



## **Discovering the Disconnect of the Value of Education for Students of Color: Introducing a Classroom of Inquiry**

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This curriculum is recommended for Eighth Grade students.

**Key Words:** critical thinking, poverty, stereotyping, guided discussion, socioeconomic, economic, philosophy, perspective, value, disconnect

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

### ***Synopsis***

This CU gives scholars the capacity to freely express and explore their own personal thoughts and ideas. The foundational premise of this unit is why I should not be labeled because I am poor; but entitled to an education for it is my natural birthright. The overarching question for the unit is what is the intrinsic value of Education for Black & Brown scholars or is there a disconnect? To dive into this question and premise the philosophical approaches such as the Community of Philosophical Inquiry and Critical Thinking will be implemented throughout the lessons. Lessons and activities include philosophical guided discussions that connect with similar themes revolving around poverty and being stereotyped. Upon completion scholars will have created a Philosophical Notebook of journal entries and a Literacy Binder. Scholars will ultimately have had the chance to gain understanding and reasoning without the pressure of having a final answer to solve a problem and know that it is acceptable.

*I plan to teach this unit during the Spring Semester of the 2021-2022 school year to approximately 85 8th grade Honors / Standard English /Language Arts scholars.*

*I give permission for the CTI Institute to publish my curriculum unit and synopsis in print and online.*

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## Introduction

Every Kid Deserves A Champion

Ted Talk May 3, 2013

Rita F. Pierson

*In an educational video for Ted Talks the illustrious and phenomenal educator Rita F. Pierson explains in seven minutes why kids may experience dropping out of school and not succeeding in their academics. She explains very clearly that the scholars may encounter three pivotal factors: poverty, low attendance, and negative peer influences. Mrs. Pierson herself having this type of experience in the field of education allowed her to come to the philosophical belief in her own words, "kids don't learn from people they don't like." It is her foundational premise and belief that the value and importance of human connection along with relationships lends to every student success.*

Introducing philosophy is intriguing all on its own merit yet bringing philosophical discussions to middle grade scholars will indeed prove to be rewarding for the student and teachers. In this curriculum unit scholars will have the opportunity to engage in more than just good discussions using a method of inquiry but also have various ways to engage in sharing their thoughts and experiences on topics that may be related to them directly or indirectly. Trying to assess what will make this an intriguing unit of study for students in middle school; specifically, eighth grade I have devised an overarching question to guide the study, lessons and activities. The question will center around my philosophical belief - Why I should not be labeled or limited in life because I am poor; but enabled to excel because I am entitled to learn through my natural birthright.

Scholars shall read novel excerpts and informational articles to gain insight and metrics to the plight of black and brown students' experiences told through various perspectives and lenses that are fictional and nonfictional, too. They will have the opportunity to engage in discussions around the relevance and value of education for students of color. In these lessons and activities the desire is that the scholars will openly share and inquire while participating in guided discussions with the freedom to express their thoughts and unafraid of not being aligned with a specific belief or thought in comparison to others.

As an African- American Educator I can relate closely to some of the experiences my scholars face on a daily basis such as growing up in an impoverished community, single parent home and

being financially challenged. Knowing that this is what some of our scholars endure, the quest in this unit is to disclose why education can truly mean the difference between success or failure for them in society today. I grew up in a rural town called Denmark, South Carolina. I saw education as my way of escaping poverty. My mother, who was not literate, fostered higher learning principles as my only means of survival and did not give me another choice to consider. Through my mother's imprint on my heart and mind I found the value of education.

### Rationale: Desired Purpose is Discovery and Reasoning Upon Completion

Often I have found in my 18 years of being in the school system in various capacities such as after school teacher, substitute teacher, long-term substitute, Behavior & Emotional Disturb Teacher Assistant and finally Certified English/ Language Arts Teacher along with many other roles such as mentor, coach, and Director of Youth Programs - kids will find a way to express themselves. The other side of this realization is the scholars most times argue aggressively and rarely listen to the other person's point of view. Knowing this I can consciously say it is imperative that my scholars are given an opportunity to fully discuss and gain an understanding of matters and issues that affect their lives. Many times students rebel against reading in my class because they say it's boring but in reality some are afraid and unable to follow the content because they are not on grade level, not encouraged or even feel it is necessary. Providing learning opportunities must go beyond testing and the traditional practice of teachers being the authority figure in the classroom.

I believe it is imperative to give scholars the space to discover their true understanding of the value of an Education. I know to first have my students engage in conversation about education presenting them with factors that affect their lives such as poverty and stereotypes will ignite the flame of learning initially. Once the conversation begins then the chance for questioning starts and allows the students to hear others perspectives, hopes and expectations around the importance of education. Now this will certainly promote growth and development around a topic that is passively represented within my school and classroom because the focus is always on preparation for a test. Perhaps if scholars are given a chance to discuss the barriers faced on a daily basis then the performance academically can shift when they see how their future is shaped with and without an education.

In an inquiry classroom, discovery will lead scholars to formulating their own idea about learning through insight from philosophical discussions, classmates' perspectives, and teachers serving as a facilitator only. Allowing the students to research and study the topics related to obtaining knowledge will prove beneficial because my students will ultimately formulate their own perspectives based on their understanding instead of being told everyday to pass the test to get promoted. According to John Dewey there is no absolute foundation, just variations of Education. Even so, Dewey further suggests experiences make learning (Dewey, 2007 Chapter 24) So learning this fundamental principle leads me to think that if my students openly discuss the various stories of fate, family, racial profiling, economic distress and identity crisis that the conversation surrounding education in the classroom may change for them personally. A

classroom of philosophical inquiry provides the platform for them to decide if indeed there is a disconnection to the value of education for students of color. Of course the students will learn there truly is no absolute, no sole answer but their own personal interpretation and mutual respect for their classmates thoughts, analysis and point of view; but, my hope is that the commonalities among the scholars will ignite curiosity and challenge them to find a direct link to the importance of education.

Also, it is equally important for my students to gain insightful reasoning to determine all on their own what is the value of education, if any, for black and brown students, and if the societal factors that exist such as being stereotyped and the effects of poverty impact their future. Partaking in positive dialogue will give students the opportunity to discuss and make inquiry of the different stereotypes of Black and brown students that exist. Currently African Americans are over represented as sports figures (Peffley). Reevaluation of the content of television commercials, magazine advertisements, movies, plays, cultural events, museum exhibits and other media reveals where African- American representation needs to be increased (Peffley, et. al.). Therefore affording scholars the opportunity to develop their own perspective gives them an up close and personal involvement to starting the conversation along with making connections for themselves.

As the students develop reasoning skills through the guided philosophical discussions they are in fact learning how to engage in dialogue, ask questions, experience life opportunities, and gain exposure to other perspectives. Kids come to school in kindergarten bright eyed, curious and ready to learn. By third grade; however, many children inquisitiveness is being to dissipate, and by the middle school years, they are beginning to suspect that they are being compelled to remain in school - not because it does them any good; but simply as a baby- sitting operation and to keep them out of the labor market. To acquire meaning for themselves the relationship between education and meaning should be considered inviolable. I believe it is absolutely necessary to provide the space and opportunity to expose, create, or develop a student's intrinsic value of education through reasoning of how to get things to equip you for a job, and ultimately have more opportunities.

