

UNIT OVERVIEW

Unit Title	Reading as Resistance
Unit Length	5 Weeks
Grade Level(s)/Subject(s)	2nd-4th grade ELA/Reading
Unit Overview	In this unit, students will engage in conversations about injustice, resistance, hope and joy by exploring a series of stories about people of color overcoming challenges. Students will explore different types of texts such as picture books, online articles and videos including <i>I am Not a Number</i> , <i>Born on the Water</i> , <i>Separate is Never Equal</i> . The unit culminates in self portrait project that encourages students to identify their core qualities and describe how they show resistance. Throughout this unit, students practice analyzing a range of fiction and nonfiction, listening and speaking skills, research, and writing.
Objectives & Outcomes (list about 3-5)	In this unit, students will... <ul style="list-style-type: none"> • Define injustice, resistance, hope and joy • Identify examples of injustice, resistance, hope and joy in a range of unique texts • Describe their own strengths and identify how those strengths can be a form of resistance
Standards	<p><u>Reading:</u> Standard - CC.1.3.2.C: Describe how characters in a story respond to major events and challenges. Standard - CC.1.2.2.J: Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.</p> <p><u>Writing:</u> Standard - CC.1.4.2.V: Participate in individual or shared research and writing projects. Standard - CC.1.4.2.W: Recall information from experiences or gather information from provided sources to answer a question.</p> <p>Speaking and Listening:</p>

	<p>Standard - CC.1.5.2.A: Participate in collaborative conversations with peers and adults in small and larger groups.</p> <p>Standard - CC.1.5.2.B: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>
Facilitation Resources	<p><i>Born on the Water</i> by Nikole Hannah-Jones, Renée Watson, Nikkolas Smith</p> <p><i>I am Not a Number</i> By Jenny Kay Dupuis and Kathy Kacer</p> <p><i>Proudest Blue</i> by Ibtihaj Muhammad</p> <p><i>Separate Is Never Equal</i> By Duncan Tonatiuh</p> <p><i>Educator note: if possible, provide individual copies of each book for students.</i></p> <p>A collection of teacher-created worksheets, facilitation guides and rubrics</p>
Performance Task	<p>Students will complete a self portrait comprised of text and illustration. After reflecting on themselves, they'll identify one strength they possess and craft a small paragraph that captures how their personal strength can be a form of resistance. Once they complete their paragraph, students will draw a self-portrait.</p>
Assessment/Evaluation	<p>Use the Culminating Project Rubric [.pdf][docx] to assess the performance task.</p>

UNIT PACING/DAILY LESSONS

Pacing	Focus text(s) / resource(s) for today's lesson	Lesson Objective(s)	Lesson / Activities	Lesson Materials
<p><i>Week 1</i></p> <p>Introduction of Injustice, Resistance, and Hope & Joy with Model Text</p>				
Day 1	Examples of Introductory Anchor Charts [.pdf]	Students will... Define injustice, resistance, and hope & joy	<p><u>Lesson Steps:</u></p> <ol style="list-style-type: none"> Teacher will explain the following definitions to students and write them on the anchor chart: <ul style="list-style-type: none"> Injustice is when someone is treated unfairly. Resistance is when you fight back to being treated unfairly. Hope & joy is when you are able to see a better future. <p><i>**Educator note: use page one from the Examples of Introductory Anchor Charts as a guide on how to prepare chart paper.</i></p> <ol style="list-style-type: none"> Students will draw and/or write an example of each on a post-it and add it to the anchor chart. SAY: "We are going to read books about different types of injustice throughout this unit. Sometimes it can feel really hard to learn about injustice because injustice is so hurtful. However, every single time we see 	<p>Chart paper</p> <p>Post its</p> <p>Markers</p>

			injustice, we ALWAYS see resistance. We are going to focus a lot of our learning on resistance and hope and joy.”	
Days 2-4	Separate Is Never Equal By Duncan Tonatiuh Examples of Introductory Anchor Charts [.pdf]	Students will.. Read <i>Separate is Never Equal</i> Identify examples of injustice, resistance, and hope & joy in <i>Separate is Never Equal</i>	<p><u>Day 2 Lesson Steps:</u></p> <ol style="list-style-type: none"> 1. Introduce Separate Is Never Equal By Duncan Tonatiuh. <ol style="list-style-type: none"> a. SAY: “Yesterday, we talked about the definitions of injustice, resistance, and hope and joy. Today, as we read this story, we are going to look for examples of injustice.” b. Ask students: What does injustice mean? <ol style="list-style-type: none"> i. Instruct students to turn and talk to a partner about what injustice means. ii. Have a few students share with the class. c. SAY: “After we read the first few pages, you will write an example of injustice from this book on a post- it, so pay close attention!” 2. Read Separate Is Never Equal By Duncan Tonatiuh aloud to the class or in small groups. <ol style="list-style-type: none"> a. Read pages 1-15 b. Have students draw and/or write an example of injustice from the reading on a post-it and add it to the anchor chart. <p><i>**Educator note: use page two from the Examples of Introductory Anchor Charts as a</i></p>	Class set of Separate Is Never Equal By Duncan Tonatiuh Post its Markers

			<p><i>guide on how to prepare chart paper.</i></p> <p><u>Day 3 Lesson Steps:</u></p> <ol style="list-style-type: none"> 1. Introduce the term of resistance in context of <i>Separate is Never Equal</i>. <ol style="list-style-type: none"> a. SAY: “Yesterday, we focused on finding injustice in this book.” Where did you see injustice in this story? b. SAY: “Today, we are going to focus our thinking on the resistance we see in this book. Remember, when there is injustice, there is ALWAYS resistance.” c. SAY “After we read the middle part of this book, you will write an example of resistance on a post-it.” 2. Continue reading <i>Separate in Never Equal</i>. <ol style="list-style-type: none"> a. Read pages 16-29 aloud or in small groups. b. Have students draw and/or write an example of resistance on a post-it and add it to the anchor chart. <p><i>**Educator note: use page two from the Examples of Introductory Anchor Charts as a guide on how to prepare chart paper.</i></p> <p><u>Day 4 Lesson Steps:</u></p> <ol style="list-style-type: none"> 1. Introduce the term of <i>joy</i> in context of <i>Separate is Never Equal</i>. <ol style="list-style-type: none"> a. SAY: “So far in this book, we have noticed injustice and resistance. Today, we are going to focus our energy on finding hope and joy. Even when there is terrible injustice, there is always hope and joy!” b. SAY: “After we read the middle part of 	
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			<p>this book, you will write an example of hope and joy on a post-it.”</p> <p>2. Finish reading <i>Separate is Never Equal</i>, including author’s note.</p> <p>a. Have students draw and/or write an example of hope & joy on a post-it and add it to the anchor chart.</p> <p><i>**Educator note: use page two from the Examples of Introductory Anchor Charts as a guide on how to prepare chart paper.</i></p>	
Day 5	<p>Separate Is Never Equal By Duncan Tonatiuh</p> <p>Examples of Introductory Anchor Charts [.pdf]</p>	<p>Students will...</p> <p>Describe moments of injustice, resistance and hope / joy in <i>Separate is Never Equal</i></p> <p>Illustrate moments of injustice, resistance and hope / joy in <i>Separate is Never Equal</i></p>	<p><u>Lesson Steps:</u></p> <p>1. Using the Reading as Resistance Comic Strip Template, students will work independently to draw and write a comic strip that shows an example of injustice, resistance, and hope/joy from <i>Separate is Never Equal</i>.</p> <p>2. Collect comic strips to create books.</p>	<p>Class set of Separate Is Never Equal By Duncan Tonatiuh</p> <p>Reading as Resistance Comic Strip Template [.pdf][.docx]</p>

