Addressing Ageism Through Education

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This curriculum unit is recommended for:
Social Emotional Learning/ Grade 6

Keywords: ageism, elderly, stereotype, senior citizen, prejudice, judgmental

Teaching Standards: See Appendix 1 for teaching standards addressed in this unit.

Synopsis: This curriculum unit will make a significant contribution by exploring how ageism affects everyone in our society. It aims to explore the concept of ageism, its implications, and its effects on individuals and society. Through interactive lessons, discussion, and projects, students will develop empathy, critical thinking, and awareness regarding age-related stereotypes and discrimination. The unit will encourage students to challenge their own perceptions of age and foster a culture of respect for individuals of all ages. Ageism is a form of discrimination or prejudice directed against individuals or groups based on their age. It can affect people of all ages but is most discussed in the context of older adults. It encompasses a range of attitudes, beliefs, and behavior that devalues individuals due to their age. It manifests as stereotyping, discrimination, social exclusion, negative portrayals in media, and interpersonal interactions. Addressing ageism requires awareness and education to challenge stereotypes, promote inclusivity, and foster intergenerational understanding. Encouraging positive representations of all age groups in media, policy reform, and community engagement are crucial steps toward combating ageism.

I plan to teach this unit during the coming year to 100 6th grade students.

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

Introduction

Rationale:

This unit will be taught during my socio-emotional learning class. It comes as no surprise to anyone that America is an ageist society that loves the Young and hates the Old (Holmes, 2007). Ageism can be directed at older adults and young people alike. It also refers to the stereotypes of how we think, how we feel and how we act towards others or oneself based on age. Ageism in society takes many forms but this unit will focus on ageism and its effects on how we teach our youth inside the classroom. The first step in understanding prejudice in the education system is that without knowledge or understanding on how ageism affects people around the world there will be no progress in ending it. Teaching ageism will encourage students to recognize their own biases against people of all ages and start conversations to open up for ageism awareness. Although this subject is often overlooked, it is experienced by so many people including parents, students and educators

I am creating this unit because I am interested in implementing lessons that will be used to educate my students on the topic of ageism. As a 50-year-old female educator I have been stereotyped as being "old school" and will be boring and not fun at all in the classroom. I want to open up discussions of what ageism is, who it affects, whether ageism is really a problem and whether we can combat it. I will also include several activities that will give more insight into this topic and encourage students to recognize their own unconscious or conscious biases.

My topic connects with my students' lives because it helps them to recognize and value the diversity that comes with different ages. Discussing ageism helps students develop empathy towards older adults and the challenges they face, fostering a more compassionate society. By doing this it can encourage them to reflect on their own attitudes and beliefs regarding aging. I hope to have my students appreciate the knowledge and experiences that older individuals can share, promoting intergenerational dialogue.

Demographics

Northridge Middle is a public magnet middle school in Charlotte, North Carolina, serving 1,088 students in grades 6-8. I am a 6th Grade Science Teacher at Northridge Middle School. I have 30 students in my class, and I have more males than females in my class. It is a Title 1 middle school and is located in the Southeast Learning Community of the Charlotte Mecklenburg school system. It offers a free and reduced lunch program. In 2017, Northridge became a coding magnet school. Coding is incorporated into all subjects. Scholars are offered a variety of programs like AVID, which is an acronym that stands for Advancement Via Individual Determination. It prepares students for college eligibility. We offer foreign languages that target high academic performers. Special needs students are clustered at each grade level. Each grade level comprises one Super Team. Our school's student population is 56.5% Black students, 34.5% Hispanic students, 3.4% white students and 2.9% Asian students. We have one principal, 2 vice-principals, three Deans of students, two counselors, one psychiatrist and one family

advocate worker. All 43 classroom teachers are certified and many of the staff are enrolled in classes, attend and/or present at conferences and are members of curriculum development teams. The school's performance is particularly low for English Language Learners, Special Education students, and Gifted and Talented students, ranking in the bottom 25-40% of North Carolina middle school.

Unit goals

This unit is designed to foster understanding and combat age-based discrimination through a variety of strategies. These include increasing awareness of what ageism is, promoting empathy through intergenerational interactions, and advocating for respectful communication and inclusive language. By emphasizing lifelong learning and highlighting the contributions of individuals across age groups, these goals seek to create an inclusive society that values and respects individuals, regardless of their age.

Content Research

Ageism involves prejudice or discrimination against people based on their age. The term "ageism" was coined by Robert Neil Butler in 1969 to describe bias against older people (Butler, 1969). The first step in combatting ageism is education. We must provide knowledge about this topic, or no progress will be made towards ending this injustice. Teaching about ageism is very important and it will encourage students to recognize their own unconscious or conscious biases against older adults. We must facilitate and start conversations to win the war against ageism. This is a topic that is often overlooked. Students may have strong feelings about ageism, so as teachers we should give them time to share their own experiences with this type of prejudice if they want to do so. We just need to open the door and lead the way.

As educators we must continually self-reflect on how we perceive student abilities based on their age-range, and yet there is very little scholarship that discusses pedagogical practices which might encourage or steer us to think about ageism in our classrooms (Murphy,2020).

Ageism is a stubborn prejudice. People of all ages show bias against older adults, though the way they express it changes over the life span. Among younger people, the preference for other young adults is more explicit. In older adults, that preference becomes more implicit (Chopik, W.J., & Giasson, H.L., 2017).

From "anti-aging" face creams to wisecracking birthday cards about getting older to "OK, boomer" memes, the message is clear; Being old is something to avoid (Weir, 2023). If we have the good fortune to live a long life, inaccurate stereotypes about aging will harm all of us. Ageism is so ingrained in our culture that we often don't even notice. Whether or not we

consciously allow it, marketing and advertising have a substantive influence on developing and maintaining fears of aging and discrimination toward older people (Gendron, 2022).

In 2015, there were more than 1.6 billion people in the world who were fifty and older. A shift is underway, and the advertising and marketing industries have an unprecedented opportunity to recognize the incredible economic potential of elderhood and to capitalize on it while at the same time contributing to improved societal attitudes about aging (Gendron, 2022).

As of the 2020 Census, approximately 16.5% of the U.S population was aged 65 and older. This proportion is projected to rise significantly in the coming decades. Researchers Francioli and North (2021) state that ageism against older adults is often the consequence of age bias on the individual and structural level.

Sometimes our culture gets confused about ageism and thinks that it is a judgment against older people. If we are going to fight ageism, then we must be fully invested in it. We must address youth and older adults alike. How can our youth appreciate the contributions of older people when we as older adults turn around and disrespect theirs? It only deepens the cut. Of all the "isms" out there, ageism is the one that we all can relate to. We've all been young once, and hopefully, we will all know what it is like to grow old.

No matter how old we are, we all need to know we have something to offer, that we are valued and appreciated, that our voices count. Ultimately, appreciation comes from how we foster genuine connections throughout our lives.

Addressing Ageism Begins in the Classroom

In America, ageism is ubiquitous, but unlike racism or sexism, there are few social and political sanctions against it because other more politically correct social issues tend to subsume age discrimination (Holmes, 2007). There is considerable policy interest in the role of older teachers for several reasons. Their experience and expertise, mentorship opportunities, provide diverse prospectives, addressing teacher shortages, lifelong learning and professional development. These factors contribute to a growing interest in the role of older teachers within educational policy discussions, prompting initiatives aimed at retaining and valuing experienced educators in the teaching profession.

We must do more as educators. We can address the issue of ageism in our classroom. We need to fundamentally change how we view young people. Supporting youth shouldn't be seen as a charitable gesture, young people are rights holders, and therefore institutions have a duty to protect their rights. We also need a healthier narrative around aging. We must build bridges between generations and focus on education as a crucial tool to counter stereotypes.

When I started teaching, I didn't think much about ageism. Now I think about it often. Sometimes students say things that show either conscious or unconscious bias. Some of the remarks made are, "You're bad at technology, you have poor memory, your racist, you can't learn new things, or you have wrinkles". Although some of these comments are not toward me, I become disheartened when it is said to teachers who are older than their teaching peers.