### **School and Classroom Demographics**

I am an 8th Grade Middle Grades ELA Educator at Martin Luther King, Jr. Middle School. Martin Luther King, Jr Middle School is a CMS Title 1 School. The current enrollment of students at Martin Luther King, Jr Middle School are 366 Black, 565 Hispanic, 23 Asian, 12 White, 2 other nationalities, 4 American Indian/Alaskan Native and 3 Native American Pacific Islander. In Martin Luther King, Jr. Middle School 100% of its students receive free and reduced lunch. Working at Martin Luther King, Jr. Middle School is a window into the many different facets of life my scholars must endure due to the socioeconomic status of the constituents and high increased crime rates. Some of my scholars are experiencing unbelievable life atrocities such as loss of a parent, abandonment, homelessness, poverty, incarcerated parents or siblings, bullying and mental illness even while going through the pandemic. Knowing that my scholars are made up of such vast backgrounds I know that the learning experience must be differentiated to ensure learning takes place.

Martin Luther King, Jr. Middle School is a comprehensive middle school that sits in the Northeast Learning Zone of Charlotte Mecklenburg School District. In our school testing is the focal point and priority learning goal for all scholars. MAP Reading and Math data will be utilized to drive instruction and decision-making for learning goals; therefore scholars are expected to work based on showing growth on every assessment rather it's a quiz, test, check for understanding, entrance and exit tickets. Data from state tests drive all components of the School Improvement Plan. The current enrollment at MLK is 1,046 with 53.8% male and 46.2% female students. There is 10.9% of the population that qualifies for exceptional children's services and 7.8% are Limited English Proficiency students.

Yet today I often wonder if my scholars see value in learning or even more I wonder what is the disconnect to the value of learning for my students? When I openly discuss with my scholars their future plans at the beginning of the school year I find a distinct difference between my black and brown scholars' responses regarding the value and importance of academic achievement. Most of my Hispanic and Latino students for the past three years have always placed education at the top of their list and directly relate it to how it will make their mom, parents, and family overall extremely proud. Many of my Black, African- American students aspire to be successful and often equate this feat with the ability to make a lot of money, become a professional athlete, entertainer or social media influencer. In their dreams and hopes for the future some of my Black, African- American scholars shared a similar desire to take care of their mom as the Hispanic, Latino, Asian, Indian and African scholars but not necessarily ranked it as the highest order of priority as their counterparts.

## **Unit Goals/Objectives**

The Disconnect of the Value of Education for Students of Color Curriculum Unit shall cover topics relative to defining the value or lack thereof in education while encouraging critical thinking with in-depth questioning surrounding the importance of an education for one's life. We live today in a world of excessive technology; therefore, scholars do not have to wonder how to access information because research is within their reach of their fingertips daily for it is suspected that every teenager has a cell phone. However for my scholars having this readily accessible source engine is based on the factor of socio economics certainly. Within my school scholars' limited access to the internet was disclosed as we all went through the Coronavirus Pandemic - and minority scholars struggled immensely in my school as well as my district gaining access to Wi-Fi, or computers to complete school work. Therefore I began to wonder if information is really readily accessible after all for scholars of color. Through my experience working in Title 1 schools, scholars need an opportunity to participate in authentic dialogue through practical and critical questions about their intrinsic belief of the power and purpose of learning.

The importance of my scholar's recognizing that having more than just a good discussion or understanding on a specific topic leads the way to intuitive thinking and growth for their very own social, emotional and academic learning needs. This learning opportunity must take place if a shift is going to take place for them to become motivated academically. The objectives set to accomplish this during this curriculum unit are as follows:

1. Scholars will study and review informational articles on the historical perspective of Stereotyping Black & Brown Scholars
2. Scholars will analyze the different authors point of view on novels that embody the same theme and narrative
3. Scholars will participate in a Socratic Seminar to express their ideas, feelings and thoughts about the various topics presented for the classroom of inquiry

## **Content Research**

As an Educator of Middle School Grade Eighth Graders, I have found myself redirecting scholars when providing background information about the need for learning because the image they have of success may not necessarily reflect the power that does exist when you are educated. In this unit, I look forward to bringing real world ideas to my scholars as we explore the common beliefs and disbeliefs of Philosophy of Education through two major facets of life my scholars embark upon such as poverty and stereotyping. As scholars study the background to philosophical discussions there shall be an appreciation for this type of curriculum because undoubtedly they will believe their voice is finally being heard and respected. Middle School Scholars are at a stage where growth and identity are at an all time high and the need to be recognized, affirmed and accepted is often the quest for them on a day to day basis. Without much questioning it can be fairly stated that because of the aforementioned experiences middle school scholars are most impressionable and demand attention at this stage of their life. Yet within this curriculum I shall propose to my scholars the following philosophical question for them to ponder in reference to themselves: What is the intrinsic value of education for me and my family?

### **The Philosophical Approach in a Middle School Classroom of Black and Brown Scholars**

Providing insight into the philosophical framework in education offers scholars the opportunity to become 21st Century Learners. This unit will share insight into how poverty and stereotyping could possibly provide a disconnect to the value in education for minority scholars. Scholars will discover how the approaches to truthfully validating the importance of education through research based practices will garner power for them to change their lives as well as their community. Today there are many beliefs and ideals about the importance of education but not many are shared to give scholars an in-depth look into making it appealing to the actual student. I know that as a child I grew up with my mother's ideology about education: going to school was

never an option for me; it was a mandate. My mom was certain it would afford me a life of success and that was her only explanation ever given.

Implementing a philosophical framework could best serve my scholars during their academic enrichment block which is designed for social and emotional learning lessons. In this block the students will be able to engage with contemporary literature in lit circles, paired and share grouping which will promote open dialogue and great discussions that will allow amazing questions, and thoughts to evolve to shape their perspective on education and assist them in creating their own narrative. Often scholars in Title 1 schools do not get to explore classical or contemporary literature because the task is always testing. Scholars face Mid-Unit, End of Unit Assessments, MAP, and E.O.G. district and standardized tests throughout the school year. Along with the official tests scholars must complete daily checks for understanding, quizzes and weekly tests. So exposing scholars to books, novels, stories and informational articles about their life and situations related to their life is destined to peak their interest and give a pathway to becoming engaged in learning. Minorities are often associated with having a lack of or little understanding of the value of education due to the romanticized version of history that is always presented in the history books of minorities shining and succeeding in sports and entertainment only. The fundamental premise for the lessons and activities will be based on the Community of Philosophical Inquiry. Inside this framework, the CPI allows for participants to challenge themselves to think critically and reasonably express their thoughts, knowledge and questions on matters of personal concern within a welcoming environment. Scholars must respectfully seek out answers with the understanding that there could not be a resolution but that everyone deserves to be heard and perhaps find their own answers. While an intellectually safe learning community involves trust, respect, and an atmosphere conducive to taking intellectual risks, it does not promise comfort (Lipman, 1985 p. 57).