Pacing	Focus text(s) / resource(s) for today's lesson	Lesson Objective(s)	Lesson / Activities	Lesson Materials
<p><i>Week 2</i> I am Not a Number</p>				
Day 1	<i>Separate Is Never Equal</i> By Duncan Tonatiuh	<p>Students will...</p> <p>Identify character traits exhibited by Mr. Mendez in <i>Separate is Never Equal</i></p> <p>Describe how Mr. Mendez demonstrates resistance in <i>Separate is Never Equal</i></p> <p>Connect Mr. Mendez's character traits and the idea of resistance</p>	<p><u>Lesson Steps:</u></p> <ol style="list-style-type: none"> SAY: "This week we are going to be reading the book <i>I Am Not a Number</i>. Before we jump into reading our book, let's reflect on last week's book, <i>Separate is Never Equal</i>." <ol style="list-style-type: none"> Ask students: In <i>Separate is Never Equal</i>, what type of injustice do we see? Students should turn and talk with a partner and be ready to share out with the class. SAY: "Now, we are going to focus on the dad in the story, Mr. Mendez. Work with your group to think of words to describe Mr. Mendez, or character traits. <ol style="list-style-type: none"> Have students discuss at their tables, and then share with the class. Add a few of the describing words to the anchor chart. Ask students: What form of resistance do we see the Mr. Mendez show? <ol style="list-style-type: none"> Have students turn and talk with their partner and be ready to share out. Add a few examples to the anchor chart. 	

<p>Days 2-4</p>	<p><i>I am Not a Number</i> By Jenny Kay Dupuis and Kathy Kacer</p> <p>Examples of Introductory Anchor Charts [.pdf]</p>	<p>Students will...</p> <p>Identify examples of injustice, resistance, and hope & joy in <i>I am Not a Number</i></p>	<p><u>Day 2 Lesson Steps:</u></p> <ol style="list-style-type: none"> 1. Introduce the idea of injustice in the context of <i>I am Not a Number</i>. <ol style="list-style-type: none"> a. Ask students: What does injustice mean? b. Instruct students to turn and talk to a partner about what injustice means. c. Have a few students share with the class. d. SAY “After we read the first few pages, you will write an example of injustice from this book on a post- it, so pay close attention!” 2. Read pages 1-10 of <i>I am Not a Number</i> out loud or in small groups. <ol style="list-style-type: none"> a. Have students draw and/or write an example of injustice from the reading on a post-it and add it to the anchor chart. <p><u>Day 3 Lesson Steps:</u></p> <ol style="list-style-type: none"> 1. Introduce the idea of resistance in the context of <i>I am Not a Number</i>. <ol style="list-style-type: none"> a. SAY: “Yesterday, we focused on finding injustice in this book. Where did you see injustice in this story?” b. SAY: “Today, we are going to focus our thinking on the resistance we see in this book. Remember, when there is injustice, there is ALWAYS resistance.” SAY “After we read the middle part of this book, you will write an example of resistance on a post-it.” 2. Read pages 11-21 of <i>I am Not a Number</i>. <ol style="list-style-type: none"> a. Have students draw and/or write an example of resistance on a post-it and 	<p>Class set of <i>I am Not a Number</i> By Jenny Kay Dupuis and Kathy Kacer</p> <p>Post its</p>
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			<p>add it to the anchor chart.</p> <p><u>Day 4 Lesson Steps:</u></p> <ol style="list-style-type: none"> 1. Introduce the idea of hope/joy in the context of <i>I am Not a Number</i>. <ol style="list-style-type: none"> a. SAY: “So far in this book, we have noticed injustice and resistance. Today, we are going to focus our energy on finding hope and joy. Even when there is terrible injustice, there is always hope and joy!” b. SAY: “After we read the middle part of this book, you will write an example of hope and joy on a post-it.” 2. Read the rest of <i>I am Not a Number</i> including the author’s note. <ol style="list-style-type: none"> a. Have students draw and/or write an example of hope & joy on a post-it and add it to the anchor chart. 	
Day 5	<p>I am Not a Number By Jenny Kay Dupuis and Kathy Kacer</p> <p>Examples of Introductory Anchor Charts [.pdf]</p>	<p>Students will...</p> <p>Describe moments of injustice, resistance and hope / joy in <i>Separate is Never Equal</i></p> <p>Illustrate moments of injustice, resistance and hope / joy in <i>Separate is Never Equal</i></p>	<p><u>Lesson Steps:</u></p> <ol style="list-style-type: none"> 3. Using the Reading as Resistance Comic Strip Template, students will work independently to draw and write a comic strip that shows an example of injustice, resistance, and hope/joy from <i>I am Not a Number</i>. 4. Collect comic strips to create books. 	<p>Class set of I am Not a Number By Jenny Kay Dupuis and Kathy Kacer</p> <p>Reading as Resistance Comic Strip Template [.pdf][.docx]</p>