McGuire (1986, 1994) noted that when aging education is presented, it frequently focuses on the pathology of aging, rather than on positive aspects. She states that gerontologic content should promote aging as a natural, lifelong process of growth and development. Children can be taught that older people are valuable and contributing members of society. Old and young people can enjoy and learn from each other. One way is to compare their similarities and differences. McGuire (1994) also states that the goal of aging education involves producing a generation of older people who successfully adapt to old age. A curricula should be developed that enables children to assess their perceptions of the aging process and see how it affects them. These curricula should expose children to an unbiased look at the characteristics of older adults in a variety of roles to discourage any formation of stereotypical attitudes. Indeed, intergenerational activities in schools have shown that exposure to vigorous elders can improve children's views of aging (Newman, Faux, & Larimer, 1997).

There are at least five suggestions that would facilitate the incorporation of gerontology content into schools. First, aging education programs must have a persistent year-to-year presence in the schools so that teaching about aging becomes part of the school's structure. Second, there are opportunities to implement teacher training and professional development in gerontology. There are materials written by middle school teachers and field tested in their classroom. Once these materials are created and new knowledge becomes available, teachers can modify and adapt lessons for their specific classroom needs. A third strategy is to be sure that whatever aging education materials are developed, they are linked to state curriculum standards. Fourth is creating a presence on the Internet with teaching materials and instruction which can offer support for the classroom. Finally, advocacy at the state level to place aging education into curricula can create incentives in local school districts to adopt and implement these instructional programs (Lichtenstein, 2001).

What are we unintentionally teaching young people about growing old. How will young people learn compassion toward all ages and abilities if we adults are not willing to model compassion for them? Maybe it is time to take an honest assessment of our own attitudes about aging and older adults.

Teaching students about ageism takesJulie sloan ag a combination of education, discussion, empathy building, and critical thinking. By using different teaching strategies one can create a comprehensive educational experience. Therefore, when curricular materials do

discuss aging, they tend to omit references to the healthy aspects of aging, and the cause-and-effect relationship between lifestyle choices and healthy aging.

The good news is that ageism can be tackled. First, we need to fundamentally change how we view young people. Supporting youth shouldn't be seen as a charitable gesture, young people are rights holders, and therefore, institutions have a duty to protect their rights. Second, we need a new and healthier narrative around aging. We must build bridges between generations, focus on education as a crucial tool to counter stereotypes and third this new wealth of information must be used for evidence-based policy making to increase the focus of age equality.

How can we expect youth to appreciate the contributions of older people, when we turn around and disrespect theirs? Students have various reasons for expressing a preference for younger teachers over older ones. Younger teachers may be perceived as recently experiencing the challenges and pressures of being a student themselves. Teaching style may be a factor of being biased by our students. Sometimes they might associate younger teachers as being more modern, engaging and have interactive teaching methods that appeal to them. Older teachers may be associated with being more traditional or rigid as they implement lessons. Cultural relevance is another factor. Younger teachers may be more in tune with trends and technology. Students may see younger teachers as having more energy and enthusiasm, they are more open-minded, more proficient in using modern technology and social media savvy. Another important factor is the classroom environment. Younger teachers may be perceived as having a more relaxed and informal classroom atmosphere which makes learning more enjoyable.

Preferences can vary among students. Some students appreciate the wisdom that older teachers bring into the classroom. Effective teaching is less about age and focuses on the ability to connect with students and create an engaging learning environment.

Taking Ageism Seriously

Ageism also affects the way we communicate and perceive older individuals. Common phrases like "She looks good for her age" or "I was having a senior moment" may seem harmless, but they reinforce stereotypes and diminish the value of aging.

But what is the value of aging? The aging process happens to us every second from the time we are born. In our society due to ageism, we have diminished all the things that we could appreciate that come with age. While aging can present challenges such as health concerns or societal perceptions, it also offers profound opportunities for growth, connection, and meaningful engagement with life. Each stage of life has its own value, and aging is no exception.