### *The Community of Philosophical Inquiry Framework*

Scholars will be introduced to the philosophical framework of Matthew Lipman who authored the Community of Philosophical Inquiry. Through this approach my scholars will have the opportunity to learn from their peers' thoughts and experiences while engaging in a positive learning environment that evokes thinking and questioning without limitations. In essence an understanding and respect is the foremost important aspect of this type atmosphere for all participants including the teacher. The Community of Philosophical Inquiry is defined as a group of individuals who collaboratively engage in purposeful critical discourse and reflection to construct personal meaning and confirm mutual understanding.(Lipman,1985, p. 53)The participants in this community of inquiry work to examine a problematic concept or situation, following the inquiry where it leads, consistent with logic and critical reasoning. Establishing

this type of framework to engage scholars in understanding philosophy and how it can be applicable to their own lives entails the following:

1. Shared experiences of all based on mutual respect
2. Scholars build on one another ideas and follow the argument where it leads
3. Scholars challenge each other to supply reasons for their opinions
4. Scholars assist one another in drawing out inferences from what has been said
5. Scholars endeavor to identify one another's assumptions.

Within Lipman's belief was the foundational premise of allowing everyone within the community to speak and discuss anything freely. The Community of Philosophical Inquiry shall allow the scholars to respectfully have a mutual understanding of the topics being discussed. In this type of atmosphere scholars will be able to discuss topics that are of interest to them personally but with logical reasoning. Indeed, the CPI framework is designed to field questions but not automatically provide answers. Implementing this in my classroom will involve structure, routine, and material consistently. The CPI suggests five main ways to integrate a Community of Philosophical Inquiry into the classroom for different stages of all grades.

The structure of a Philosophy session includes a prompt, time for reflection, emergence of the questions the prompt has raised for the students, discussion and some form of closure for the session. It is imperative that the teacher has shared with the students that there is no right, wrong or final answer, only thought, perspectives and suggestions. This type of structure is essential for CPI to be acceptable to the student because first and foremost the student must feel connected and relevant. Even though making sure a safe space is essential, Lipman states that each step to setting a CPI class is vital. The first step is having an interesting prompt for the student to buy in initially. According to Lipman for upper and middle school elementary students, more complex texts can be introduced. Indeed this will be challenging; yet, if there is a connection for them then they will interact with the text willingly. In this type of environment giving an opportunity for reflection time will prove rewarding. It is in this time that reflective thinking is allowed and scholars are gathering their thoughts and questions without pressure.

Formulating questions is pertinent in this type environment and space allowing students to create their own is fundamental. It is in this step that inspiration and creativity flows through the emergence of questions. Lipman says that the time spent helping students to formulate their own questions and ensuring that the discussion starts with those questions is just as valuable as the time spent actually talking about them. Furthermore it is said that when the students choose the question, it's an empowering experience for them and less demanding. The students begin to see that a shift is happening within the classroom and they are leading by asking, listening and creating the questions for the dialogue to begin with each other. The quest of the Community of



Philosophical Inquiry is not to give a finite answer to a question but to open up discussions on the topics, give a better understanding and respect for contrasting views.

Students must be okay with disagreements because it can be healthy. When such conflicts allow for new ways of looking at particular questions and don't entail animosity or personal attacks, students come to appreciate that many questions can be answered in a wide variety of ways depending on individual perspectives and experiences.

### *Guiding A Philosophical Discussion*

As the ideal design for this type of learning environment develops it is clear that the classroom of inquiry will include guided questions and discussions. It is extremely important that the scholars understand that a discussion is a means for them to ask and respond about the topic without any penalty such as judgement, right or wrong answers. A Community of Political Inquiry sets the foundation of how researching and presenting topics, issues and questions engages one's focus respectfully and leads to a potential philosophical belief. Built into the very nature of philosophy is the methodology by which it is best taught- questioning and discussion. The methodologies of encouraging children to think philosophically is exhibited in the discovery of approach exemplified by novels provided for the children. But in addition to being a referee, the teacher should be viewed as the facilitator whose task is to stimulate the children to reason about their own problems through classroom discussions (Lone, 2016 Chapter 5). Scholars will have the opportunity to engage through guided questions, text dependent questions, and peer created questions. It is most important that the format for asking questions and responding to questions is established so that all scholars are heard. Gradually the children in the classroom begin to discover that a philosophical discussion has a different style from any other type of discussion. It is not just a matter of getting things off their chest or being able to indulge in self- expression. They begin to realize that they are able to compare notes, experiences, and perspectives, with one another (Lone, 2016 Chapter 5).

As proposed in this book the reason that the process of discussion is so difficult for children to learn is that they are so frequently lacking in models of good discussion in which they can identify. If neither home nor school offers them examples of thoughtful discussion- whether of adults with children or even of adults with adults - then each generation of children must in effect invent the whole process of discussion by itself because no one ever shows how. In short, it is useful to have an established tradition of discussing that each child can automatically assimilate and identify with and engage in dialogue is to enter meaningfully into the educational (Lipman, 1985 p. 112). In essence when the teacher starts to ask questions for the guided philosophical discussion, the teacher is not merely trying to solicit answers already known but positioning the children to aspire to deeper thought. Encouraging philosophical thinking is a matter of getting children to reflect in fresh ways, to consider alternate methods of thinking and acting, to

deliberate creatively and (White, 2001 p. 102-114) A guided philosophical discussion can be demonstrated in three specific ways: scientific, religious and philosophical. Scholars shall engage in the philosophical discussion understanding that a good discussion does not necessarily take place just because many participants are interacting in verbalization. In fact a good discussion need not involve everyone speaking (some people learn more by listening than by talking; they are thoroughly a part of the discussion, even though they are not saying a word. (White, 2001 p. 102-124). The following questions are suggested (Lipman, 1985 Chapter 4) to facilitate discussions with teacher guidance.

#### Philosophical Questions for Discussion

1. What reasons do you have for saying that?
2. Why do you agree or disagree on that point?
3. How are you defining the term you just used?
4. What do you mean by that expression?
5. Is what you are saying now consistent with what you did before?
6. Could you clarify that remark?
7. When you said that, what is implied by your remarks?
8. Are you sure you are not contradicting yourself?
9. What alternatives are there to such a formulation?

#### Clarifying Questions for Students to Express Themselves

1. You appear to be saying...
2. Could it be that...
3. Are you saying that...
4. This is what I hear you saying...
5. So as you see it ...
6. Correct me if I'm wrong, but isn't this...?
7. As I understand you

Without question it is imperative and preferable that the scholars are clear and concise in expression and respond with their own opposition and viewpoints as opposed to the teacher leading them to a specific conclusion.

