

Name: Chloe Ingersoll, Allison Roberts, and Emily Longstreth	Date: 4-26-21
Curriculum/course: EDLA 222	Language Arts Grade Level: 2nd grade
Time/period: 1 class session (about 1 hour)	Materials: Picaninny Images Venn Diagram Text Titles: Not Quite Snow white

Standards:

- ELA: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- Social Studies: Examine different perspectives of the same event in a community and explain how and why they are different
- Social Emotional Learning Competencies (SEL)
 - Uses listening and attention skills to identify the feelings and perspectives of others (face, body, voice)
 - Recognize that words and actions can hurt others

Objectives:

- I can discuss 5 ways people of color, specifically African Americans were portrayed negatively and I can explain why this portrayal was wrong.
- I can contribute to our class discussion.
- I can take multiple perspectives when filling out the diagram of social injustices.
- I can recognize the impact of my words and actions and reflect on how to improve my behavior.

Assessments (Formative, Summative):

- Formative: venn diagram, class discussion, exit ticket
- Summative: The next day, students will write a paragraph using the following prompt: Using one example from the text *Not Quite Snow White*, or from the artifacts in our class discussion, explain how words and actions impact others.

Introduction:

- Go over objectives
- Set guidelines for class discussion (have students help)
- Define tier three words from the lesson
 - Stereotype
 - Injustice
 - Perspective
 - Caricature

Steps in the Lesson:

1. Look at the picaninny images. Discuss what this word means. Ask students “why might these images be hurtful?” to address SEL competency.

2. Look at *Little Black Sambo*. Ask students again “why might this book be hurtful?” “What images or ideas in this book are negative?”
3. Remind students “keep these thoughts in mind while we read another book. This book is from 2019, so it is much newer than the book we just looked at. While I read, I want you to think about similarities and differences from the book we just read.” Then read *Not Quite Snow White*.
4. While reading, stop and ask the students “How do you think these kids’ words made Tameika feel?” to address SEL competency.
5. Pass out the venn diagram (given below). Ask students to reflect on the images and both books to fill out the diagram (addresses ELA and SS standards).
 - a. I do: Give students an example of what you’re looking for
 - b. We do: Ask students for input and write a bullet point together
 - c. Y’all do: Ask students to work with a table partner and come up with more ideas (about 5 minutes)
 - d. You do: Ask students to work independently and come up with any other ideas of connections they had (about 5 minutes)
6. Come back together as a class and have a discussion about what the students found and where there is still room for improvement on the way we treat other people. Collect venn diagrams.

Closure:

- Have students write one goal on a slip of paper for something they can do to treat everyone kindly to hand in as an exit ticket.

Venn Diagram to be used during the lesson:

