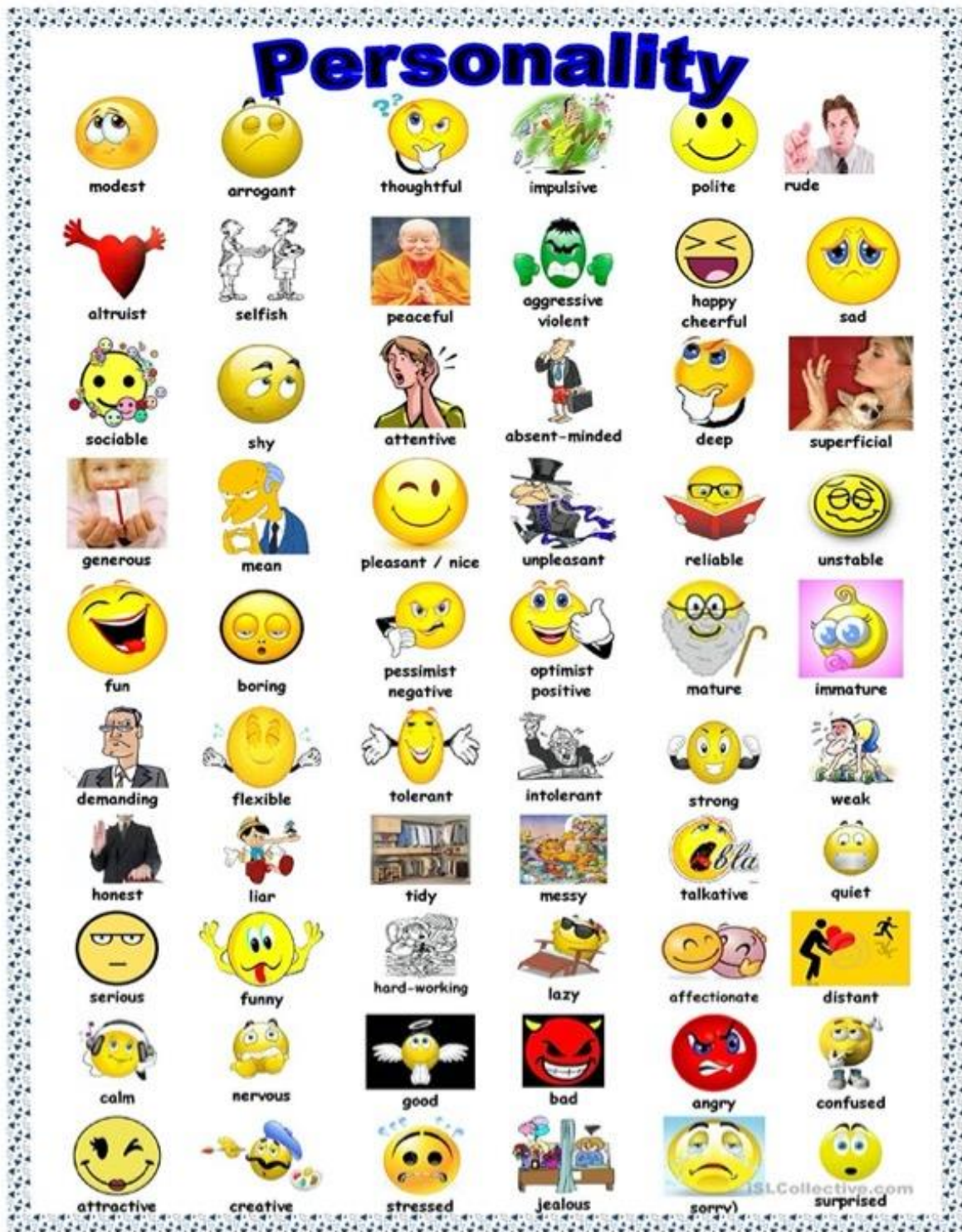
**Eyes:**  
Blue, Green,  
Brown, Hazel

**Hair length:**  
Very short, Short,  
Medium, Long, Very long

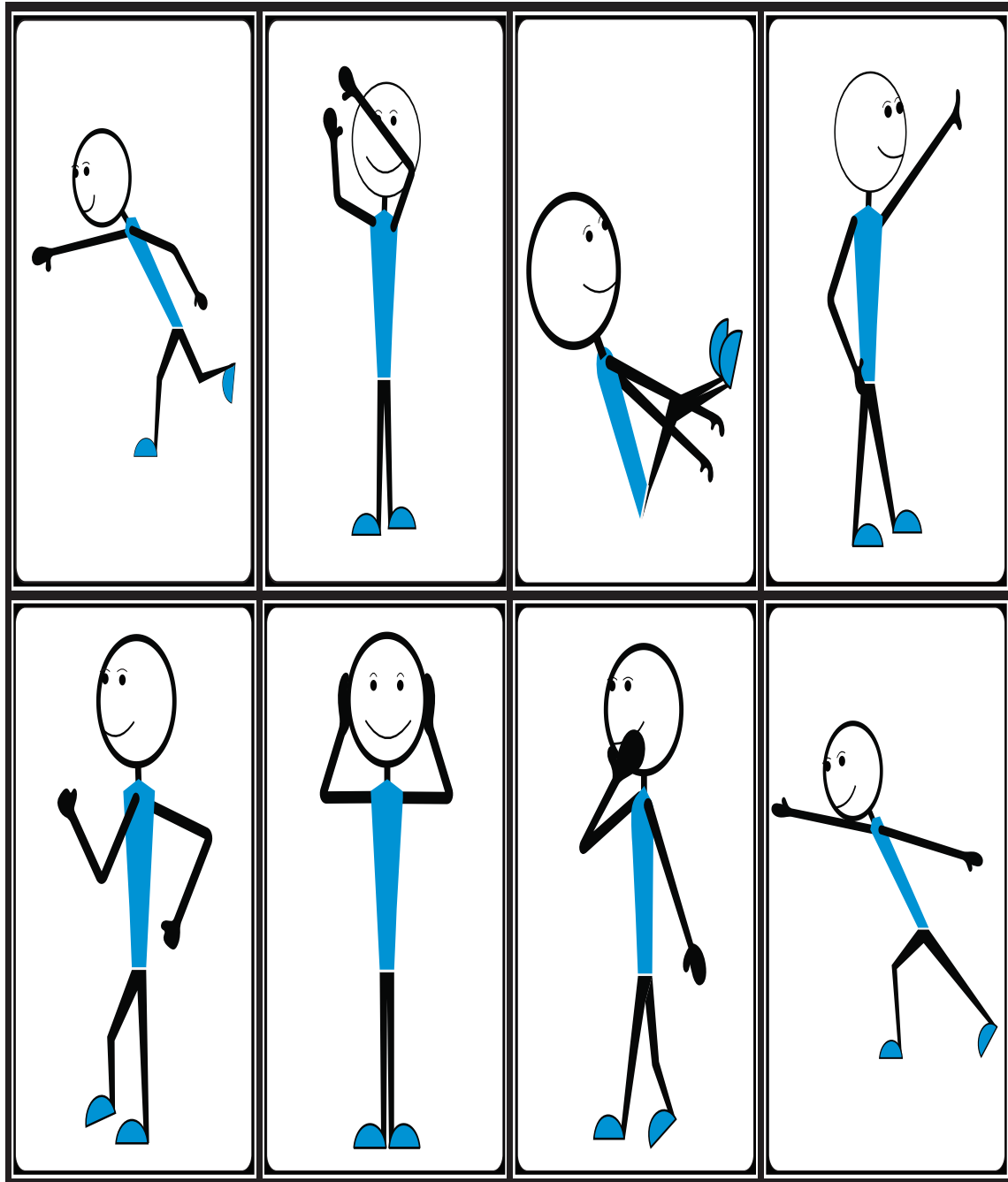
**Hair colour:**  
Black, Brown, red,  
blonde

