

Lesson Plan

Rationale:

Critical consciousness is the critical thinking process individual apply to examine their current situations to develop a deeper understanding of concrete realities and then create, implement, and evaluate solutions to problems. This lesson plan uses pictures books to engage young students to examine areas where differences might be present—the teacher first models thinking aloud using the picture book *Amira's Picture Day* by Reem Faruqi. The students will use the strategy, logographics, to create picture flags to identify their thinking. Logographics are visual symbols to serve as signposts to alert the reader to essential aspects of the text. In this lesson, the critical elements are examples of critical consciousness or areas of differences

Standards:

Social / Emotional Standards (CASEL)

1. Self-Awareness
 - a. Identifying personal, cultural, and linguistic assets
 - b. Identifying one's feelings
 - c. Examining prejudices and bias
2. Social Awareness
 - a. Taking others' perspectives
 - b. Demonstrating empathy and compassion
 - c. Showing concern for the feelings of others
 - d. Identifying diverse social norms, including unjust ones
 - e. Understanding the influences of organizations/systems on behavior
3. Responsible Decision-Making
 - a. Anticipating and evaluating the consequences of one's actions

Common Core English Language Arts Standards in Reading

1. Key Ideas and Details
 - a. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
 - b. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
 - c. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
2. Integration of Knowledge and Ideas
 - a. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

Learning Goals:

- Understanding: The student will understand that...
 - people come from varied backgrounds and cultures.
- Knowledge: The student will know...
 - people come from different cultures.
 - a culture includes different customs, social interactions, people, and groups.
 - symbols or visuals can represent meaning.
- Skill: The student will be able to...
 - create logographics for children's book.

- identify elements of social or cultural differences.
- discuss a book read with classmates to share social or cultural differences.

Lesson Introduction:

Tell students they will be creating 'logographics' for information they see as they are reading a book with a partner in class. You will be modeling a book out loud first. *Amira's Picture Day* by Reem Farqi first. Students are to pay special attention to differences in others. What questions might they have? How are characters different than them? They can use text and pictures. During the read-aloud, use thinking aloud to model how to use logographics. For example, on page 4, I would create a question mark logographic to indicate my wondering of the mehndi hand designs. On page 6, I would ask the students to help me make a logographic to represent creating goodie bags for Eid (differences). We would continue modeling as we read through the book and record or logographics on an anchor chart.

Lesson Engagement:

After the introduction, students will read their book with a partner to then use logographic to identify areas of cultural or social differences. Students will be encouraged to use the same logographics generated in class but also create new ones. Partnering and books will be deliberate to differentiate for readiness and partner low students with medium students and medium students with high students. Reading material will also be determined to match with the partners.

Differentiation:

Provide books to students in two groups to differentiate by readiness. Match partners to differentiate by readiness as well.

Closure

Students will share their thoughts and logographics in small groups. Sharing allows more students to share their ideas. As students share, walk around the room to observe students.

Criteria for Assessment

Evaluation criteria include informal observation during student work time and sharing after the activity.

Children's Picture Books including Diverse Subjects

Title	Author
<i>America My Love America My Heart</i>	Daria Peoples-Riley
<i>The Cot in the Living Room</i>	Hilda Eunice Burgos & Gaby D'Alessandro
<i>Home is in Between</i>	Mitali Perkins
<i>I'll Build You a Bookcase</i>	Jean Ciborowski Fahey
<i>I Wish You Knew</i>	Jackie Azúa Kramer
<i>Jacob's School Play Starring He, She, and They</i>	Ian & Sarah Hoffman
<i>Last Stop on Market Street</i>	Matt de la Peña
<i>Milo Imagines the World</i>	Matt de la Peña
<i>Our Favorite Day of the Year</i>	A.E. Ali
<i>Something Happened in our Park: Standing Together After Gun Violence</i>	Ann Hazzard, Marianne Celano, & Marietta Collins
<i>Tar Beach</i>	Faith Ringgold
<i>We Laugh Alike! Junto nos reimos!</i>	Carmen T. Berneir-Grand