

EDUC 8545A: Language Teaching for Social Justice

Your name: Yanci Lewis

Theme: Social/Economic Class

Lesson Plan Template & Checklist

School/Institution: Wyoming Park Elementary School

Grade/Level: 1st grade/ Intermediate low-mid

Language: English

Course: ESL Class

Class time: 60 minutes

Rationale Statement:

As a teacher, you see the many extremes of disparities of students and their families that come into your classroom. We all know that money doesn't buy happiness but it does buy choice and freedom. At a young age children can see the differences of race, gender, disability, and social class between themselves and other classmates. Oftentimes this subject can be overlooked for fear of making children feel even more different. It's important as teachers that we teach our learners to have discussions around topics such as social class, so they can challenge that type of thinking, be aware of their implicit biases and build empathy for others.

I chose to do this lesson plan because I wanted to teach young students about sensitive issues that may or may not be directly affecting their lives. I want to show students that other people can also be affected by some of the same things but that doesn't mean that you have a bad life or are any less worthy of beautiful things. I found this amazing story "Last Stop on Market Street" written by Matt De La Pena and illustrated by Christian Robinson. The themes in the book are community, differences, inequity and happiness. I thought this book did a wonderful job of showcasing different types of people from all walks of life.

Objectives:

Content Objectives	Language Objectives
Michigan State STD's Geography 1 – G2.0.1 Identify and describe places in the immediate environment for information and safety. 1– G1.0.1 Construct a map of the local community to identify significant places Public Issues 1 – P4.2.2 Participate in projects to help or inform others	WIDA English Language Development Language Arts (ELD LA): Narrate and Interpret 1.1- Identify key details in the text 1.2- Identify words and phrases that may suggest feelings in the text 1.3-Ask and answer questions about the story, such as: interpretations comprehension, and bloom's taxonomy 1.4-Make text to self-connections

1 – P3.1.1 Identify public issues in the local community that influence people's daily lives.	
Social Justice Objectives	
The Teaching Tolerance Anti-Bias Framework Identity ID.K-2.5 I see that the way my family and I do things is both the same as and different from how other people do things, and I am interested in both. Diversity DI.K-2.9 I know everyone has feelings, and I want to get along with people who are similar to and different from me. Justice JU.K-2.14 I know that life is easier for some people and harder for others and the reasons for that are not always fair.	

Materials:

[Last Stop On Market Street-Read Aloud](#)

[Last Stop on Market Street-LP](#) PowerPoint

Last Stop on Market Street Book

Slide 20-22 printed out

Chart paper/Marker

Paper/Pencils/Crayons

Procedures:

Pre-Activities: Description	Time Frame	Objectives) Targeted
<i>Using slides 2-5</i> Warmup activity- Asking students to name the title, author and illustrator. Asking what does the author do for the book and what does the illustrator do for the book? Using the front and back cover ask students to discuss what they see in the pictures.	5 minutes	ELD LA 1.1. 1.3
<i>Using slide 6-7</i> Pre-Reading questions- I will display the questions and on a chart paper, I will write down students' responses to the questions. We can refer back to this after the reading	5 minutes	ELD LA 1.1 1.2 1.3
During activities: Description	Time Frame	Objective(s) Targeted

<i>Using slide 8</i> We will listen to the story, read by Dolly Parton	5 minutes (combined with the activity under)	ELD LA 1.1 1.2 1.3 1.4
<i>Using slide 9-10</i> During Reading questions- During parts of the story, I will stop and ask questions. Sometimes they will share aloud, sometimes they may share with a partner. I will jot down students' responses to a new chart paper.	10 minutes (total 15 minutes)	1 – G2.0.1
Post Activities: Description	Time Frame	Objective(s)) Targeted
<i>Using slide 11-12</i> After-reading questions-I will ask students to get into 2 separate smaller groups. I will present each group with the questions and ask them to discuss in their groups. Then we will come back as a whole group to share together referring back to the 1st chart responses	10 minutes	ELD LA 1.1 1.2 1.3 ID.K-2.5 DI.K-2.9 JU.K-2.14
<i>Using slide 13-18</i> Key Words to know- These are important words that I want the students to take away from this lesson. We discuss and look at the examples provided	10 minutes	1 – G2.0.1 1 – P4.2.2 1 – P3.1.1 ID.K-2.5 DI.K-2.9 JU.K-2.14
<i>Using slide 19-22</i> Community Picture- Using the community pictures in the book. I will split the students into 3 groups. I will pass a picture to each group. Each group will then use their picture to describe what they see with one another. Then, I will ask the students to share what they notice from the picture to the whole class as well. As a class we can make a list about the things we see noting the similarities and differences in each community.	10 minutes	ELD LA 1.1 1 – G2.0.1 ID.K-2.5 DI.K-2.9 JU.K-2.14
<i>Using slide 23-24</i> Community Map Activity- I will explain to the students that they will be making a community map of their own. I will show and model the examples provided. At a later date we will present them to the class.	5 minutes <i>(this will only be the explanation of the activity.)</i>	ELD LA 1.1 1.4 1– G1.0.1 1 – G2.0.1 ID.K-2.5

	<i>This part of the lesson will have to continue on the next day.)</i>	DI.K-2.9 JU.K-2.14
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Formative Assessment Strategy:

Formative assessment will be addressed by:

- ✓ Checking for understanding throughout the story by stopping and posing questions to the learners
- ✓ Asking and answering of questions after the story
- ✓ Observing and listening to learners in groups
- ✓ Observing drawings of learner's community maps
- ✓ Watching presentations of community maps

Differentiation:

This lesson will be differentiated by:

- ✓ Using the actual book "Last Stop on Market Street"
- ✓ Watching the read aloud of the book being read by Dolly Parton
- ✓ Learners will be able to draw their own community map
 - Some learners will label their maps with correct spelling
 - Some learners will label their maps with phonetic spelling
 - Some learners will label their maps using their L1 and or English too
 - Some learners will just draw picture on their maps

Extension Activities:

I plan on doing a couple of extension activities with this book. First as a class we will present our community maps to each other at a later date. Second, we will collect non-perishables to donate to a food pantry. If students don't have any non-perishables to bring in to donate they can take some from the collection I will have at the back of the class. I will invite a community member from a local food pantry, so they can talk to the students and we will give them what we have collected thus far. Third, I will also be using the book Milo Imagines the World also written by Matt De La Pena and illustrated by Christian Robinson. I want to do a compare and contrast activity making text to text connections because both books share similar themes.

Reflection:

I think this lesson has many strengths in it such as allowing students to discuss and share about sensitive issues they or someone they know may be facing. It also gives students vocabulary to use when discussing issues such as social class. I love the diversity showcased throughout the book and that it shows students about providing service to others. I think the weaknesses are that

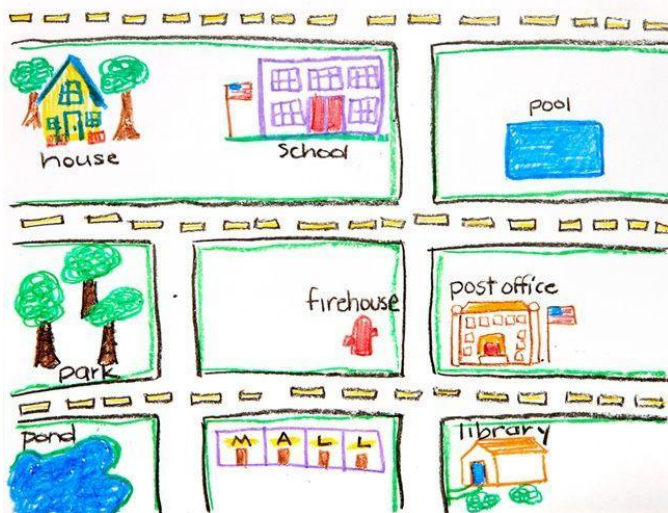
students may feel singled out even though the lesson is not directly about them. I think some potential threats are students feeling ashamed for how they live and students disagreeing with one another on certain things. This is a vulnerable topic, so I will need to make sure that I have developed a community in my classroom where students feel safe to share their thoughts, feelings, and experiences. If other teachers wanted to use this lesson plan in their classroom, they could adapt in a variety of ways, like adding more and or different comprehension questions. They could include a writing piece for the learners i.e (talk about their community and why they love it) or any other projects that can be tied in. Any teacher that is going to talk about vulnerable issues such as social class, race, disability, gender, has to do their research ahead of time. Prepare yourself for questions the learners may ask. Also, find other books that are similar to your discussion which helps keep the topic relevant in the classroom.

Any thoughts to add after the workshop feedback session?

I got a lot of great ideas and suggestions from the comments and workshop session. I added and changed a few things around which I feel made the lesson more effective. I hope one day that I actually get to use this in the classroom with ESL students.

Appendix:

A. An example of a community map



B. Another example of a community map