**Body:**  
Tall, short, thin,  
fat, strong, weak

iSLCollective.com

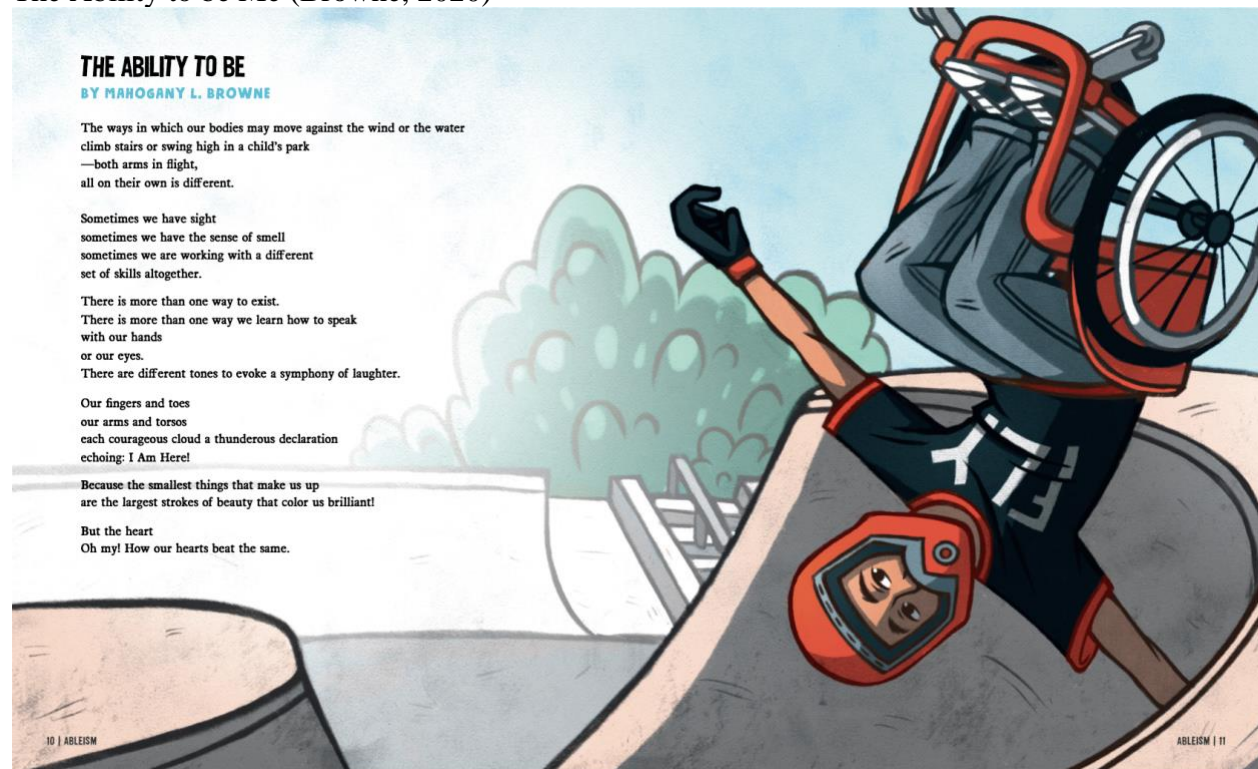


## BODY CARDS





## The Ability to be Me (Browne, 2020)



## In the Next (Browne, 2020)



## TWO POETS TALKING

*Thinker to Jace:*  
If I'm not reciting a poem,  
my tongue won't let me talk,  
I can only bark.  
But barking can't say much,  
just ruff-ruff, "I'm glad to see you"  
or howl "Oh-woooo, I'm scaring  
youuuu," and bow-wow  
for everything else.  
Words, though, can say anything  
I want to say, in the way  
I want to say it.

*Jace to Thinker:*  
When I recite my poems,  
I make music. I say the words  
fast or slow, high or low,  
I stop and I go, almost  
like singing, making  
word-music.



## Bibliography

- (CMS), C.-M. S. (2020). *Charlotte-Mecklenburg Schools 2020-2021 School Diversity Report*. Retrieved November 11, 2020 from <https://www.cms.k12.nc.us/cmsdepartments/StudentPlacement/PlanningServices/Documents/2020-21%20School%20Diversity%20Report.pdf>
- Aronson, E. (2002). Building empathy, compassion, and achievement in the Jigsaw classroom. In J. Aronson (Ed.), *Improving academic achievement: Impact of psychological factors in education* (pp. 213-226). Academic Press.
- Boudreau, K. E. (2009). Slam poetry and cultural experience for children. *Forum on Public Policy: A Journal of the Oxford Round Table*, Spring 2009.
- Bowles, D. (2018). *They call me Güero: A border kid's poems*. Cinco Puntos Press.
- Browne, M. L., Acevedo, El, Gatwood, O., Reynolds, J., & Taylor T. (2020). *Woke: A young poet's call to justice*. Roaring Brook Press.
- DiAngelo, R. (2019). *White fragility: Why it's so hard for white people to talk about racism*. Allen Lane, an imprint of Penguin Books.
- Farndale, J. F. (2017). *Describe Your Friends - Class Survey*. iSL Collective. Retrieved 11/05/2020 from <https://en.islcollective.com/english-esl-worksheets/grammar/adjectives-personality-character/describe-your-friends-class-survey/107062>
- Flor Ada, A., & Campoy, F. Isabel. (2016). My name is Juanita. In *Yes! We are latinos* (pp. 10-16). Charlesbridge Publishing.
- Giovanni, N. (2018). Leaves. In *I am loved: A poetry collection* (pp. 7-8). Atheneum Books for Young Readers, An imprint of Simon & Schuster Children's Publishing Division.
- Giroux, H. A. (1991). Democracy and the discourse of cultural difference: Towards a politics of border pedagogy. *British Journal of Sociology of Education*, 12(4), 501-519.
- Greenfield, E. (2018). Two poets talking. In *Thinker: My puppy poet and me* (pp. 13-14). Sourcebooks Jabberwock, an imprint of Sourcebooks, Inc.
- Gutman, A. (2007). Diversity and citizenship education: Global perspectives. In J. Banks (Ed.), (pp. 71-96). Jossey-Bass.
- Hallinan, M. T., & Williams, R. A. (1987, 01/01/). The Stability of Students' Interracial Friendships. *American Sociological Review*, 52(5), 653-664.
- Hughes, L., Roessel, D. E., Rampersad, A., & Andrews, B. (2013). *Langston Hughes*. Sterling Children's Books.