Paula Span, who writes The New Old Age column for the New York Times states that what people really object to is not terminology, it's the status. She goes further to say that it's the fact of being old, which is so devalued, such a source of dismay and discrimination and even shame, that no change in nomenclature can really fix that. The only change that she sees that can fix that is the anti-ageism movement-making it acceptable to be old (Sloan, 2023).
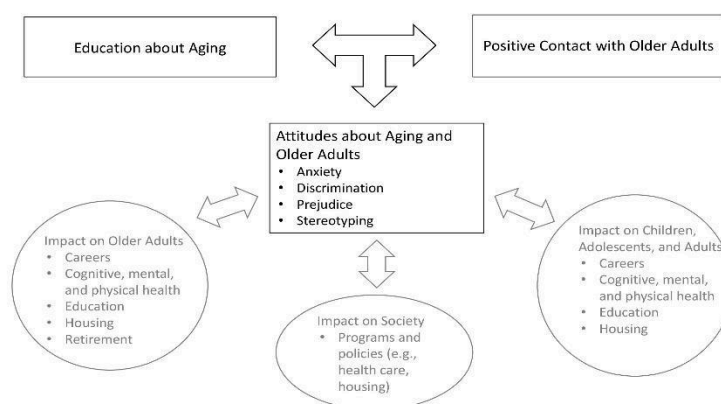
Fig 1. Diagram of two key contributing factors that help reduce ageism toward older adults (Levy, S.R., 2016).

One model (Fig. 1) of reducing ageism toward older adults is the Positive Education about Aging and Contact Experiences (PEACE) model which focuses on two factors that help reduce ageism toward older adults: "(a) education about aging including facts on aging along with positive older role models that dispel negative and inaccurate images of older adulthood; and (b) positive contact experiences with older adults that are individualized, provide or promote equal status, are cooperative, involve sharing of personal information, and are sanctioned within the setting. These two key contributing factors shown have the potential to be interconnected and work together to reduce negative stereotypes, aging anxiety, prejudice, and discrimination associated with older adults and aging." (Levy, 2016, p.2).

The 1961 White House Conference on Aging endorsed the need for aging education in public schools 40 years ago; since then there has been a steady increase in the number of efforts to infuse gerontologic content into public school curricula (Lucchino, Lane, & Ferguson, 1997;

McGuire, 1987). Aging is a universal process that is experienced by everyone. This includes students, parents, teachers, and school systems.

There are more women over the age of 65 than ever in our nation's history. They are healthier, living and working longer. "One of the greatest achievements of the 20th century and beyond has been extending longevity and one of its biggest failures is how to reconcile that with the fact that no one wants to get old-except for the alternative. We want to live longer, but we don't want to age (Sloan, 2023).

Today there are many unsatisfying stories about people that don't seem old. It is because they do not have any physical, financial, other kinds of challenges that go with aging. They are not wearing white hair buns or need canes, yet. The aging of the baby boom generation has been repeatedly dubbed "the silver tsunami," likening the longevity of tens of millions of Americans to a deadly natural disaster. (Sloan, 2023). It is used to describe the unprecedented increase in the number of older people in the world, and it is even in the aging services sector. People employ this doomsday term as a way of demonstrating they are "in the know" about the demographics of aging (Greenlee et al., 2020).

Ageism remains a pervasive issue that affects individuals of all ages, shaping societal perceptions and interactions in profound ways. It is evident that ageism not only undermines the dignity and potential of older adults but also impoverishes our communities by perpetuating stereotypes and inhibiting intergenerational connections. To combat ageism, we must foster an environment that values the contributions and perspectives of individuals across the age spectrum. This begins with education and awareness, as challenging harmful stereotypes and misconceptions is crucial in reshaping societal attitudes. By encouraging dialogue and collaboration between generations, we can dismantle the barriers created by age-based prejudices and promote a culture of inclusion and respect.

Instructional Implementation

Teaching Strategies

Introduction of Topic
The first assignment will be a discussion of what ageism is. Students will create a chart of What I Know, What I Want to Know and What I Learned. (K-W-L). This chart in an educational tool used to help students organize their thoughts and enhance their learning.

Differentiation
Lessons will be modified according to student needs.

Entrance Ticket
An "entrance ticket" in an educational context typically refers to a quick, formative assessment tool used by teachers to gauge students' prior knowledge, interests, and understanding of a topic before a lesson or a unit begins.

Exit Ticket
An "exit ticket" is a formative assessment tool used in the classroom to gauge students' understanding and learning at the end of a lesson or class period. It typically consists of a short set of questions or prompts that students complete before leaving the classroom.

Whole Group Teaching
These strategies involve instructional approaches that engage all students in a classroom setting simultaneously. Thes strategies ae designed to foster participation, collaboration, and understanding among students as they learn together.

