



Changing the Narrative: Southern Children Stories of Hope, Resistance, and Social Change

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This curriculum unit is recommended for:
Fourth Grade English Language Arts

Keywords: Black literature, children's literature, black history, changing the narrative, social change, stories of hope, empowering students, social justice

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

Synopsis: In this curriculum unit, students will build their own agency and ability to make change in the world around them. By investigating stories of hope, resistance and social change for African Americans in the United States, teachers will allow students to develop their own voice and esteem in their communities. Students will read about historical and fictional figures that use their influence to respond to the inequalities around them and fight for the change they want to see. Going beyond the common figures typically discussed such as Martin Luther King Jr., Harriet Tubman, Rosa Parks and others, students will see that many people stood up for what they believed and contributed to the change we currently see in our country. This unit touches on many social and emotional skills while incorporating learning in the core English Language Arts skills many fourth-grade learners struggle with.

I plan to teach this unit during the spring semester of the 2021-2022 school year to approximately 45 fourth-grade students during their English Language Arts block.

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Introduction

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“To handicap a student by teaching him that his black face is a curse and that his struggle to change his condition is hopeless is the worst sort of lynching. It kills one’s aspiration and dooms him to vagabondage and crime” (Woodson, 1933).

As an elementary teacher of fourth grade learners, it is very important for me to consider the academic, social, and emotional growth of all of my scholars. It is crucial for educators to uplift all students and provide them with an opportunity to believe in themselves, their abilities and the hope of their future. Being a part of a group that has been historically marginalized, neglected and overlooked, it is my duty to serve students by exposing them to diverse literature and stories that empower them to resist oppression, make change and build a better tomorrow for all people.

Rationale

During my first year of teaching, I taught a unit on slavery. Per the district-provided resources, students were given a generic version of events where Abraham Lincoln was a savior and all the previously enslaved people lived happily ever after. Upon completing a text about the “Gettysburg Address” with my fifth-grade scholars, a student raised her hand. “Why are they smiling?” she asked, pointing to the black faces surrounding Lincoln on the back cover. “And why didn’t they do something? Why didn’t they help themselves?” I responded to this student, explaining that they did. We talked about figures like Harriet Tubman, Henry Box Brown, Sojourner Truth, Dred Sam Scott, Nat Turner, Sarah Parker Remond, and others. We researched different abolitionists and freedom fighters of the time period, and even groups that aspire for social change today. We learned about a history that is often neglected and leaves students, especially those of color, feeling disempowered.

The current way in which African American history is unveiled in the common public school curriculum is a disservice to many scholars, especially those of color. As Carter G. Woodson (1933) insinuates in the quote above, the current miseducation of students from minority communities promotes a lack of self-esteem, confidence, and belief in oneself. With the focus on narratives that ignore hard history and refuse to expose the diverse contributions of minoritized communities, students do not learn about how groups of people, such as African Americans, responded to the inequalities they faced and helped themselves to reach a better position in society.

This fourth-grade curriculum unit, “Changing the Narrative: Children Stories of Hope, Resistance, and Social Change” aims to provide teachers and students with a rich and diverse experience while they explore how social change has occurred throughout our history. This unit

will emphasize the journey of African Americans in the United States. As students analyze complex literature, they will also deep dive into the ways people have rebelled against inequality and organized for a better future. Because students are so connected to society, social media, and current social issues, this curriculum will work to empower learners, while building empathy and understanding amongst the diverse student population.

Fourth graders within Charlotte Mecklenburg Schools are already exposed to the topics of inequality, resistance, and social change within the third and fourth modules of the EL Curriculum. In the third module, they learn about the American Revolution, exploring how Americans and the Sons of Liberty responded to mistreatment from the British and focus on how a family can disagree while still respecting and valuing one another. In module four, students learn about the process of ratifying the 19th Amendment and how many people fought for women to gain the right to vote. My curriculum unit would blend beautifully with module four, as we investigate not just the equal rights of women, but of several oppressed populations in America. Adding this extra layer of context will help to increase students' ability to connect to the unit and build agency within themselves.