#### *Negative Racial Stereotypes and Their Effect on Attitudes Toward African Americans by Laura Green*

In this paper the author explicitly describes historical stereotypes of African Americans as far as the time period of slavery. This article provides insight to the names and the direct impact it had

on shaping the future of African Americans to include treatment and acknowledgement within society. Several stereotypes are described such as Sambo, Jim Crow, the Savage, The Mammy, Aunt Jemimah, Sapphire and Jezebel. Today's stereotypes included gangster, thug, super predator, violent, criminal, the dominant lazy African American female -the Welfare Mother and the brutish African-American male. Scholars will gain a historical overview of how stereotyping began and then discuss how it has surfaced today within their community as well as society.

*Understanding and Working With Students and Adults from Poverty by Ruby K. Payne, Ph. D*

In this article the author takes an in-depth look into the various facets of poverty and how it impacts students who are poor. This article clearly states the definition of poverty through a framework that revolves around eight resources and only one of the resources is money. When any one is without one of the resources poverty takes root. Key points of poverty are presented within the article to give insight to who can be impacted by poverty. One main point revealed in this study is that poverty happens to people of all ethnic backgrounds and in all countries. It is equally important to present this information to give students the chance to choose to follow or not follow the rules for rising above.

## **Instructional Implementation**

Discovering the Disconnect of the Value of Education for Black & Brown Scholars: A Classroom of Philosophical Thought and Inquiry will include a six week implementation. . The curriculum includes a comprehensive philosophical format to help students express their thoughts and feelings in class discussions, peer turn and talk, Socratic Seminars, think- pair share, journaling, speaking and listening activities. Scholars will receive resources to study and review about proposed topics that revolve around themes that connect to their very own personal lives like family, race, culture, stereotyping, racial profiling and poverty. It is very important to present information on pertinent barriers scholars within my school face such as poverty and stereotyping students of color. As the teacher explains to students that Poverty takes on different terms first and foremost such as physical disabilities and monetary means. In fact, to enlighten each of them it is important to clearly state to the scholars that poverty may be different for any person. Poverty for students of color has many faces within society and having a philosophical discussion about what that looks like in their eyes will raise awareness to the fact that it's not just them, their friends or family members.

## **Teaching Strategies**

The primary goal is not to teach my students philosophy but to provide them an understanding and awareness of guided discussion, critical thinking, and reasoning. Scholars will use various tools such as journals, graphic organizers, guided question toolkits and think aloud bookmarks. All lessons are aligned and structured with the Expeditionary Learning Curriculum also known as the EL Curriculum. The EL Curriculum is also aligned with the NCSCOS standards to ensure all students are provided with a formal public education. Learn Zillion is another platform utilized to facilitate the EL curriculum within our classroom. Every lesson includes the following:

1. Guiding Question
2. Entrance Ticket
3. Learning Target
4. Vocabulary
5. Work Time A/B, etc...
6. Note Catcher
7. Anchored Text
8. Text-Dependent Questions
9. Gist Tracker
10. Exit Ticket
11. MidUnit/ EndofUnit Assessments
12. Culminating Performance Task

#### Setting Up and Establishing A Classroom of Philosophical Inquiry

1. This will entail explaining the true definition of Philosophy and what it means to be in such a classroom setting.
2. Establishing classroom rules, roles and materials will prove beneficial to the scholars adaptation and overall success. It is essential that scholars understand how to participate in the class and how vital their participation is for the curriculum to be beneficial.
3. Scholars will share background knowledge and current interest in the value of education. Even so, providing contextual information about education for Black & Brown students will also be necessary to establish a foundational premise to the unit's guided question

#### Journal Writing

Journal Writing is an essential component to creating a classroom inclusive of philosophical thoughts and questions. The journal will be titled the Philosophy Notebook. This is a tool that is used to record the students personal thoughts, feelings, ideas and questions. The journal will be divided in the following format:

Section 1: Thoughts / Feelings Freewrite

Section 2: Questions to Ponder/ Inquiry

Section 3 Notes / Responses.

The journal can be created with a composition notebook /1' spiral notebook. Inside the Philosophy Notebook scholars will jot down topics , prompts, and questions daily. Scholars will personalize their Philosophy Notebook with quotes, words, affirmations, mottos and illustrations

of their choice on the cover. Requirements for the Notebooks daily use are two requirements: to date each entry and to make an entry every day. The Philosophy Notebook is the keeper of the writer's most intimate thoughts and reflections which will encompass his / her own personal belief, theories and ideas. The teacher only grades this based on writing daily and not on what or how much is written.

#### Creating A Binder of Literary Works

Scholars will use a 1" or 2" Binder to collect the stories and information learned throughout the Unit. Scholars will also have the option to create a digital binder using Google Drive if preferred. The Literacy Binder will include all of the literature works such as the stories, novel excerpts and informational texts provided for scholars to study. The binder will be organized according to the following categories: Poetry, Short Stories, Informational Text, Speech and Writing. All sections in the binder will include a note taking template/worksheet for scholars to use per text and serve as a source for scholars to build an interest in life long learning and literacy.

### **Classroom Lessons/Activities**

Week 1 Introduction to A Classroom of Philosophical Thought / Inquiry through Journaling & Turn & Talk

Entrance Ticket: Writing Prompt- Is Education of importance to me and my family?

Learning Targets: To engage scholars in journaling and scholars will learn the importance of using words to express the author's point of view through incorporating the use of figurative language- For example: allusions.

#### Work Time A (2 Days)

-Teacher will introduce to scholars the Philosophical Notebook. Scholars will learn the meaning and uses of the Notebook in their English/ Language Arts Class. Students will gain an understanding of the importance of recording their personal feelings and emotions consistently because it allows them to see their learning grow and develop throughout the unit.

- Scholars will receive a composition notebook or spiral notebook to start charting thoughts, sketch images and illustrate special moments and events encountered in class or their community. Scholars will use the opportunity to write freely about any topic or time period within their life.

#### Work Time B (3 Days)

Scholars will analyze the poems Still I Rise by Maya Angelou and The Rose that Grew in Concrete by Tupac Shakur. In both of these poems the poet describes unjust and unfair extremism faced by people of color. The scholars will read each poem and analyze each stanza, infer the central idea, identify figurative language and theme. Scholars will complete a central idea graphic organizer to complete with a buddy during the turn and talk exercise.

### Assessment

Exit Ticket: Reflect with thoughts, ideas or questions on today's lesson.

Entry in Notebook (Minimum of 5 Weekly)

### Week 2 / 3 Fictional Stories / Nonfiction Text (Guided Discussion Circle)

Entrance Ticket: What does poverty look like through my lens?

Learning Target: Scholars will learn how to identify central ideas and analyze the theme within a text.

#### Work Time A (5 Days)

- Teacher will present the scholars' individual fictional stories *The Necklace* by Guy De Maupassant and *A Letter to My Nephew* by James Baldwin. Scholars must analyze the characters' impact upon the development of the plot within the stories. Scholars will read both texts and complete text dependent questions. The text dependent questions will be placed in their Literary Binder with assigned text.