Pacing	Focus text(s) / resource(s) for today's lesson	Lesson Objective(s)	Lesson / Activities	Lesson Materials
<p style="text-align: center;"><i>Week 3</i> The Proudest Blue</p>				
Day 1	<p>I am Not a Number By Jenny Kay Dupuis and Kathy Kacer</p> <p>Examples of Introductory Anchor Charts [.pdf]</p>	<p>Students will...</p> <p>Identify character traits exhibited by Irene in <i>I Am Not a Number</i></p> <p>Describe how Irene demonstrates resistance in <i>I Am Not a Number</i></p> <p>Connect Irene's character traits and the idea of resistance</p>	<p><u>Lesson Steps:</u></p> <ol style="list-style-type: none"> 1. SAY: "This week we are going to be reading the book <i>The Proudest Blue</i>. Before we jump into reading our book let's reflect on last week's book, <i>I am Not a Number</i>." <ol style="list-style-type: none"> a. Ask students, In <i>I Am Not a Number</i>, what type of injustice do we see? b. Students should turn and talk with a partner and be ready to share out with the class. 2. SAY: "Now, we are going to focus on the main character in the story, Irene. Work with your group to think of words or character traits to describe Irene." <ol style="list-style-type: none"> a. Have students discuss at their tables, and then share with the class. b. Add a few of the describing words to the anchor chart. 3. Ask: What form of resistance do we see Irene show? <ol style="list-style-type: none"> a. Have students turn and talk with a partner and be ready to share out. b. Add the form of resistance to the anchor 	

			chart.	
Days 2-4	Proudest Blue by Ibtihaj Muhammad Examples of Introductory Anchor Charts [.pdf]	Students will... Identify examples of injustice, resistance, and hope & joy in <i>The Proudest Blue</i>	<u>Day 2 Lesson Steps:</u> 1. Introduce the idea of injustice in the context of <i>The Proudest Blue</i> . a. SAY: “Yesterday, we talked about the definitions of injustice, resistance, and hope and joy. Today, as we read this story, we are going to look for examples of injustice.” b. Ask students: What does injustice mean? c. Instruct students to turn and talk to a partner about what injustice means. d. Have a few students share with the class. 2. SAY: “Another vocabulary word you will need to know to understand this book is <i>hijab</i> . It is a tradition for Muslim women to wear a hijab on their head. For many Muslim women, the hijab is a way to celebrate their faith. As we have seen in the books we have read, injustice often comes from people being different. Today, we are going to learn about a girl who celebrates the tradition of wearing her hijab.” 3. SAY “After we read the first few pages, you will write an example of injustice from this book on a post- it, so pay close attention!” 4. Read pages 1-10 of <i>The Proudest Blue</i> out loud or in small groups. a. Have students draw and/or write an example of injustice from the reading on a post-it and add it to the anchor chart.	Class set of <i>The Proudest Blue</i> Post its

			<p><u>Day 3 Lesson Steps:</u></p> <ol style="list-style-type: none"> 1. Introduce the idea of resistance in the context of <i>The Proudest Blue</i>. <ol style="list-style-type: none"> a. SAY: “Yesterday, we focused on finding injustice in this book. Where did you see injustice in this story?” b. SAY: “Today, we are going to focus our thinking on the resistance we see in this book. Remember, when there is injustice, there is ALWAYS resistance.” SAY “After we read the middle part of this book, you will write an example of resistance on a post-it.” 2. Read pages 15-26 in <i>The Proudest Blue</i>. <ol style="list-style-type: none"> a. Have students draw and/or write an example of resistance on a post-it and add it to the anchor chart. <p><u>Day 4 Lesson Steps:</u></p> <ol style="list-style-type: none"> 1. Introduce the idea of hope/joy in the context of <i>Proudest Blue</i>. <ol style="list-style-type: none"> a. SAY: “So far in this book, we have noticed injustice and resistance. Today, we are going to focus our energy on finding hope and joy. Even when there is terrible injustice, there is always hope and joy!” b. SAY: “After we read the middle part of this book, you will write an example of hope and joy on a post-it.” 2. Read the rest of <i>The Proudest Blue</i> including the author’s note. <ol style="list-style-type: none"> a. Have students draw and/or write an 	
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			example of hope & joy on a post-it and add it to the anchor chart	
Day 5	Proudest Blue by Ibtihaj Muhammad Examples of Introductory Anchor Charts [.pdf]	Students will... Describe moments of injustice, resistance and hope / joy in <i>The Proudest Blue</i> Illustrate moments of injustice, resistance and hope / joy in <i>The Proudest Blue</i>	<u>Lesson Steps:</u> 1. Using the Reading as Resistance Comic Strip Template, students will work independently to draw and write a comic strip that shows an example of injustice, resistance, and hope/joy from <i>I am Not a Number</i> . 2. Collect comic strips to create books.	Class set of <i>The Proudest Blue</i> Reading as Resistance Comic Strip Template [.pdf][.docx]