The importance of this unit allows students to see themselves and their experiences inside of the texts they read. Implementing this unit will help guide students to build a stronger sense of empathy and empowerment, while conducting a novel study and working with complex text. During the unit, students will be exposed to two texts by Southern Children's Literature author, Mildred D. Taylor: *Roll of Thunder Hear My Cry* and *Song of the Trees*. These two texts paired with EL Education's required reading of *The Hope Chest* by Karen Schwabach and shorter read alouds like *Pies from Nowhere: How Georgia Gilmore Sustained the Montgomery Bus Boycott* by Dee Romito, *Seeds Of Freedom* by Hester Bass, and *Sit-In: How Four Friends Stood Up By Sitting Down* by Andrea Davis Pinkney, will fill the gap and add to students' understanding of social justice and change.

The texts mentioned will give students hope and allow for exposure to historical African American figures that actively sought out their liberation. This unit will also add to EL Education's module four goal to have students explore "How stories inspire us to take action to contribute to a better world?" and "How and why can we encourage and support others to contribute to a better world?" As students dive through my unit, they will continue to answer these questions and expand their knowledge of how African Americans fought for themselves, therefore increasing the students' own agency in their communities and bettering each student's sense of self.

Demographics

I teach fourth grade English language arts and social studies at Mountain Island Lake Academy. Mountain Island Lake Academy (MILA) was founded in 2002 and is located in the Northwest Learning Community of Charlotte Mecklenburg's school system. MILA houses the Cambridge International Program and uses a balanced literacy approach to learning. As a pre-kindergarten through eighth-grade school, MILA is a feeder school into Hopewell High, which has the same

Cambridge program. MILA has an enrollment number of approximately 924 students. The school's population includes a diverse number of scholars of African American, white, Hispanic, Asian, and other ethnic groups. Of these learners 63% are African American, 22.2% are white, 8.4% are Hispanic, 4% are Asian, and 2.1% are multi-racial. In recent years, Mountain Island Lake Academy has become a Title I school, serving students from underprivileged and low-income households. With MILA's standing, all students receive free breakfast and lunch at school.

At MILA there is one principal, one assistant principal, and one dean of students. MILA also has an academic facilitator, literacy facilitator, social worker, two counselors, and a school psychologist. MILA currently has 74 staff members with 45.8% of teachers having a master's degree or higher. Because MILA houses the Cambridge Program for its middle school students, it instills Cambridge values for all students and has pre-Cambridge classrooms for its elementary scholars. The Cambridge Program is an innovative and accelerated method of academic study offered solely through the University of Cambridge International Examinations (CIE). This accelerates learning for advanced learners and pushes every student to grow. Though elementary, the fourth and fifth-grade classrooms at MILA are departmentalized. This means students have a teacher for math and science and a separate teacher for reading and social studies. This allows for teachers at MILA to perfect their craft and specialize in particular subject areas. As teachers reflect on their practice, they attend weekly professional learning community meetings where they discuss lesson plans, strategies and analyze student data.

The diverse population of MILA as well as its commitment to rigorous instruction and growth of both scholars and staff, elevates the effectiveness of this curriculum unit and pushes implementation for the benefit of all scholars. The mix of different types of students amplifies the importance of exposure and the unity of serving for change within one's community, even if others do not look like you. By teaching this unit, teachers better serve their learners and empower every student learning alongside them inside of the classroom.

Unit Goals

This unit will be broken down into smaller units, novel studies, and close readings of texts that can be used during the Additional Literacy and Language (A.L.L.) Block of the current curriculum adopted in Charlotte Mecklenburg Schools for fourth grade classrooms. Within EL Education, A.L.L. Block is used in conjunction with the regular EL Education modules and lessons. The time set aside for A.L.L. Block is for students to work in their small groups and in teacher-led groups to stretch and deepen learning as the students progress through the module. At my school, we currently use a modified version of A.L.L. Block to be able to differentiate based on students' needs and add resources to improve engagement and buy in from students. What I Need (W.I.N.) Time has also been set aside by the Charlotte Mecklenburg School district to allow students to experience personalized learning opportunities outside of the mandated curriculum. These two time allotments, A.L.L. Block and W.I.N. Time are great places to

implement this unit and create time and space in the already busy schedule of teachers and students.

