

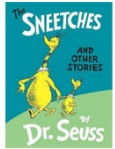
Social Issue - Segregated Parks, Beaches, and Swimming Pools – Impact on Childhood

Curriculum/Course: English & History EDLA 222 - Natalie Linares & Lauren Cox	Grade Level: First Grade
Materials: The Sneetches, Jim Crow Museum segregation signs, Stickers, Paper, Markers, Tape, Scrap paper, pens	Differentiation: Previewing the book and the vocabulary for ELL's before reading it as an entire class

<p>Standards:</p> <p>Michigan Academic Standards:</p> <ul style="list-style-type: none"> <li>• 1st Grade - Reading Standards - Craft and Structure - 4. Ask and answer questions to help clarify or determine the meaning of the words and phrases in a text</li> <li>• 1st Grade - Reading Standards - Vocabulary Acquisitions and Use - use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships</li> </ul> <p>Social Emotional Learning Competencies</p> <ul style="list-style-type: none"> <li>• Social Awareness - 3A - demonstrate awareness of other people's emotions perspectives</li> <li>• Social Awareness - 3C - demonstrate awareness of different cultures and respect for human dignity</li> </ul> <p>Social Studies Standards</p> <ul style="list-style-type: none"> <li>• C3.P1.4 - Express social studies ideas clearly in written, spoken, and graphic forms</li> </ul>
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<p>Objectives:</p> <ul style="list-style-type: none"> <li>• I can ask questions about the meaning of the book in order to make connections to the real-life scenarios</li> <li>• I can facilitate, with prompting and support, conversations about the topic using appropriate terminology acquired during the initial lesson by exploring the Jim Crow signs</li> <li>• I will be able to demonstrate awareness of others emotions by having respectful conversations about the topic</li> <li>• I can recognize the struggles of segregations and how they affected humans socially, emotionally, and physically by changing the negative signs to show positivity</li> </ul>
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<p>Vocabulary: segregation, colored, fair vs. unfair</p> <p>Segregation - the enforced separation of different racial groups in a country, community, or establishment</p> <p>Colored - ethnic describing word historically used in the United States, mainly during the Jim Crow era</p> <p>Fair vs. Unfair -</p>
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 <p>Text Title: The Sneetches by Dr. Seuss  <a href="https://www.youtube.com/watch?v=PdLPe7XjdKc">https://www.youtube.com/watch?v=PdLPe7XjdKc</a></p>
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<p>Assessment: Formative - students are engaging in conversations with each other and as a whole class about the topic. They will also be working collaboratively to create signs that are more inclusive than what they are seeing.</p>
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#### Introduction:

- When children come into class hand out stickers
  - Students with Nike tennis shoes get more stickers than the children who do not
  - Ask students to count their stickers; create two separate groups: one group has all students with more stickers and the other has all of the students with less or no stickers
- Ask students why they think that one group of students has more stickers than other
- Spark conversation about whether or not it's fair or unfair that some students have more stickers than other
  - Define and explain segregation

#### Steps in the Lesson:

- Before reading the book, talk about how the Sneetches have the same problem with the stickers, just like each of the students did, and how they are treated different because of how they look
- Ask the children, prior to reading, to observe how the Sneetches solve the segregation problem
- Pass out scrap paper for students to write down their observations, questions, and answers during reading
- Read *The Sneetches* to the students
  - During the reading, pause and point out specific segregation instances (when the star belly sneetches thought they were better than the ones with no stars and wanted nothing to do with them, not looking at the sneetches with no stars when they would walk past, only the star belly sneetches could play with each other, the star belly sneetches would not invite the plain belly sneetches to the parties, star belly sneetches remove their stars when the plain belly sneetches get stars)
  - Spark conversation: how each side (stickers vs. no stickers) is feeling about what's happening in the story. (should the sneetches change how they look in order to be treated fairly)
- At the end of the story, talk about whether or not the Sneetches' problem was solved and ask the children their ideas about how they would help the Sneetches solve their problem
- Have the children share their observations, questions, and answers with a partner then share as a class
- Apply the fictional aspects of Sneetches segregation to real life segregation
- Introduce segregation signs of the museum

#### Closure/Wrap-Up:

- Create their own positive and kind signs to be hung in the school
  - 'All are Welcome'
  - 'Be Kind'
  - Changing the example signs to be more inclusive of all - coming up with ideas based on what we talked about
- How can we change these segregation signs to make it more inclusive for all? (I do, We do, You do)
  - I do - Teacher shows example of turning a segregation sign into a more positive, all inclusive sign
  - We do - Teacher and students make one together

- You do - Students making their own positive versions of the museum artifact signs
- Students get to hang their inclusive signs up in the hallways or around the school
  - Wrap-Up & Extension Activity

### Museum Artifact - Segregation Signs