#### Work Time B (5 Days)

- Scholars describe the relationship of the character development by analyzing if they were stoic or static throughout the story. The scholars will discuss the common themes and find connections to self to text, text to text, and text to world including sharing perspectives within the guided discussions.

Assessment: Exit Ticket: Reflect with thoughts, ideas or questions on today's lesson. (Minimum 5 Entries Weekly)

### Week 4 / 5 Novel Excerpts Socratic Seminar

Entrance Ticket: Do you see color when you see people? Explain what you see and why.

Lesson Target: Scholars will learn how to identify central ideas and analyze the theme within a text and vocabulary acquisition.

#### Work Time A (5 Days)

Teacher will present the scholars individual excerpts from *The Hate You Give* by , *Dear Martin* by and *The Other Wes Moore* by Wes Moore. Scholars must identify the central idea and events that impacted the development of the plot within the various texts. Reading / Respond to Text Dependent Guided Questions

#### Work Time B (5 Days)

- Scholars will complete a literary analysis graphic organizer for each novel excerpt and analyze the connecting theme for all stories. The scholars will discuss the common themes and find connections to self to text, text to text, and world to text connections creating a web map to chart

connections. Scholars will participate in a Socratic Seminar discussing all commonalities found in the novel's of current real world matters of today.

Assessment: Reflect with thoughts, ideas or questions on today's lesson.

Exit Ticket: (Minimum 5 Entries Weekly)

Week 6: Speech / Song Interpretation - Argumentative Writing Think Pair Share

Entrance Ticket: Do I belong in my community, my nation or the world? Explain.

Lesson Target: Point of View

Work Time A

Teacher will share with scholars how point of view and perspective helps to shape the author's story. The different perspectives for an author can include social, political, or religious views. Scholars will listen and infer the meaning of the song lyrics using a point of view analysis graphic organizer. The songs in this lesson are My Vote Don't Count and Dream all of which are apart of raising social consciousness.

Work Time B

Teachers and scholars will use a planning chart to analyze a significant defining moment in their life. Scholars will review all organizers thus far used in the unit to help define their specific time or event related to guided discussions. Scholars will discuss and share their thoughts about the songs interpretations, purpose and meaning using the Think, Pair, Share Technique

Assessment: Exit Ticket- Reflect with thoughts, ideas or questions on today's lesson. Minimum 5 Journal Entries Week

## Assessment

### Unit 4 A Dream Deferred, Not Denied Literary Analysis Essay`

Scholars will write a Literary Analysis Essay explaining how the authentic author's point of view/ perspective is presented in various texts to impact the development of the underlying theme of the text. Scholars will write the essay using literary excerpts, poems or songs presented in this Curriculum Unit. In the Literary Analysis Essay include a response to the questions/ statements below to complete the essay:

1. Provide specific details about how one's race/gender impacted the character's dream or point of being in a society
2. Determine if money or the lack thereof affected one's dream or place in the world
3. Describe the social/ historical climate surrounding the text based on the time period it was written.

The Literary Analysis Essay will include the following components:

1. A well written and defined thesis statement
2. Clear and concise topic sentences highlighting the three main premises of the Literary Analysis Essay
3. Textual evidence depicting support of the thesis statement and the three supporting premises within the essay.
4. Provide examples of figurative language(similes/metaphors) found within the various texts and explain how it shaped the message of the text and exposed the author's true purpose for writing
5. Select three quotes that represented what the author was implying about A Dream Deferred or Denied within the text.

#### Essay Writing Conventions

1. Literary Analysis Essay must follow the formal writing standard for an essay: Introduction, Body and Conclusion
2. All paragraphs must include 7-9 sentences each and always indent every paragraph
3. Write clear and concise thoughts using effective grammar, punctuation and spelling

#### A Guide to Completing the Literary Analysis Essay

- A. Pre- Write: Brainstorm and develop your thoughts and Ideas (Choose your Supporting Text)  
**Due -Week 1**
- B. Create an Outline ( Write your thesis, three supporting premises sentences) **Due -Week 2-3**
- C. Write a draft of your Literary Analysis Essay (Introduction, Body, Conclusion)**Due- Week 4-5**
- D. Write Your Final Literary Analysis Essay- **Due- Week 6**

#### Essay Scoring Rubric

##### A. Organization 25%

The essay is structured with an exciting and effective introduction that introduces the main text, title, author and summarizes the topic. Provides great details and engages the audience.

##### B. Content 50%

The essay is well written, clear and concise with appropriate word choice. The thesis is clearly defined with the three main premises and supported with textual evidence. Demonstrates that the essay is well planned and researched by specific details of the text presented to support the underlying theme of what is the American Dream

##### C. Conventions 25%

There are no errors of spelling, grammar or punctuation found within the Literary Analysis Essay

##### D. Presentation

The Literary Analysis Essay must be typed or written with black ink only on notebook paper. No blue ink for FINAL essay. Spiral Bound paper is not acceptable for the final draft.



## **Appendix 1- Teaching Standards**

CCSS.ELA-LITERACY.RI.8.1

Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text

CCSS.ELA-LITERACY.RI.8.3

Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

CCSS.ELA-LITERACY.RI.8.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

**CCSS.ELA-LITERACY.RI.8.6**

Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

**CCSS.ELA-LITERACY.RI.8.8**

Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

**CCSS.ELA-LITERACY.RI.8.9**

Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

**CCSS.ELA-LITERACY.RL.8.2**

Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

**CCSS.ELA-LITERACY.W.8.1.A**

Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

**CCSS.ELA-LITERACY.W.8.1.B**

Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text

**Materials List**

Scholars will need the following materials to complete this curriculum unit successfully:

1. 2' Binder
2. Composition Notebook
3. College Ruled Notebook Paper
4. Highlighters ( various colors)
5. Ink Pens
6. Pencils
7. Sticky Notes
8. Clip Boards
9. Dry Erase Board / Markers
10. Anchor Chart Paper
11. Blank Sentence Strips Paper

- 12. Index Cards
- 13. Reading Bookmarks
- 14. Story Excerpts
- 15. Chromebook

## Student Resources

### Socratic Seminar Guide

A Socratic Seminar (named after Socrates) is a deep discourse led by questioning. You will engage in one as an assessment over \_\_\_\_\_. You will prepare your thoughts on several different questions. You will come to school in your formal uniform or formal attire. The Seminar will take one period.

Why Do Socratic Seminars?