This curriculum unit, *Changing the Narrative: Southern Children Stories of Hope, Resistance, and Social Change* will be formatted in two different ways in order to meet the diverse classroom needs based on the current circumstances in education today. Being committed to implement a complex curriculum such as EL Education with fidelity, leaves many teachers with little to no flexibility. This curriculum unit is set up as a grab and go opportunity for flex days or days when teachers have the ability to supplement learning. The curriculum can also be used as a playbook for continuous instruction during a particular time in the day. The lessons focused on the read-aloud picture books are suggested for classrooms that cannot commit to a longer text. The lessons that include the two novel studies by Mildred D. Taylor can be used for classrooms that have time for daily read-alouds and activities.

As previously stated, the curriculum unit will be taught during the fourth module and the spring semester of the school year for fourth grade students. In the fourth module, students focus on historical responses to inequalities and the ratification of the 19th Amendment. As students engage in these complex and deeply social issues, the curriculum should push students beyond just academic growth but should impact scholars socially and emotionally as well. As this unit is taught, it's primary goal is to empower all students with the belief that they are capable of changing their circumstances. Students will be able to build empathy, respect, and self-worth as they realize the power, change and influence African Americans had on their own liberation and progress in the midst of oppression and injustice. This unit will also encourage non-violent problem solving and compassion across different types of people and communities. As students learn, they will grow to understand the counter-narrative and allow this to reframe their thinking about how change is brought about and their personal influence in society. With the diverse group of students typically serviced each year, this will be very impactful and allow all students to understand the power they possess to be the change they want to see in the world. Social and emotional objectives for the curriculum unit include:

- I can understand and describe my ability to impact the world around me.
- I can develop a strong sense of self and learn from the choices of others.
- I can feel empowered to make a difference that serves myself or others impacted in the world today.

Throughout this unit students' knowledge of historical figures, events and dates will also greatly increase and students will be able to speak knowledgeably about the historical context of the moments discussed. Continuing to learn, the aim will be for students to use the texts we read together to fully comprehend the complexities of our history and make connections to the complex texts. As students read through the suggested readings, they will focus on power standards from North Carolina's state standards such as:

- I can use explicit and inferential details to deeply understand a text (RL/RI.4.1).
- I can determine the theme or lesson of a text and summarize it (RL.4.2)
- I can determine the main idea of a text and explain how it is supported by details (RI.4.2)

- I can describe the characters, settings and plots of various complex texts (RL.4.3)
- I can explain the events or concepts in a historical text, including what happened and why (RI.4.3).

The objectives mentioned above are all aligned with North Carolina's English language arts power standards. These standards are those which many students struggle with but are fundamental to developing a deep understanding of a text. Exercising these literacy skills will help to hone the essential skills for reading comprehension in students, while empowering students to be actively engaged in the tasks provided.

Cross Curricular and Interdisciplinary Connections

This unit is designed to simultaneously support the English language arts curriculum for fourth grade: EL Education. Though the curriculum is designed to support the literacy based classroom, there is a clear connection between the readings, class materials and activities to the social studies curriculum. The first unit of Charlotte Mecklenburg Schools' current social studies curriculum focuses on behavior sciences and the cultural identity of North Carolina (NC.4.B.1). This unit highlights the diversity of the state and the contributions of diverse populations. Students will clearly make connections between the texts and content of this curriculum unit and the social studies curriculum as they explore social changes made by African American figures. Students will also see parallels with units three and four of Charlotte Mecklenburg Schools' social studies curriculum (NC.4.H.1) which focus on how history has influenced North Carolina and its identity (unit 3) and thinking about North Carolina in the bigger picture of history (unit 4). As students think about the historical changes and social justice moments of the past, they can make connections to their state and the impact these stories and others like them have on North Carolina.