Small group
Address gaps in students' knowledge, allow students to discover and engage with a range of perspectives, ideas and backgrounds and assist students in clarifying their attitudes to and ideas about the subject matter, as they test their own ideas and attitudes against those of others

Independent Work Time
Students will work on assignments either with a partner or individually to complete the given assignment.

Cornell Notetaking
Help organize class notes. The main points, details, study cures, and summary are all written in one place. Notes will focus on an essential question.

Google Slides
Allows teachers to create dynamic, interactive presentations that really engage their students

Interactive Notebooks
Provide a structured approach to notetaking and understanding complex scientific concepts

Classroom Lessons/Activities and Assessment

Lesson 1: Introduction to Ageism

Entrance Ticket: K-W-L chart (Appendix 2)

Objective: Students will understand what ageism is and why it is important to discuss. Activity: 1) Start with a brief discussion about ageism. Students will create a K-W-L chart in their notebook and write down their thoughts in the appropriate column before, during and after the lesson. Summarize ageism as discrimination or prejudice based on a person's age, often affecting older adults but can impact younger individuals as well. 2) Introduce "The Older Student" and discuss what the title implies. Ask students what they think it might be about. Prompt students to make predictions based on the title and cover illustration. What do you think the story might teach about age? 3) Read "The Older Student" aloud to the class or any of the books listed in teacher resources. As you read, pause at key points to allow students to make observations and predictions about the characters' feelings and their situations. 4) Students will then talk in their table groups to discuss three questions. What were your thoughts on the way the older student was treated? How did the story challenge any stereotypes you might have about age? In what ways can we be more inclusive and supportive of people from different age groups? The teacher will discuss the importance of empathy and understanding when interacting with individuals of all ages. 5) Students will create a visual representation using chart paper to illustrate a scene from the book that represents a significant moment related to age and respect. They will add a brief statement about why that moment is important. 6) Share illustrations and reflections with the class. Each student or group can present their artwork and explain its significance.

Exit Ticket: Students will fill in K-W-L chart (the L) and summarize key takeaways. Ex. The importance of valuing people of all ages.

Homework (optional): Students could interview a family member of a different generation and write about their conversations.

Lesson 2: Introduce Unit Vocabulary ([Appendix 3](#))

Entrance Ticket: Students will create a Frayer Model ([Appendix 4](#)) example using the word prejudice.

Objective: Students will be able to define target vocabulary and apply their knowledge by generating examples and non-examples, giving characteristics, and/or drawing a picture to illustrate the meaning of the word.

Activity: Students will be given the unit vocabulary to create a Frayer model for each word in their interactive notebook.

Exit Ticket: Students will share one definition of their Frayer Model with the class.

Lesson 3: Exploring Ageism through Poetry and Media

Entrance Ticket: Students will create a Frayer Model for the vocabulary word, "Ageism" in their interactive notebook.

Objective: Students will analyze stories or media that reflect ageism.

Activity: 1: Who Owns This Phrase? Print off the phrases and hang them around the room. Students are to move from one phrase to the next, identifying who might have said the phrase. If they believe the phrase was said by a young person about an older person, then they write a OP on their form. If they believe the phrase was said by an older person about a young person, then they write a YP.
https://drive.google.com/file/d/1dpstb0FJSM2JKcxhQyGUPH2irjVMfVPt/view?usp=drive_link

Before discussing the responses, have students complete Activity #2.
Activity #2: Would You Approve? Students are to answer "yes or no" to the statements and be prepared to justify their responses.
https://drive.google.com/file/d/1zkSPJqBZEfJKYn8qX9NmNZc1YZOhKkn8/view?usp=drive_link

Set both activity responses aside for the moment to complete the following:

Again as in lesson 1, Ask students to define old age. What age do you consider to be old?

Show students this Video , *Millennials Show Us What Old Looks Like* assign a one paragraph summary of what you took away from this video about aging.

Activity 3: Exit activity, have students do a reflection using two different poems about aging. The first one is **The Little Boy and the Old Man** by Shel Silverstein and the second was **The Little by and the Old Man Story** along with reflection questions.
https://drive.google.com/file/d/1drdKS4gLyJMLx4OMZB10aKgX30NZxjOy/view?usp=drive_link

Exit Ticket: Exit Slip Reflection included in above link.