- To think out loud
- To share ideas
- To investigate what we may not get to talk about in a traditional assessment -To reflect on the way things are or the way they could be
- To learn from each other
- To enjoy ourselves as scholars
- To use vocabulary more precisely
- To discover the power of many minds at work -To change our minds

Guidelines for Socratic Seminars

- Listen carefully! This is crucial. Much of your grade is based on your ability to listen and respond to what was just said.
- Be respectful! Sit up straight in your seat. Use Mr. or Miss when addressing another student. Raise your hand to speak. You may want to keep track of your participation by holding up a number of fingers to represent the number of times you have added to the conversation. If you notice someone is not participating, you may call on him/her to get him/her active in the seminar. Do this by calling the student by name and stating your opinion first so the student has something about which to react. Everyone must have a nameplate.
- Speak loudly and clearly.
- Take turns speaking. You cannot call on the same person who called on you. If you disagree with a person, do so in a thoughtful, appropriate manner. Ask questions without attacking. Ask people to explain what they mean. There are no right or wrong answers. Don't worry if the conversation takes a different direction. When a discussion of a particular question seems to have ended and no one has anything to say, any student may ask, "Are we done?" and/or "Shall we go to another question?"

-Refer to your \_\_\_\_\_  
when necessary. A seminar is not a test of memory. You are not learning a subject; you are aiming at understanding ideas and issues.

-Don't look at the teacher. Discourse is for you the students. You are teaching each other.

Name \_\_\_\_\_ Period \_\_\_\_\_

## Socratic Smackdown Self-Reflection

One goal of Socratic smackdowns are to understand the ideas and thoughts of others through asking questions and listening to answers. This means that smackdown participants must practice how to agree and disagree. Participants must be able to disagree without being disagreeable. In order to do so, the participants can use the following suggested ways of responding as a way of framing their thoughts before they speak. Speaking and responding in a calm and collaborative manner is essential to good discussion and dialogue.

**Check those statements that you feel adequately describe your participation in the seminar.**

- 1. I came prepared for the smackdown.
- 2. I was courteous to the other students.
- 3. I paused and thought before speaking.
- 4. I listened to others tell their opinions.
- 5. I kept an open mind for opinions different from my own.
- 6. I acted as a positive role model for other students.
- 7. I built on what was said just before I gave my opinion.
- 8. I used fixed examples from the text to support statements.
- 9. I felt comfortable speaking in the smackdown.
- 10. I gave my opinions clearly.

**Give yourself a letter grade:** A B C D F

**Give your group a letter grade:** A B C D F

**How would you rate the smackdown? (Check one)**

- Excellent (Everyone participated, listened, had good ideas, did not interrupt.)
- Good (Generally, everyone participated but the smackdown could have better ideas and behavior.)
- Fair (Side talk, interruptions, students distracted.)
- Poor (Lots of side talk, interruptions, and rude behavior.)

Explain how the smackdown influenced your thinking about the topic or the text(s)

Identify a personal goal for the next smackdown

## Think Pair Share

Think-pair-share is a technique that encourages and allows for individual thinking, collaboration, and presentation in the same activity. Students must first answer a prompt on their own, then come together in pairs or small groups, then share their discussion and decision with the class. Discussing an answer first with a partner before sharing maximizes participation, and helps to focus attention on the prompt given.

## Think Pair Share Worksheet

**Date** \_\_\_\_\_ **Block** \_\_\_\_\_

**My Name** \_\_\_\_\_ **My Partner Name** \_\_\_\_\_

Prompt or Question:

What I Thought:

What My Partner Thought:

What We Will Share:

Guided Discussions Two Column Chart

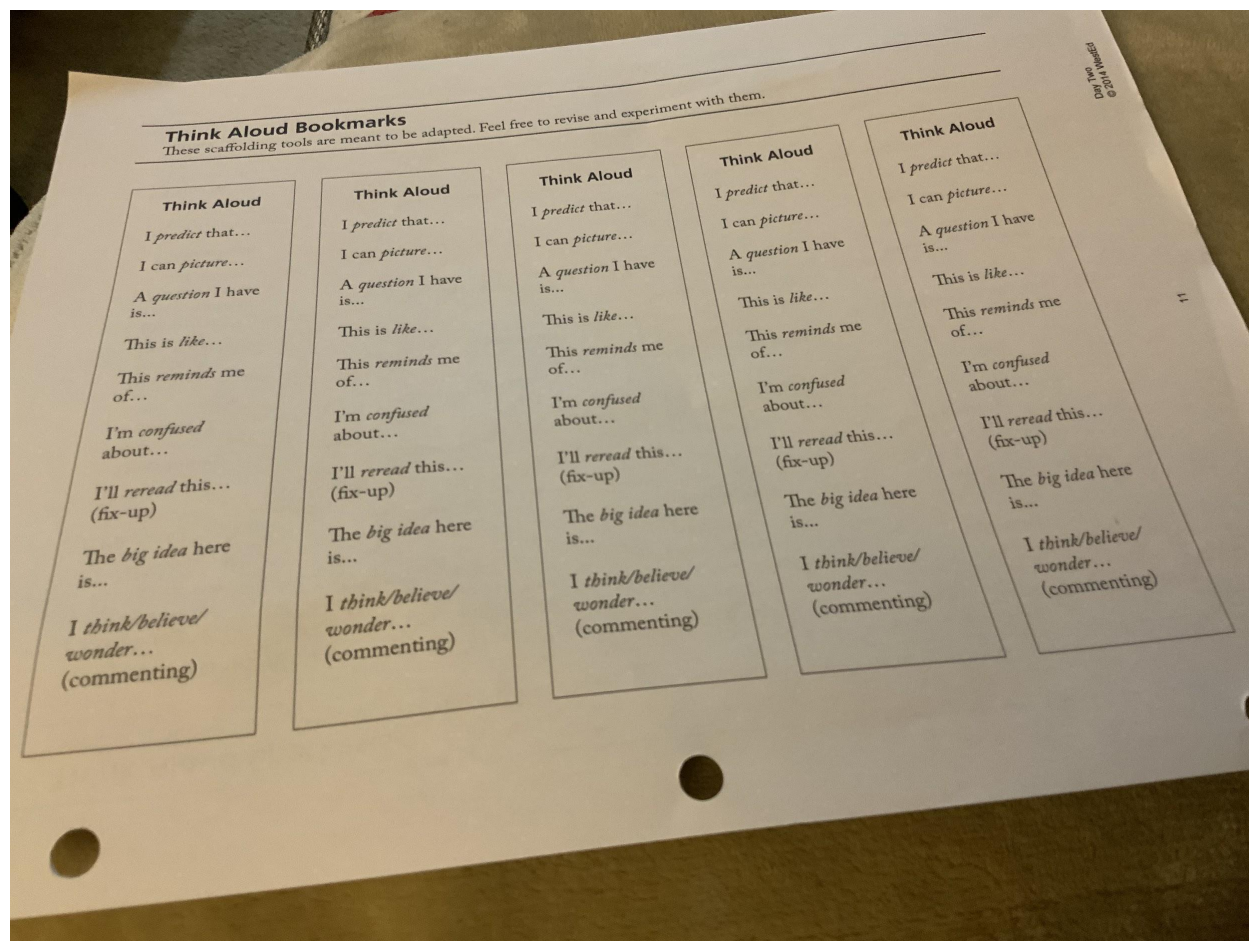
<https://drive.google.com/file/d/1tE2G34MidxCVVcGf6A40RBdtsaCM0yZx/view?usp=drivesdk>