Content Research

When learning about African American history, students usually receive similar information about the same figures every year: Martin Luther King Jr. dreamed, Rosa Parks sat, Harriet Tubman ran etc. As students are taught these familiar stories, typically during the month of February, the mentioned historical figures are often put on a pedestal and treated as though they are anomalies instead of the norm. This positioning of history and neglect to speak of the many other voices that inspired change in our nation, can push students to idolize these figures and feel disempowered to stand up for their beliefs. Projecting people like Martin Luther King Jr. to be "perfect" and "heroic" allows for our faults to make us unworthy to enact the change he was able to accomplish (Jeffries, 2020). This is also true when we credit people like Abraham Lincoln for the emancipation of enslaved people. When this is done, we take away the continuous progression and hard work of others that fought and died for their cause. This unit hopes to give that power back to students and allow them to understand their self-worth, ability and power to dictate the future of our current world through exploration of key terms such as Southern Children's Literature, diverse texts, rebuttal of the master narrative, and discovery of the hidden curriculum in schools today.

Terms & Phrases Specific to this Unit

Southern Children's Literature

As students explore the complex nature of this unit, they will be exposed to several different texts within the Southern Children's Literature genre. With the American south's complicated history and fruitful experiences for African Americans, this genre will help to highlight the stories of resistance, hope and change within the African American community.

In simplest terms, Southern Children's Literature is typically defined as bodies of texts, written in the southern region of the United States of America with the target audience of children. Scales (2010) adds layers to this definition by saying the text genre is characterized by some or all of the following traits:

- a strong sense of family and manners;
- the need to harbor secrets;
- a focus on appearances;
- a close-knit community;
- the importance of religion;
- a concern with race relations;
- the matters of social class and moral dilemma;
- attention to gender roles;
- and the passion for a place (Scale, 2010).

Southern Children's Literature is a diverse genre with stories featuring different cultural groups and people. As stated, the abundance of historical events and fights for racial justice make Southern Children's Literature a rich source for teaching students about resistance and social change in an age-appropriate and understandable way. The plethora of picture books, novels and complex texts, will aid students in comprehending the depth of impact, a variety of historical As students explore my unit, they will focus on Southern texts that highlight the inequalities African Americans faced and will be empowered to learn how African Americans responded and changed the world around them.

Benefits of Diverse Texts

While reading these southern stories of social change, students will reap the advantages of a diverse literate environment. By simply reading texts that focus on this minoritized group of people, all learners will benefit, regardless of their race or ethnicity. Peterz-Dent (2021) states that giving students access to books reflecting diverse populations and varying perspectives builds empathy for all students. Just the exposure to these Southern books featuring African American characters and historical figures will help students to show compassion to others and humanize others that may not look like them. Reading these texts will also help students of color to see themselves inside of the texts and affirm positive thoughts about themselves, as they read about strong and moral characters of color (McNair, 2016). This empowerment will assist students in the realization of their ability to influence the world and make change. Adding these

books into the collection of texts students read within classrooms can greatly impact all students and increase the value of learning.

Rebuttal of the Master Narrative

The texts selected within this unit pushes learners outside of the typical learning done about African American history. These texts focus on characters, fictional and historical, that fight for their own freedoms and resist the oppressions set before them. The urge to focus on such stories goes against the narrative that figures like Martin Luther King Jr. or Rosa Parks were among a chosen few allowed to make a severe impact on the world and our social systems. These stories normalize activism and the fight for social growth.

According to Toni Morrison, the master narrative is “whatever ideological script that is being imposed by the people in authority on everybody else: The Master Fiction” (Jiménez, 2010). The master narrative is simply the “truth” society accepts and allows to perpetuate within the culture. This includes the history we allow to be taught to our children in schools. In terms of education, the master narrative can be framed to be the history we allow our students to be taught and the history we otherwise hide. The master narrative determines the ideas, events, and things we consider appropriate and necessary to teach and the things we chose to omit and leave our scholars ignorant of. Just as my student who asked why the previously enslaved people did not help themselves pointed out, the master narrative often excludes details and a vast amount of stories featuring African Americans that continuously fought for change and equality for themselves. In the master narrative, students often get a watered-down, white-washed version of events that make things seem as though African Americans were rescued by others in order to find freedom and equal treatment.