Pacing	Focus text(s) / resource(s) for today's lesson	Lesson Objective(s)	Lesson / Activities	Lesson Materials
<p><i>Week 4</i> <i>Born on the Water</i></p>				
Day 1	<p>Proudest Blue by Ibtihaj Muhammad</p> <p>Examples of Introductory Anchor Charts [.pdf]</p>	<p>Students will...</p> <p>Identify character traits exhibited by Asiya in <i>I Am Not a Number</i></p> <p>Describe how Asiya demonstrates resistance in <i>I Am Not a Number</i></p> <p>Connect Asiya's character traits and the idea of resistance</p>	<p><u>Lesson Steps:</u></p> <ol style="list-style-type: none"> 1. Introduce terms and concepts in preparation for reading <i>Born on the Water</i>. <ol style="list-style-type: none"> a. SAY: "This week we are going to be reading our final book in this unit, <i>Born on the Water</i>." b. A vocabulary word we really need to understand for this book is slavery. Slavery is when a person owns another person as property. Africans were kidnapped from their homes and forced into slavery in the United States. c. "We used to use the term slave, instead we want to shift our language and say an enslaved person. The reason we are changing our language to enslaved person is that it shows more respect. A person is not a thing, and no one should be treated like property. The term "enslaved person" shows that we understand the injustice in this history more than saying "slave." d. "Slavery is the biggest form of injustice we have seen world-wide. It is important that we learn about this because it is a part of America's history. Despite slavery being 	Class set of <i>The Proudest Blue</i>

			<p>horrible, enslaved people still showed resistance and found ways to experience hope & joy.”</p> <ol style="list-style-type: none"> 2. Review <i>Proudest Blue</i>. SAY: “Before we jump into reading our book let’s reflect on last week’s book, <i>The Proudest Blue</i>.” <ol style="list-style-type: none"> a. Ask students: In <i>The Proudest Blue</i>, what type of injustice do we see? b. Have students turn and talk with a partner and be ready to share out with the class. 3. SAY: “Now, we are going to focus on the sister in the story, Asiya. Work with your group to think of words or character traits to describe Asiya. <ol style="list-style-type: none"> a. Have students discuss at their tables, and then share with the class. b. Add a few of the describing words to the anchor chart. 4. Ask: What form of resistance do we see the Asiya show? <ol style="list-style-type: none"> a. Have students turn and talk with a partner and be ready to share out. b. Add the form of resistance to the anchor chart 	
Days 2-4	<p>Born on the Water by Nikole Hannah-Jones, Renée Watson, Nikkolos Smith</p> <p>Examples of Introductory Anchor Charts [.pdf]</p>	<p>Students will...</p> <p>Identify examples of injustice, resistance, and hope & joy in <i>Born</i>.</p>	<p><u>Day 2 Lesson Steps:</u></p> <ol style="list-style-type: none"> 1. Introduce the idea of injustice in the context of <i>Born on the Water</i>. <ol style="list-style-type: none"> a. SAY: “Yesterday, we talked about the definitions of injustice, resistance, and 	<p>Class set of Born on the Water</p> <p>Post its</p>