Inquiry Questions Notetaker

[https://drive.google.com/file/d/1hU13QqxqV\\_Flyd\\_MibGueIaE6cmxdWRq/view?usp=drivesdk](https://drive.google.com/file/d/1hU13QqxqV_Flyd_MibGueIaE6cmxdWRq/view?usp=drivesdk)

Think Aloud Bookmarks

[https://drive.google.com/file/d/1dEuOcYRNfI2TOoJpcx4\\_DHmPxkxJBGt7/view?usp=drivesdk](https://drive.google.com/file/d/1dEuOcYRNfI2TOoJpcx4_DHmPxkxJBGt7/view?usp=drivesdk)



### Think Aloud Checklists

<https://drive.google.com/file/d/1xXSGZpu1IBRpOLpNEzxLIaq3aItNy9Jp/view?usp=drivesdk>

### Resource Analysis

[https://drive.google.com/file/d/1h47yGQlhUmUHIS2zEnUIO\\_5TWrIKtUPi/view?usp=drivesdk](https://drive.google.com/file/d/1h47yGQlhUmUHIS2zEnUIO_5TWrIKtUPi/view?usp=drivesdk)

### Hidden Economic Checklists

<https://drive.google.com/file/d/1KktjKXfXx97xsIROmZ7WWLIn19hjGaXI/view?usp=drivesdk>

### Text and Task Analysis Chart

<https://drive.google.com/file/d/1y2Uv64xqGU1r8Zd2NOjlrthHKJ7BEsr0w/view?usp=drivesdk>

## Student Exemplar of Essay -Garcia 8th Grade

Is education important to me and my family?

How do you feel about education? Have you ever cried over your homework? Or said that you hated/gave up on school but still did your work? Because same, I'm guilty of both these scenarios. Even after wanting to give up, I didn't because education is important for me and my family.

Education is important to me because if my future career plan doesn't go as I expected it to, I'll need a backup plan. I want to be ready for anything unexpected like a career change. My sister thinks education is important because it helps to build character as you learn about different cultures and how other people think as well as live. When you have an education you are able to fulfill the basic needs in life. She says as growing up we are taught to get dressed, greet people as well as say good-bye. My mom thinks education is important because she says education gives you wisdom and the more wisdom you have the easier life will be. My step dad thinks education is important because It gives you a better understanding on how to decide what you want.

My female cousin says education started when we were children. By that she means as we are growing up our parents start to educate us in a way to be respectful. She says education grows with you, The way your parents educate you is the way you educate your children. She also believes the way you're educated is the way you express yourself. My male friend agrees education is important because he said to not fail in life we need to be well educated both formally and scholarly. He also included that his mom told him that if he doesn't want to end up working at Mcdonald's he has to work hard and educate himself.

However a friend of mine disagrees with our opinions. He believes education is not important because there are some careers that you can achieve that do not need a diploma. For example being a youtuber, Security guard, Florist, Telemarketer, Landscaper, making your own business, etc. He also said education brings boredom, stress, anxiety and unnecessary waste of money. I asked him about formal education, as in manners, and if he thinks that is not important as well. He told me that it is important and that it's good to have manners. He says having manners help to make good impressions on others in everyday life. Manners also help you to feel good about yourself and your identity. No matter where you are, at home, work or with friends, practicing good manners is important.

In conclusion, education is important to me and my family because we believe it is a way of preparing yourself for the future. With education you are not only taught to be respectful but also smart. Education shows us the importance of hard work and, at the same time, helps us grow and develop.

Novel excerpts the scholars will read for discussion shall center around two main components found to plague the educational opportunities for students of color: poverty and the impact of stereotyping. As scholars explore the novels such as *Dear Martin*, *The Hate You Give* and *The Other Wes Moore* they will connect their learning opportunity to current events and everyday life within their very own community. In each of these literary works the scholars will discuss specific events and occurrences that take place and connect the situations to real world issues from today. In these texts the issues presented are colorism, poverty, stereotyping and economic challenges. Many of my students are faced with some of the same issues as presented in all of the stories mentioned above and ultimately impact their right to have a decent education.

*Dear Martin by Nic Stone*

In this novel *Dear Martin* introduces scholars to the life of Justyce McAlister, the protagonist which shows how living a double life as a teen of color can be complex. Justyce will engage in experiences that challenge his quest for success, love for his family, love for his neighborhood, love for his home and love for his culture. As the novel progresses and goes deep into his life and his desire to be free the opportunity is upon him to seek refuge which he finds in his journal where he pens a letter to Rev. Dr. Martin Luther King, Jr. He admires Dr. King and is excited about the possibilities that await him regardless of his bad neighborhood, belonging to a single parent home and ultimately having a socioeconomic status of poverty. Justyce shares insight into his journal that he is attending a wealthy private academy, ranked #4 in his senior class, captain of the debate team; has superior test scores along with a great chance of having a relationship with a preppy girl called SJ even though his mother will not approve. In this story Justyce encounters racial profiling, police brutality, bullying, injustice and family relationship challenges. Themes encountered in this text are appearances and assumptions, support, acceptance, belonging, media and public discourse, privilege, entitlement and implicit bias.

*The Hate You Give by Angie Thomas*

Imagine your name being Starr and then you actually are at the center of a crime and it is not depicting you in a good way at all. The protagonist in this novel Starr is faced with living her best life balancing appreciating her hood and then showing up at the mostly White Racism school she is afforded to attend. The escapades she endures to be present at her high school definitely presents a conflict with her attempt to still have promising relationships with her friends from her hood. In her journey to still be a part of her community she partakes in neighborhood functions; however, one function too many leads her to the unlikely encounter with the police and then to seeing her friend murdered. What does she need to do? Does she need to save face and not risk her ritzy mostly white school knowing who she is or where she is from. The suburban prep school she attends would not like a student being affiliated with a



murder. Even beyond this Starr has to deal with her friend murder not being justified since the officer went free. Now with riots, protests, threats, and the widespread media coverage all over the police involved shooting of her friend- what will Starr do? How will she handle it without the Williamson Prep School not learning who she is because she wants justice for her friend's death and her community.

*The Other Wes Moore by Wes Moore*

In this thought provoking non fiction novel *The Other Wes Moore* presents insight to common themes attached to the value of education for students of color such as identity, poverty and family. Two different fates and one shared name - Wes Moore. Author of this literary piece connected with the other Wes Moore to tell their stories in hopes of sharing insight to the fate of life for people of color when faced with familiar circumstances. In this novel the scholars will see the lives of two individuals in the same city, similar circumstances and in close proximity are dealt with different cards in life by the hands of fate. Wes Moore, the author ends up being successful and fortunate while the Other Wes Moore ends up incarcerated for life in his alleged role in the murder of a police officer during a robbery. The venture of the two men begins when the author learns of the murder and the correspondence begins between the two of them. Respectfully these two men experienced a big challenge, one in the same- an absent father. Author Wes Moore's father passed away and the Other Wes Moore, incarcerated father, chose to be away. These two men with the same name journey of life were initially shaped by their family dynamics and socioeconomic status.