Lesson 4: Close Reading on Ageism

Entrance Ticket: Ask students what they think about different age groups (children, teenagers, adults, older adults).What words or feelings come to mind?

Objective: Students will understand what ageism is and why it is important to discuss.

Activity: Students will read and apply strategies to an informational close reading activity. https://changingthenarrativeco.org/2019/10/28/fighting-ageism-starts-with-conversation/

Exit Ticket: Students will write a 3-5 sentence summary of the information text in their interactive notebook.

Lesson 5: Ageism Survey

Entrance Ticket: Students will take ageism survey https://www.learningforjustice.org/sites/default/files/general/TT_ageism_0211.pdf

Objective: To gather insights on attitudes toward different age groups, including stereotypes and biases associated with older adults and younger people.

Activity: Students will watch a video of how youth harass older adults. A class discussion will follow on what would they do? https://youtu.be/GWGQ7fVGw2s?si=SWipm7w2oGo5Ncgb

Exit Ticket: Age related scenario for student reflection (Appendix 5).

Assessment Plans
Digital storytelling: Students will use digital tools to create stories about ageism, combining visuals and narratives to address their learning. Students will follow a rubric. (Appendix 6).

Appendix 1: Implementing Teaching Standards

SL.6.1 Engage effectively in a range of collaborative discussions (one on one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

"I Can Statements"
- Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

- Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

Essential Question: How can you actively listen to others' ideas in a conversation, build upon them and clearly express your own perspective to contribute meaningfully to a group discussion.

Appendix 2: KWL Chart

NAME:

TOPIC

K What I Know	W What I Want to Know	L What I Learned

Education World
The Educator's Best Friend

Appendix 3: Unit Vocabulary

Ageism
Age discrimination
Discrimination
Empathy
Multigenerational
Stereotype
Senior citizen
Teenager
Elderly
Advocate
Judgmental

Appendix 4: Frayer Model
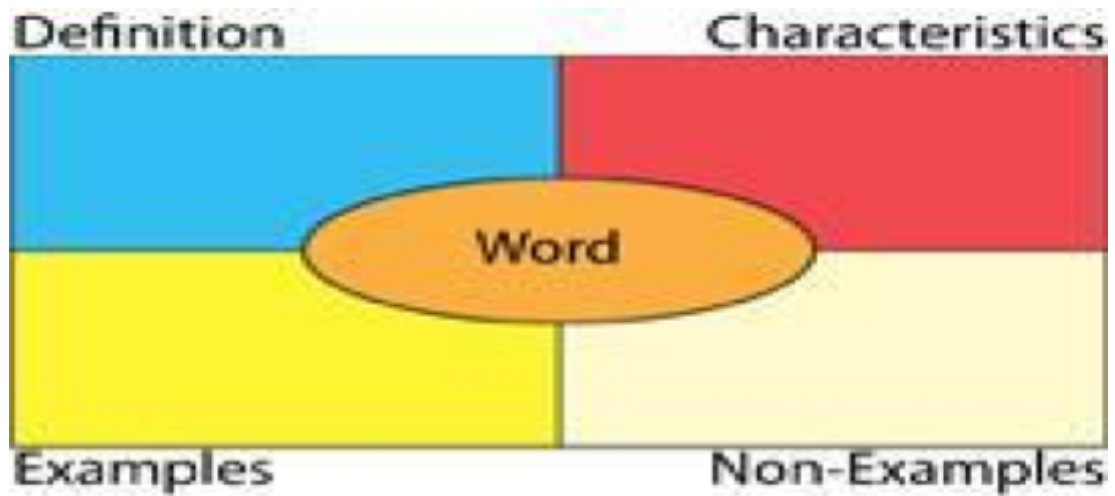
This Photo by Unknown Author is licensed under CC BY-NC-ND

Appendix 5: Scenario

Betty had been retired for five years when she decided she wanted to take up a new hobby. She had always enjoyed cooking but decided that she would try a new hobby. While looking through the newspaper one Sunday morning, she noticed an advertisement for ballet classes at the local community Centre. After much hesitation, Betty decided she would take a chance and attend the registration that afternoon. After showing up, Betty was nervous when she found herself surrounded by young adults; she felt old enough to be their grandmother. The girls around her whispered and giggled, subtly pointing fingers and acknowledging Betty's presence at the ballet registration. Betty felt ashamed and decided to go home.