The Hidden Curriculum: Stories of Resistance, Change and Hope

As history is taught through the lens of the master narrative, a part of the story is often neglected to best suit the norms of society. The things we teach or lack thereof, create a gap between our students and the truth. This dichotomy forms a hidden curriculum that hides the many faces and voices of change and social transformation.

When reflecting on the history taught in schools, especially African American history, many do not realize the impact stereotypes, beliefs, and the omission of truths present in our learning resources have. Educators, administrators and other school staff, do not always see the importance of building agency and giving students access to characters that defy the odds and go against the master narrative. By highlighting this master narrative in curriculum and learning resources, school districts, and curriculum writers often create a hidden curriculum centered on the history of African Americans and other oppressed groups. This hidden curriculum contains the untold stories we discarded and refused to disclose for our learners.

Alsubaie (2015) highlights how hidden curriculums continue to teach students, even as we believe we are doing no harm. The omission of stories of resistance, change and hope from

various perspectives, and not the same few figures accepted in society, promotes an attitude of hopelessness, helplessness and the inability to find agency.

Curriculum Unit Texts

Songs of the Trees by Mildred D. Taylor

Songs of the Trees is among the two novels included in this unit. This text is written by Mildred D. Taylor, a prominent African American author that clearly depicts the lives of people that look like her in the south. In this book, the main character, a young African American girl named Cassie Logan, becomes attached to the land her family owns. While her father is away working, her grandmother sells the land to a white man named Mr. Anderson. Cassie and her family are disturbed by this loss, but as her father returns, he refuses to leave the land with a makeshift bomb in his hand. Mr. Anderson ends up leaving the land that night. This short read highlights the complexity of land ownership for African Americans and the ability to take a stand on things that are important to them. The extreme nature of Mr. Logan's actions, as well as the small moments in the text amplify the agency the characters have in their lives.

Roll of Thunder Hear My Cry by Mildred D. Taylor

Roll of Thunder Hear My Cry, also written by Taylor, is the saga to *Songs of the Trees* and continues to follow the path of the Logan family. Still focusing primarily on Cassie Logan, this text describes how the Logan family persistently resists racism and refuses to submit to society. Still holding on to their family land, the Logan family is challenged by a local Harland Granger to sell the land, responds to a tragic burning of a black man by organizing a boycott and has a plethora of small moments of defiance and longing for change. The racism and response to this inequality in this text makes it a very strong read aloud for scholars to analyze and learn from.

Pies from Nowhere: How Georgia Gilmore Sustained the Montgomery Bus Boycott by Dee Romito

Pies from Nowhere: How Georgia Gilmore Sustained the Montgomery Bus Boycott written by Dee Romito is a great example of how others have contributed to movements of social change. The story focuses on Georgia Gilmore, a member of "The Club from Nowhere." Gilmore and others worked together to fund the important work being done during the Montgomery Bus Boycott. The story shows the significance of other individuals not usually discussed and how they made the work of leaders like Martin Luther King Jr. possible. This story is a great addition to this unit by highlighting the contribution of an unsung hero.

Seeds of Freedom by Hester Bass

Seeds of Freedom is a very complex text that centers around many moments of resistance in Huntsville, Alabama. This story, written by Hester Bass, exposes the different types of activism prevalent in the 1960's. Focusing on specific moments in history and forms of resistance. This

text is a great overview of ways in which students can respond to injustice and use their voices. Bass teaches readers about important moments in history while empowering readers.

Sit-In: How Four Friends Stood Up by Sitting Down by Andrea Davis Pinkney

Sit-In: How Four Friends Stood Up by Sitting Down is about the Woolworth Sit-Ins. This text approaches the four college students' commitment to resist and respond to the inequalities of segregation. Following the voice of Martin Luther King Jr. the boys demonstrate how to peacefully stand up for what they believe. This book will bring to light models of resistance and hope for scholars.

Voice of Freedom: Fannie Lou Hamer, Spirit of the Civil Rights Movement by Carole Boston Weatherford

Voice of Freedom: Fannie Lou Hamer, Spirit of the Civil Rights Movement follows the influential life of Fannie Lou Hamer. This powerful advocate for freedom, uses her voice for various causes and movements. In the text Hamer's life in the south is depicted as one that clearly changed the world. This book will expand my unit by adding another text that promotes empowerment and self-affirmation.