*The Necklace by Guy De Maupassant*

*The Necklace* is a story of a middle-class lady named Matilda. She was born in a clerk family and was married to a clerk named M Loisel. She was very pretty but was dissatisfied in life because of her 'poverty'. Once she borrowed a necklace from her friend Madame Forestier and lost it at the party. To replace the necklace, she had to live a very miserable life. The tale is about how her desire to have more led to her ruin.

*A Letter to My Nephew by James Baldwin*

In *A Letter to My Nephew*, James Baldwin, the now deceased critically acclaimed writer, pens a message to his nephew, also named James. This letter is meant to serve as a caution to him of the harsh realities of being black in the United States. With Baldwin's rare usage of his nephew's name in the writing, the letter does not only serve as a letter to him, but as a message to black youth that is still needed today. Baldwin wrote this letter at a time when his nephew was going through adolescence, a period where one leaves childhood and inches closer and closer to

becoming an adult. Black children, especially males, are not afforded the same privilege of going through the period of making mistakes and growing that their white counterparts do.

*Still I Rise by Dr. Maya Angelou*

“Still I Rise,” a poem by Maya Angelou in her similarly titled book of poetry, published in 1978, focuses on the importance of perseverance and persistence. The poet describes the way people judge her, the obstacles she faces and the adversity in her life. However, after describing any obstacle that she meets around, she demonstrates a positive attitude and that she does not let her problems bring her down; she continues to rise.

In the poem, Angelou talks directly to her oppressors about how she has overcome her difficulties. She states “I rise” repeatedly to show that she was able to rise even after they have knocked her down. The poem is a tribute in essence to the powerful songs written on the face of racial discrimination and further sufferings in the Black community.

*The Rose that Grew in Concrete by Tupac Shakur*

The Rose That Grew From Concrete written by a famous American rapper and actor of America is a symbolic poem in which the poet describes the journey of Rose from the darkness in the concrete to fresh air and sunlight.

However, the poem also represents his own journey from a poor ghetto to a successful life. In the poem, the poet urges the readers and audience to rise above the ghettos which are like concrete, i.e. hard enough to become a hindrance in the way to success.

## **Teacher Resources**

*Negative Racial Stereotypes and Their Effect on Attitudes Toward African Americans by Laura Green*

The depictions of each stereotype will give the teacher hands-on historical context. In this paper the author explicitly describes historical stereotypes of African Americans as far as the time period of slavery. This article provides insight to the names and the direct impact it had on shaping the future of African Americans to include treatment and acknowledgement within society. Several stereotypes are described such as Sambo, Jim Crow, the Savage, The Mammy, Aunt Jemimah, Sapphire and Jezebel. Today’s stereotypes included gangster, thug, super

predator, violent, criminal, the dominant lazy African American female -the Welfare Mother and the brutish African-American male.

*Understanding and Working With Students and Adults from Poverty by Ruby K. Payne, Ph. D*

This resource will provide an in-depth look into presenting and discussing the delicacy surrounding the topic of poverty. In this article the author takes an in-depth look into the various facets of poverty and how it impacts students who are poor. This article clearly states the definition of poverty through a framework that revolves around eight resources and only of the resources is money. When any one is without one of the resources poverty takes root. Key points of poverty are presented within the article to give insight to who can be impacted by poverty. One main point revealed in this study is that poverty happens to people of all ethnic backgrounds and in all countries. It is equally important to present this information to give students the chance to choose to follow or not follow the rules for rising above.

*A Framework for Understanding Poverty Modules 1-7 Workbook by Ruby K. Payne, Ph.D*

In this text is the guide to understanding and teaching the foundational premise of poverty. This workbook encompasses the key points that will lay the groundwork for aiding my scholars in understanding how to discuss the subject matter as well. Key points presented are as follows:

- Poverty is relative
- Poverty occurs in all races
- Generational and situational poverty are different
- This work is based on patterns. All patterns have exceptions
- Schools operate from middle class norms and values
- Individuals bring with them the hidden rules of the class in which they were raised
- There are cultural differences in poverty. This study is cross-cultural and focuses on economics
- We must neither excuse them nor scold them. We must teach them.
- We must teach them that there are two sets of rules
- To move from poverty to middle class, one must give up ( for a period of time ) relationships for achievement
- Two things that help one move out of poverty are: education and relationships
- Four reasons one leaves poverty are: too painful to stay, idiom or goal, key relationship and special talent/skill

*Philosophy in the Classroom* by Matthew Lipman, Ann Margaret Sharp and Frederick S. Oscanyan

This text begins with the assumption that what is taught in schools is not (and should not be) subject matter but rather ways of thinking. The perspective in this book is that the classroom should be converted into a community of inquiry, and that one can begin doing that with children. Included in this text is curriculum and teaching methodology and teacher behavior conducive to helping children. The book also discusses developing logic skills and moral judgment. Philosophical themes mentioned in the text pertinent to ethical inquiry for children: the right and the fair, perfect and right, free will and determinism, change and growth, truth, caring, standards and rules, thinking and thinking for oneself. This text serves as a guide to setting up and designing guided philosophical discussions in the classrooms specifically.

*Philosophy for Kids* by David A. White, Ph.D

In this book the author gives insight to the original meaning and development of philosophy which was founded by the Greeks and said to be all about wonder. Therefore a book for kids that is written on the premise of wonder, imagination and many questions is definitely designed for young people. In this text there are questions about many topics, followed by a short introduction briefly explaining the topics. This is also followed by an activity engaging you (the student) in thinking about the question and helping you to learn about it in an interesting and enjoyable way. For every question there is the actual philosopher thought around the question presented. The sets of questions are divided into the following four categories: Values, Knowledge, Reality and Critical Thinking. The prompts in this book can provide background information to my scholars about participating in guided discussions and how to do them respectively with classmates.

*91 Common Core Graphic Organizers for Informational and Nonfiction Texts* by Trace Ormman

In this book are graphic organizers aligned to common core standards. This text provides templates to guide students notes, critical thinking and questions. The templates can be reproduced and adapted to various texts, lessons and activities. The graphic organizers allow use for modification and differentiation of lessons which will support my ELL students.

*Socratic Seminar Packet*

Implementing the Socratic Seminar activity is ideal for teaching youth using a philosophical approach. In a Socratic Seminar activity, students help one another understand the ideas, issues, and values reflected in a text through a group discussion format. Students are responsible for facilitating their group discussion around the ideas in the text; they shouldn't use the discussion to assert their opinions or prove an argument. Through this type of discussion, students practice how to listen to one another, make meaning, and find common ground while participating in a conversation.

<https://clalliance.org/wp-content/uploads/2020/02/SocraticSmackdown.pdf>

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