Appendix 6

Assessment -Digital Storytelling Presentation Rubric

Criteria	1-Poor	2-Fair	3-Good	4-Very Good	5-Excellent
Content quality	**Minimal understanding vague message**	**Basic understanding some clarity**	**Clear understanding: main ideas presented**	**Insightful and clear; well-organized**	**Deep understanding and engaging narrative**
Creativity and Originality	**Lacks creativity; very generic**	**Some original elements predictable**	**Generally original; some creative ideas**	**Highly original; effectively creative**	**Exceptional creative perspective**
Visual Design	**Cluttered; distracting visuals; poor choice of colors/fonts**	**Some design elements are effective; inconsistent style**	**Generally cohesive; some visual appeal; readable**	**Visually appealing; effective layout; engaging.**	**Outstanding design, enhanced storytelling, professional quality**
Use of multimedia	**Minimal or ineffective use of multimedia (images, audio, video)**	**Some multimedia present but lacks relevance**	**Good use of multimedia; mostly relevant**	**Effective use of multimedia enhances story**	**Excellent use of multimedia integration, supports narrative**
Delivery and Presentation Skills	**Lacks confidence; poorly articulated; distracting habits.**	**Some confidence; occasional clarity; limited engagement**	**Generally confident; clear; engages audience**	**Very confident; well-articulated; engaging**	**Extreme confidence, captivates audience**

Scoring Interpretation:
- **30-40: Excellent presentation-masterful delivery with exceptional content quality and audience engagement.**
- **21-29: Good presentation-solid effort with minor areas of improvement**
- **11-20: Fair presentation-needs significant improvements in several areas**
- **0-10: Poor presentation-Major issues in most areas.**

List of Material for Classroom Use

Materials for Students and Teachers

Chromebook
The teacher and the students will use their electronic device to complete all activities in the classroom. Students will navigate through all the activities as directed.

Google Drive
Using Google Drive enables the teacher and the student to write on and share digital copies used throughout the unit. It will allow students to organize and save their work.

Computer Headphones
Headphones are recommended for this unit due to close reading and differentiated lesson accommodation. It will block out any noise whether inside or outside. The headphones will facilitate listening skills and help students to focus while reading each text.

Interactive Notebook
A composition or spiral notebook that students develop over the course of a class where students can organize their notes and their learning to be used as a study tool.

Resources for Students

KWL Chart
This graphic organizer will be used to help students organize information before, during and after a unit or lesson.
https://docs.google.com/presentation/d/1FfxxXAi_aMa137b3bsBABnY_pbcDFXhQfJMW0Wx5VFA/edit?usp=sharing

Google Slides
Students will create and format presentations and collaborate with other students.
https://www.google.com/search?q=google+slides&rlz=1C1GCEA_enUS995US995&oq=google+sl&gs_lcrp=EgZjaHJvbWUqCggAEAAYsQMYgAQyCggAEAAYsQMYgAQyDAgBEEUYORixAxiABDIKCAIQABixAxiABDIHCAMQABiABDIHCAQQABiABDIGCAUQRRhBMgYIBhBFGDwyBggHEEUYPKgCALACAA&sourceid=chrome&ie=UTF-8&safe=active&ssui=on

Frayer Model
A graphic organizer for building student vocabulary.
https://docs.google.com/presentation/d/1V0ce0LNnmOJh3Qks6SdWZ2YfOyC3lN0rMCLCPTx9PGw/edit?usp=sharing

Resources for Teachers

Close Reading
This informational text will be used for students to use a strategy that requires critical analysis of a short but complex text. Students will be able to find the main idea and support details.

https://changingthenarrativeco.org/2019/10/28/fighting-ageism-starts-with-conversation/

Rubric
A rubric is a tool used to evaluate and grade work by establishing criteria and describing performance levels. (Appendix 6).

Storybooks

The Oldest Student by Rita Lorraine Hubbard

The Delany Sisters Reach High by Amy Hill Hearth

Fauja Singh Keeps Going by Simran Jeet Singh

The Lobster Lady by Barbara A. Walsh

One Hundred Steps by Captain Sir Tom Moore

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