Instructional Implementation

General Teaching Strategies

Interactive Read Aloud

Read alouds are books that will be read to the class. These books are typically read in a whole group setting. An interactive read aloud allows students to interact deeply with the texts during the reading. This might incorporate other strategies such as turn and talk, think-pair-share, quick jot and others to have students pause during the reading and reflect on their thoughts. This allows the teacher to see each student's thinking and comprehension of the text and concepts discussed in the text and activities.

Interactive Anchor Charts

An anchor chart is a poster or slide shown to the students to help guide their learning and thinking as they complete an activity or lesson. This could define terms, give visuals or add something to the lesson that students would otherwise not connect. An interactive anchor chart forces students to interact with the anchor chart. Students might write their thoughts on a sticky and place it under a particular heading or use tallies as certain events happen in the text.

KW Charts

The KWL chart is a way to engage learners and collect data on what students already know about a topic. KW stands for Know & Wonder. When students complete the chart, they jot down

things they know about the topic and things they wonder or want to know about the topic. This can help to guide student discussions and content delivery for future learning.

Turn & Talk

As students read complex text, they will be asked to pause and think about the depth of the stories. Students will then turn and talk with a neighbor expressing their thoughts or views on the question presented.

Close Reading

Students will reread texts multiple times to deepen their understanding of complex readings. Students will read the text once to understand the gist or main idea. Students will read it a second time to annotate or make notes on parts that confused them, interested them, or contributes to a deeper understanding. During the third read, students will read to respond to the text.

Quick Jot

Given a prompt focused on the learning, students will be given a certain amount of time, one to five minutes, to write their thoughts on the topic or question. This will allow students to brain dump or release their thoughts in a safe and reflective manner.

Small Groups

Students will work in a group with 3-6 students and the teacher. This learning time will focus on clarifying misconceptions and giving students additional support with the skills and tasks they have been given during the unit.

Book Clubs

Students will work in small groups to discuss specific texts with their peers and teachers. Students will be asked to read the text independently and be prepared to discuss with others their thoughts on the assigned reading.

SWBST

After students have read a text, they will use the SWBST strategy to summarize the story. SWBST stands for Somebody, Wanted, But, So, Then. This makes students think about the characters, conflict and resolution inside of the text, helping them understand the complexity of the events that occurred.

Think-Pair-Share

During reading, a question will be presented to students. They will think independently on the question to develop their thoughts. After being given some time to think, students will share with

a partner. Partnerships can then share out with the entire class. This will give students an opportunity to develop their thoughts before sharing them with everyone.

Classroom Lessons

For this unit, the classroom lessons are divided into two different categories: read alouds and novel studies. The read alouds can be completed over the course of one or two days based on the time allotted within the classroom. The novel study will be completed over the course of some time and the lessons should be done in order. The order in which the read alouds are done does not matter after the introductory lesson has been completed.

As students and teachers go through the unit, there will be four parts of each lesson: preparing the learner, engaging with complex text, extending learning and wrap-up. The preparing the learner section will make connections to the students’ past learning and give them tools to effectively engage in the reading. Engaging in complex text will include interactive read alouds, group/ partner reading, and independent reading based on the lesson. As students extend the learning, they will apply their reading skills to the text they read and make larger connections to the books and the guiding questions. The wrap-up will consist of teachers and students discussing what they learned and completing an exit ticket or assessment.

Introductory Lesson

Introductory Lesson	
Preparing the Learner	<ul style="list-style-type: none"> ● As students enter the classroom, they will complete the following writing prompt: “What does inequality mean? How should people respond to inequalities?” ● Think-Pair-Share of student responses to the questions (write independently, share with a partner, then share whole group). ● Students will then collaborate as a class to develop a definition to the term. ● Students will also write definitions for the words social justice, change, hope and resistance.
Engaging in Complex Text	<ul style="list-style-type: none"> ● Review <i>The Hope Chest</i> by Karen Schwabach, previously read in the module. ● Teacher will introduce SWBST (somebody, wanted, but so, then) using an interactive anchor chart. Teacher and students will collaborate on a summary of the text. ● Reread pages 50-52 to highlight inequality of Myrtle in the text. Teacher models identifying

	<p>inequality and character responses. Poses questions: “What did you all notice about Myrtle's treatment in the text?” “What did Myrtle or others do about this injustice?” “How did their responses or lack of response make you feel?”</p>
Extending Learning	<ul style="list-style-type: none"> ● In small groups (3-4 students) students will identify other moments of inequality in the text, using the chart included Appendix 2 then share their findings. ● Teacher will refer to the guiding questions of the module, “How can stories inspire us to take action to contribute to a better world?” and “How and why we can encourage and support others to contribute to a better world?” ● Whole group will collaborate on responses.
Wrap-Up	<ul style="list-style-type: none"> ● The teacher will tell students that they will begin to explore stories of resistance, change and hope for people like Myrtle- focusing on the Civil Rights Movement and social justice for African Americans in America. ● Exit Ticket: KW chart for How African Americans Responded to Inequalities. ● Teacher will go over culminating project with students, telling them that at the end of their learning and after looking at many examples of resistance, hope and change, students will create a PSA to respond to an inequality they see.

Interactive Read Aloud Lessons

Each of the interactive read alouds will follow a general format in which students will preview the text, engage in an interactive read aloud, summarize the text, extend the learning by filling out their ongoing note catchers and then complete an exit ticket.

Interactive Read Aloud Lesson	
Preparing the Learner	<ul style="list-style-type: none"> ● Writing prompt: Preview the text. What inequality do you think the characters will face? How do you think they will respond? ● Think-Pair-Share based on student responses.

Engaging in Complex Text	<ul style="list-style-type: none"> ● Teacher will read aloud text to students pausing throughout the book to ask questions, so students can interact with the reading. ● As the teacher reads students will, quick jot and turn and talk to interact with the text. ● Students will complete a SWBST chart based on the book.
Extending Learning	<ul style="list-style-type: none"> ● Students will discuss as a class the inequality the faced in the text. ● In small groups students will collaborate by completing the “Responding to Inequalities Note Catcher” ● Class will discuss student responses
Wrap-Up	<ul style="list-style-type: none"> ● Exit Ticket: Students will choose a prompt from the “Responding to Inequality Writing Choice Board.” ● Students can share or discuss their writing.

Novel Studies Lessons

Just like the interactive read aloud lessons, the novel study lessons will follow a very predictable format for students and teachers. After the introductory lesson for both novels, the students will work in book clubs to move through the novel in a pace that best meets students’ needs.

Introductory Lesson: <i>Roll of Thunder Hear My Cry</i>	
Preparing the Learner	<ul style="list-style-type: none"> ● Students will complete a KW chart based on the 1930’s ● Teacher will explain that even though slavery had ended, there was still a lot of discrimination and segregation. ● Students will watch the short video about race relations in the 1930’s: https://www.youtube.com/watch?v=ySGKeGO58kY ● Teacher will read blurb on the back of the book to give students an idea of the text.
Engaging in Complex Text	<ul style="list-style-type: none"> ● Teacher will read aloud chapters 1-2 to class ● Class will collaborate on a short summary of the two chapters
Extending Learning	<ul style="list-style-type: none"> ● In small groups the students will look back on the Logan children’s first day of school. They will then

	document inequalities they noticed and how the characters responded to it.
Wrap-Up	<ul style="list-style-type: none"> • The class will share their findings whole groups

Book Club Lesson Plans	
Preparing the Learner	<ul style="list-style-type: none"> • Writing prompt: Based on previous events, what do you predict will happen next in the text?
Engaging in Complex Text	<ul style="list-style-type: none"> • In small book clubs, students will read the next chapters based on a pacing that meets their needs.
Extending Learning	<ul style="list-style-type: none"> • In their book clubs, students will identify moments of inequality and how characters responded.
Wrap-Up	<ul style="list-style-type: none"> • Optional: Students can respond to a prompt on the “Responding to Inequality Writing Choice Board.” • The class will share their findings whole group.

