

Nicole Bishopric, Spring 2009
Grade 2, Parish Elementary School. Parish
Read Aloud: Hey, Little Ant
Exclusion of People of color
Traditional Lesson

Goal: Students will be able to understand that they shouldn't pick on people because they are different.

Student Developmental Levels:

Students with disabilities include one student with a hearing impairment, two students with speech impairments, one student with a language disability, and two others with a possible language disability. To accommodate these special needs students I plan to insure that the student with a hearing impairment is wearing a hearing aid which will receive signals from the microphone which I will be wearing. For the students with a speech impairment and language disability, I will allow several examples to be given before calling on them to insure they understand what I am asking and the type of response I will be looking for.

Objectives:

Learners will be able to use evaluation of the book Hey, Little Ant to decide what the boy should do at the end of the story. (cognitive)

Learners will be able to use comprehension of the book Hey, Little Ant to retell events in the story. (cognitive)

Standards:

ELA3.02.RE1: Language for critical analysis and evaluation

ELA3.02.RE1.01 Students evaluate the content by identifying, with assistance:

-the author's purpose

-important and unimportant details

-whether events, actions, characters, and/or settings are realistic

ELA3.02.RE1.03 Students judge the accuracy of content, with assistance from teachers.

ELA4.02.RE1: Language for social Interaction

ELA2.02.RE1.05 Students relate characters in story to own lives, with assistance

Materials:

-Hey, Little Ant by Phillip and Hannah Hoose

Time:

-Introduction: 2 minutes

-Lesson Sequence: 10 minutes

-Closure: 20 minutes

Total time: 15 minutes

Introduction:

I have a story I would like to read to you all. It's titled Hey, Little Ant and is written by Phillip and Hannah Hoose, illustrated by Debbie Tilley. Take a look at the front cover.

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What do you think story this may be about? Let's take a picture walk and see if we can make any other predictions.

Instructional Sequence:

Begin by reading the title and author of the book before starting the book. Read the kid's part in a "big" voice and the ant's part in a "small" voice.

Read page 2. Ask, *"What type of character do you think the "kid" is in this story?"*

Read Page 3. Ask, *"How do you think the ant is feeling? Did the ant do anything to make the boy want to squish him?"*

Read Page 5. Ask, *"How would you feel if you were the ant here and someone bigger, or older came up to you?"*

Read Page 8. Ask, *"Do you think the boy and the ant can be similar in any way? How might their lives be the same?"*

Read pages 9 and 10. Ask, *"Do you think ants have families? Remember in the beginning of the story when the ant said he was carrying a crumb of pie? Where do you think he was bringing it?"*

Read pages 11-13 Ask, *"Why might an ant want your picnic food? Are they doing it to be mean or chooks?"*

Read pages 15-18. Ask, *"If your friends tell you to do something, but you know it's wrong, what should you do? Should you listen to them, and squish the ant? Look at the picture. Do these kids look like bullies? Would a true friend try to get you to hurt something or someone else because they are smaller than you?"*

Read page 20. *"Now that the roles have changed, do you think the boy will understand how the ant feels?"*

Read page 22.

Allow students to share any experiences they may have had.

Closure:

Allow students to verbally answer the questions on page 22:

Should the ant get squished?

Should the ant go free?

What do you think the kid should do?

Ask students to share what they think the meaning of this story is. Ask students what they think they should do if they see someone being picked on because they are different. If their friends are doing it, does that make it okay?

Assessment:

Students will be assessed based on their responses throughout the lesson and the reasoning they provide with their answers. Several students should be asked to share their responses to each question throughout the lesson, and students should be encouraged to share their feelings throughout the story.

Use of Technology:

As students suggest ideas for what the kid should do in the story, create a mind map on an overhead with the information the students provide.

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Outreach to Families:

At the end of the lesson, ask students to write a letter about what they learned from the story and what they learned from it.

Teaching for Social Justice Lesson

Concept/Content Overview:

Over the last few days we have been discussing how people are different and that it is good to be different. The students came to the determination that if everyone was exactly the same then the world would be boring. Read alouds model fluent reading, and strategies which can be used to develop good reading skills. These skills will help increase comprehension and help to broaden knowledge. In this lesson, students will be selected based on the color of their clothes. They will be asked to remain sitting at their desks while the rest of the class joins me at the rug for a read aloud. This activity represents exclusion of peers based on physical appearance such as skin color. As a closure students will discuss what they can do when they see someone being excluded because of how they look.

Goal: Students will be able to understand that they shouldn't exclude others because of their physical differences.

Student Developmental Levels:

Students with disabilities include one student with a hearing impairment, two students with speech impairments, one student with a language disability, and two others with a possible language disability. To accommodate these special needs students I plan to insure that the student with a hearing impairment is wearing a hearing aid which will receive signals from the microphone which I will be wearing. For the students with a speech impairment and language disability, I will allow several examples to be given before calling on them to insure they understand what I am asking and the type of response I will be looking for.

Objectives:

Learners will demonstrate evaluation of text by determining how the book Hey, Little Ant relates to their own lives. (Affective)

Learners will demonstrate synthesis by formulating ways to prevent exclusion of peers based on appearance. (Affective)

Standards:

ELA3.02.RE1: Language for critical analysis and evaluation

ELA3.02.RE1.01 Students evaluate the content by identifying, with assistance:

- the author's purpose
- important and unimportant details
- whether events, actions, characters, and/or settings are realistic

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ELA3.02.RE1.03 Students judge the accuracy of content, with assistance from teachers.

ELA4.02.RE1: Language for social Interaction

ELA2.02.RE1.05 Students relate characters in story to own lives, with assistance

Materials:

- Hey, Little Ant by Phillip and Hannah Hoose
- whiteboard and expo marker

Time:

- Introduction: 2 minutes
- Lesson Sequence: 15 minutes
- Closure: 13 minutes
- Total time: 30 minutes

Introduction:

One student will be asked to name a color. For example, green. *“Take a look at the color of your clothing. If you are wearing green, I would like you to stay at your desk, and everyone who is not wearing green I would like to come to sit on the rug. I have a book I would like to read, but I will ask that everyone stay sitting where I asked. We are doing something a little different with this story. If you were chosen to remain at your desk this doesn’t mean you are in trouble and I don’t want you to feel hurt. I want everyone to learn something special today, and this will be part of it. Let’s see what happens with this activity.* Begin reading to the group of students on the rug.

This story is titled Hey, Little Ant and is written by Phillip and Hannah Hoose, illustrated by Debbie Tilley. Take a look at the front cover. What do you think story this may be about? Let’s take a picture walk and see if we can make any other predictions.

Instructional Sequence:

Begin by reading the title and author of the book before starting the book. Read the kid’s part in a “big” voice and the ant’s part in a “small” voice.

Read page 2. Ask, *“What type of character do you think the “kid” is in this story?”*

Read Page 3. Ask, *“How do you think the ant is feeling? Did the ant do anything to make the boy want to squish him?”*

Read Page 5. Ask, *“How would you feel if you were the ant here and someone bigger, or older came up to you?”*

Read Page 8. Ask, *“Do you think the boy and the ant can be similar in any way? How might their lives be the same?”*

Read pages 9 and 10. Ask, *“Do you think ants have families? Remember in the beginning of the story when the ant said he was carrying a crumb of pie? Where do you think he was bringing it?”*

Read pages 11-13 Ask, *“Why might an ant want your picnic food? Are they doing it to be mean or crooks?”*

Read pages 15-18. Ask, *“If your friends tell you to do something, but you know it’s wrong, what should you do? Should you listen to them, and squish the ant? Look at*

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the picture. Do these kids look like bullies? Would a true friend try to get you to hurt something or someone else because they are smaller than you?"

Read page 20. *"Now that the roles have changed, do you think the boy will understand how the ant feels?"*

Read page 22.

Allow students to share any experiences they may have had.

Closure:

Allow students to verbally answer the questions on page 22:

Should the ant get squished?

Should the ant go free?

What do you think the kid should do?

Ask students who are sitting at their desks to share:

How they felt when they were excluded from the rest of the class.

Why it was they were excluded. (Guide them to answer this question by asking, *do you remember in the very beginning of this lesson how we determined who would stay seated at their desk? Yes, because of the color they were wearing. This symbolizes excluding people because of the color of their skin.*)

Ask the students who were on the rug throughout the whole story:

Why we excluded these students.

How they would have felt if they were the ones who were excluded.

What they could have done to include these students in the activity with the rest of the class, even if the rest of the class excluded them.

Ask students to share what they think the meaning of this story is. Ask students what they think they should do if they see someone being picked on because they are different. If their friends are doing it, does that make it okay? Ask class, *think about how you would feel if you were excluded from something you really want to do because of the color of your skin. It is unfair? How would you feel if you weren't allowed to play with other children at playtime, or sit with them at lunch because of the color of their skin? This goes along with what we just did here. We excluded, or leave out students because of the color they were wearing. Was this fair to them? Ask students what we can do right now to include the students who were left out of this lesson.* Encourage students who are on the rug to go up to those at their desks and invite them to the rug. Then continue asking the whole class questions. *Have you ever felt excluded from something you wanted to do? Sometime people are excluded from jobs because of the color of their skin. Do you think this is fair? What can we do to help make a change? Remember, any small change we can make will help to take a step in the right direction.* Create a list of ideas made by the class on the board so they can visually see all the things they can do to help make a change. *Some suggestions for making change may be to speak up and say something when you see this exclusion happening. Also, show support for people who are being left out. By showing support, you are showing others that it is important to include others.*

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Assessment:

Students will be assessed based on their responses throughout the lesson and the reasoning they provide with their answers. Several students should be asked to share their responses to each question throughout the lesson, and students should be encouraged to share their feelings throughout the story. Students will also be assessed based on how relative their responses are about creating strategies of what they could do when they see someone is being excluded.

Use of Technology:

As students suggest ideas of what they can do to make sure people aren't excluded. Ask, "what can we do to make sure people in the school and in our community aren't excluded, similar to how are friends were excluded from the rest of the class because they were wearing a certain color?" Create a mind map on an overhead with the information the students provide.

Outreach to Families:

At the end of the lesson, ask students to write a letter to their family about what they learned from lesson and how they plan to make sure everyone is included both in their school and in the community. At the end of the lesson, encourage students to share with their families what they learned. This will help to spread the word about how important it is to take a stand.

Reflection/Analysis

I felt as though this lesson went very well. The model which my TSJ lesson closely resembles is model 1, Difference – Injustice – Justice. I incorporated social justice issues as I taught a regular lesson. My regular lesson of a read aloud modeled reading fluently and strategies for comprehending text. The story which was chosen taught about how we should treat others. With this story I created an activity where students learned how they should treat those who look different because of their skin color, and learn strategies for what they can do when they see someone excluded in society because of their skin color.

As I was reading and asking questions to the students on the rug, some students who were at their desks were saying, "I can't see the pictures, this isn't fair." I knew these students would have something to talk about during the class discussion. They were able to share about how they felt when they weren't a part of their class and were excluded based on "color," which was the particular color of clothing they wore.

When writing my TSJ lesson I kept in mind the grade level and how these students would react to a lesson like this. My goal was for the class to understand that still today people are excluded just because of skin color. I wanted the class to understand how it feels to be excluded from something you really want to be involved in. I knew this class would take this lesson seriously and be able to contribute some great ideas to what they can do in their own lives to help make this change.

The objectives in my TSJ lesson were all different than the objectives in my regular lesson plan. The objectives in my regular lesson plan were strictly about comprehending and evaluating the text. In my social justice lesson I wanted the

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students to evaluate the text, then synthesize ways they can relate what they learned into their own lives.

Near the end of the lesson we discussed how exclusion based on the color of skin is still around today and occurs when people are looking for jobs. Several students in the class said, "but isn't there a law that prevents this so this can't happen?" They couldn't believe that this exclusion still occurs today. We then discussed ways of what we can do to help prevent this exclusion from occurring. The class as a whole made a great list of ideas. We made this list on the whiteboard so we could all visually see how much we can do to really make a change. Students were able to share their own experiences and contribute to what they can do as an individual when they see this injustice around the school, around their community, and throughout their lives.

I assessed these students differently than I would have had I taught the traditional lesson. Rather than assessing their comprehension of the text and ability to analyze its message I assessed based on their ability to understand the injustice, which is the exclusion based on skin color which still exists today.

Annotated Bibliography

Section 1: Content Resources:

Derolf, S. (1996). *The Crayon Box that Talked*. New York: Random House.

This book was read as an introduction to learning about differences in color, and how differences make the world a more beautiful place. This book allows students to think about what the world might be if everything was the same color, which represents everyone being exactly the same. This book was used with the character education program about tolerance and is a good introduction to learning about social injustices and physical differences.

Moss, P. (2004). *Say Something*. Gardnier, Maine: Tilbury House.

This book discusses issues students face in the school community and how others are affected by the actions of their peers. This book offers ways in which students treat their peers. The main character learns a lesson about how she should treat her peers because she is put in the same situation which she her peers in. This book can double as a student resource.

Section 2: TSJ Resources:

James Cook University. (2008). *Racism - Guidelines for Prevention and Resolution*. Retrieved Mar. 10, 2009, from <http://www.jcu.edu.au/eo/JCUDEV.html>

This resource discusses the importance of teaching for social justice and how exclusion based on skin color is still present. This site discusses what racism is, what we can do if we encounter racism or harassment, and what we can do to prevent racism or harassment. This is a great resource for all classroom teachers who hope to create a class which is socially just.

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Russo, P., & Fairbrother, A. (2006). *Teaching for Social Justice Sourcebook*. Oswego, NY: Curriculum and Instruction Department School of Education.

This sourcebook is a helpful tool for learning about teaching for social justice. It discusses the difference between character education and socially just teaching. There are several articles which discuss the importance of teaching for social justice. This book also goes into depth about seven models which can be used for teaching about social injustices with examples of each included.

Section 3: Student Resources:

Hoose, P., & Hoose, H. (1998). *Hey, Little Ant*. Hong Kong: Tricycle Press.

This is the story which was used in the traditional and social justice lesson. It presents a situation between a boy and a small ant. This story teaches students that they shouldn't intentionally hurt others because they are smaller or different from them.

Parr, T. (2004). *It's Okay To Be Different*. New York, NY: Little Brown and Company.

This story contains bright pictures of people and animals with all different colors and all different shapes. As the story goes on, the author continues to show and tell why it's okay to be different. This is a great story for kids because it reinforces what they have been learning about what makes people different and how it makes each person an individual.