			<p>hope and joy. We also reviewed the terms slavery and an enslaved person. Today, as we read this story, we are going to look for examples of injustice.”</p> <ol style="list-style-type: none"> b. Ask students: What does injustice mean? c. Instruct students to turn and talk to a partner about what injustice means. d. Have a few students share with the class. <ol style="list-style-type: none"> 2. SAY “After we read the first few pages, you will write an example of injustice from this book on a post- it, so pay close attention!” 3. Read pages 1-18 of <i>Born on the Water</i> out loud or in small groups. <ol style="list-style-type: none"> a. Have students draw and/or write an example of injustice from the reading on a post-it and add it to the anchor chart. <p><u>Day 3 Lesson Steps:</u></p> <ol style="list-style-type: none"> 3. Introduce the idea of resistance in the context of <i>Born on the Water</i>. <ol style="list-style-type: none"> a. SAY: “Yesterday, we focused on finding injustice in this book. Where did you see injustice in this story?” b. SAY: “Today, we are going to focus our thinking on the resistance we see in this book. Remember, when there is injustice, there is ALWAYS resistance.” SAY “After we read the middle part of this book, you will write an example of resistance on a post-it.” 4. Read pages 19-30 in <i>Born on the Water</i>. <ol style="list-style-type: none"> a. Have students draw and/or write an 	
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			<p>example of resistance on a post-it and add it to the anchor chart.</p> <p><u>Day 4 Lesson Steps:</u></p> <ol style="list-style-type: none"> 3. Introduce the idea of hope/joy in the context of <i>Born on the Water</i>. <ol style="list-style-type: none"> a. SAY: “So far in this book, we have noticed injustice and resistance. Today, we are going to focus our energy on finding hope and joy. Even when there is terrible injustice, there is always hope and joy!” b. SAY: “After we read the middle part of this book, you will write an example of hope and joy on a post-it.” 4. Read the rest of <i>Born on the Water</i> including the author’s note. <ol style="list-style-type: none"> a. Have students draw and/or write an example of hope & joy on a post-it and add it to the anchor chart 	
Day 5	<p>Born on the Water by Nikole Hannah-Jones, Renée Watson, Nikkolas Smith</p> <p>Examples of Introductory Anchor Charts [.pdf]</p>	<p>Students will...</p> <p>Describe moments of injustice, resistance and hope / joy in <i>Born on the Water</i></p> <p>Illustrate moments of injustice, resistance and hope / joy in <i>Born on the Water</i></p>	<p><u>Lesson Steps:</u></p> <ol style="list-style-type: none"> 1. Using the Reading as Resistance Comic Strip Template, students will work independently to draw and write a comic strip that shows an example of injustice, resistance, and hope/joy from <i>I am Not a Number</i>. 2. Collect comic strips to create books. 	<p>Class set of Born on the Water</p> <p>Reading as Resistance Comic Strip Template [.pdf][.docx]</p>

Pacing	Focus text(s) / resource(s) for today's lesson	Lesson Objective	Lesson / Activities	Lesson Materials
<p><i>Week 5</i> Culminating Project</p>				
Day 1-2		<p>Students will..</p> <p>Write about their personal strengths.</p>	<p><u>Lesson Steps:</u></p> <ol style="list-style-type: none"> 1. Have students work independently to a list of personal strengths. 2. In small groups or pairs, students should discuss the strengths of each group member. The discussion should either confirm some strengths from the lists each student made independently and add some characteristics to that list. 3. In the Reading as Resistance Self-Portrait Template, have students complete the sentence: I am (insert adjective). 	<p>Reading as Resistance Self-Portrait Template [.pdf][.docx]</p>
Days 3		<p>Students will...</p> <p>Write about the ways they show resistance.</p>	<p><u>Lesson Steps:</u></p> <ol style="list-style-type: none"> 1. SAY: "Today, we will be writing about how we show resistance. Let's look at the examples we have read about." <ol style="list-style-type: none"> a. Hand out comic strips to students to have as a frame of reference to look back on. b. As a class, discuss the anchor chart created listing characters, their describing words, and their form of resistance. 	<p>Reading as Resistance Self-Portrait Template [.pdf][.docx]</p>

			<p>2. Have students work independently to think about how they show resistance.</p> <p>3. Students should fill in this sentence from the Reading as Resistance Self-Portrait Template: I show resistance by ____.</p>	
Day 4-5		<p>Students will...</p> <p>Draw self-portraits</p>	<p><u>Lesson Steps:</u> SAY: "Today we will draw self portraits to go along with our sentences!" Use the skin color colored pencils at your table, and draw a picture of your face. Find the skin color pencil that matches you best!</p>	<p>Reading as Resistance Self-Portrait Template [.pdf][.docx] Skin-colored pencils markers, or crayons Additional crayons, markers and colored pencils</p>