Assessments

Exit Tickets

The exit tickets used throughout the lessons will be a great assessment tool for teachers. This will give teachers insight into the students’ knowledge of the particular topic and learning for the day. As classes move through the unit, the teacher should take the data from the exit tickets to better understand what parts of the unit may need more attention and reteaching.

Graphic Organizers and Charts

The graphic organizers and charts used throughout the lessons are also great indicators for student mastery of the learning, especially when looking at the English Language Arts (ELA) objectives and goals for fourth grade learners. The graphic organizers and charts force students to practice core ELA skills as they pull specific details and evidence from the text, summarize the text and apply historical information. These materials can be used as a great tool to help teachers understand student growth throughout the unit.

Culminating Project

At the end of this unit, students will reflect on their learning by creating a public service announcement based on a social issue they are passionate about. Students will draft a script in their journals and then record and edit their public service announcement using Flipgrid. Flipgrid is an online video platform for teachers and students to share their creative work. This project will empower students to work collaboratively and begin serving their communities while using their voices. Student voice and empowerment will take center stage as students show their learning from the unit.

Appendix 1: Teaching Standards

North Carolina Standard Course of Study

RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.

RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.

RI. 4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.

RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Appendix 2: Student Resources

Responding to Inequality: Introductory Lesson		
Directions: Looking back at the text <i>The Hope Chest</i> , find specific examples of inequalities you noticed and how the characters responded to the inequality.		
Page	Inequality Noticed	Character Response

This chart will be used in the introductory lesson to help students organize their thoughts as they investigate the text, *The Hope Chest* and look for moments of inequality in the text.

KW Chart	
Directions: Think of everything you know about African American history in the United States. What do you already know about ways African Americans responded to inequalities? What are some questions you still have?	
KNOW What do you already know?	WONDER What questions do you have?

This chart will be used as an exit ticket for the introductory lesson.

SWBST Summary

Directions: After reading the text, fill out the chart to create a summary.

SOMEBODY Who is the character?	
WANTED What did they want?	
BUT What is the problem?	
SO How did they try to solve the problem?	
THEN How did it end?	

This chart is used in several lessons to assist students in summarizing the text and thinking deeply about the events included in the story.

Responding to Inequality Note Catcher

Directions: As we read different text, document how historical and fictional figures responded to the inequalities they faced.

Title/Author	Main Character	Inequality	Response

This chart will be used throughout the different read alouds, so students can document the types of resistance and change they see.

Responding to Inequality Writing Choice Board

Directions: Choose a prompt to respond to, based on the events in today's reading.

How would you respond to inequality if you faced the same challenges?	Do you think the character's response to inequality was effective? Did it help to create change?	What would you do if you saw this inequality happening today?
What is the theme of the story? What can this theme teach us?	How would you describe the main character in the text? What evidence from the text shows this?	Create a timeline based on the events and information provided in the text.
List other ways the characters could have responded to the inequality.	Write a letter to the character(s) in response to the events in the text. What would you say to them?	Think about the change the character created. How can you help others in a similar way?
Create a poem or song that expresses the theme of the text.	Why do you think the character responded to the inequality the way they did? Use details from the text to support your answer.	Write a speech in the voice of a character from the text. What do you think the character would say about the inequality.

This choice board is used at the end of each Interactive Read Aloud Lesson.

List of Materials for Classroom Use

The lessons included in this curriculum unit intentionally require little additional resources. For the lessons, needed materials include:

- Student Journals: Student journals will be used throughout the lessons for writing prompts, quick jots and other assessments.
- Smartboard or projector: A smartboard or projector will be used to display writing prompts, book previews and other student needed information.
- Graphic organizers, choice boards and charts: These materials will be used to give students a guide as they reflect and extend their learning. These are also a great assessment tool to help students document their learning.
- Chromebook or other device with recording capabilities: This technology will be used to help students create their PSAs for the culminating project. Graphic organizers, charts and writing prompts can also be completed digitally, based on teacher and student preference.
- Flipgrid access: Flipgrid is a student friendly video editing software that students can use to record their PSAs in a safe and user friendly environment.

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