- Johnson, C. S., & Hinton, H., III. (2018, 01/01/). A Morality of Inclusion: A Theoretical Argument for Culturally Consonant Character Education. *Curriculum and Teaching Dialogue*, 20(1-2), 73-87.
- Juwayezu. (2020). *Family Tree Map Background*. Retrieved 11/15/2020 from <https://www.cleanpng.com/png-world-map-blank-map-wall-decal-2-14-6220582/>
- Michael, A., & Bartoli, E. (2014, 01/01/). What White Children Need to Know about Race. *Independent School*, 73(4).
- Mirra, N., & Garcia, A. (2020, 01/01/). "I Hesitate but I Do Have Hope": Youth Speculative Civic Literacies for Troubled Times. *Harvard Educational Review*, 90(2), 295-321.
- Mr. Wind. (2008). *Production of words like freedom by Langston Hughes*. Retrieved 11/15/2020 from <http://langstonhugheslai513.blogspot.com/2008/03/words-like-freedom-by-langston-hughes.html>
- Mullen, H. R. (2011). We are not responsible. In *Sleeping with the dictionary*. Univ. of California Press.
- Nicholi. (2013). *LEAF kids poetry slam nicholi- poem 01*. LEAF Global Arts. Retrieved 11/05/2020 from [https://youtu.be/YKOB\\_-MGVu8](https://youtu.be/YKOB_-MGVu8)
- Perkins, U. E., & Collier, B. (2019). *Hey black child*. Little, Brown and Compay.
- Pica-Smith, C. (2009, 01/01/). Children Speak about Interethnic and Interracial Friendships in the Classroom: Lessons for Teachers. *Multicultural Education*, 17(1), 38-47.
- Pica-Smith, C. (2011, 01/01/). Children's Perceptions of Interethnic and Interracial Friendships in a Multiethnic School Context. *Journal of Research in Childhood Education*, 25(2), 119-132.
- Ralita. (2012). *Personality Adjectives*. ISL Collective. Retrieved 11/15/2020 from <https://en.islcollective.com/english-esl-worksheets/grammar/adjectives/personality/34144>
- Sachs, S., & Rankine, C. (2018). *CIizen: An American lyric*. Dramatists Play Service.
- Salinas, C., Vickery, A. E., & Franquiz, M. (2016, 01/01/). Advancing Border Pedagogies: Understandings of Citizenship through Comparisons of Home to School Contexts. *High School Journal*, 99(4), 322-336.
- Sloan, G. D., & Forian, D. (2003). *Give them poetry!: A guide for. sharing poetry with children K-8*. Teacher's College Press.

- Tonatiuh, D., & Sananes, A. (2014). *Separate is never equal: Sylvia Mendez & her family's fight for desegregation*. Abrams Books for Young Readers.
- Tropp, L. R., Saxena, S., & National Coalition on School, D. (2018). *Re-Weaving the Social Fabric through Integrated Schools: How Intergroup Contact Prepares Youth to Thrive in a Multiracial Society. Research Brief No. 13*.
- Tunis, K. (2020). *Teaching Kids About Friendship*. Adore Them Parenting. Retrieved 11/05/2020 from <https://adorethemparenting.com/teaching-kids-about-friendship-2/>
- Your Therapy Source. (2016). *Body cards from personal space journey*. Your Therapy Source. Retrieved 11/15/2020 from [https://www.yourtherapysource.com/files/Personal\\_Space\\_Freebie.pdf](https://www.yourtherapysource.com/files/Personal_Space_Freebie.pdf)