

6th Grade English and Language Arts - Lesson on Diversity



Systemic Racism Explained

https://www.youtube.com/watch?v=Yrhj0j0_hd0

Privilege

- : a right or immunity granted as a peculiar benefit, advantage, or favor
- : special enjoyment of a good or exemption from an evil or burden
- : a special opportunity to do something that makes you proud
- : the advantage that wealthy and powerful people have over other people in a society.

Privilege is based on two concepts

#1) Privilege includes unearned advantages that are highly valued but restricted to certain groups:

The groups that have received these advantages have not earned them due to their own hard work but rather their affiliation (being born into a wealthy family & the privilege that gives education, mental health & medical services)

John and Jane Example

Privilege oppresses certain groups

Discuss: Privileges boys and girls experience; oldest vs. youngest

#2) When control or power has been given to one group (group A), this group may earn privileges that have not been afforded to other groups (group B and group C)

For example, group A can use their privileges to gain and exert even more power and influence over groups B and C and thus enjoy privileges that are not accessible to others.

Lunchroom Example:

Those who have privilege shouldn't deny it, but instead, recognize the privilege and know that it happens in society. How do we change it? [Privilege NBC News](#)

2.2 Critical readers notice that, in stories and in life, someone always holds more power than others. We can always ask, "Who benefits from the power in this text?"

Connection: Being the youngest, I was never the one in "power" in my family. I was beaten down by older brothers--babied by sisters.

As I think about my childhood, I never had control of my decisions until I was much older and my siblings were out of the house.

So, I think...who benefited from that power? And why?

Privilege Around Us

Privilege is problematic when:

1-it skews our personal interactions and judgments

2- when it contributes to or blinds us to systematic barriers for those who do not possess a certain privilege, thereby creating or perpetuating inequity.

All types of privilege exist: racial/ethnic group membership, socioeconomic status, sexual orientation, gender identity, or disability status

I Do

Yesterday's Read Aloud

Who has the power: During the courtroom scene, it is evident that the lawyer and judge have the power.

Details to prove this:

Lawyer: Questions that are asked (specifically about racism and stereotyping)

Judge: She gets to make the final decision after hearing the details.

BUT...Who benefits from this power?

I can pay attention to how, in stories as well as in life, someone always holds more power than others. I can think about the questions: 'Who benefits from this power in this text?'

In your notebook—create a T-Chart (Who has the power?/ Who is benefiting from that power?)

As I read the next three chapters, determine who has the power and who benefits from this power in the text? In the book?

POWER HIERARCHY (More power to less power)

Turn and Talk, Sharing your t-chart

You Do:

While you read your own book/story, complete this same t-chart.

1.4: Interpreting texts through the lens of perspective, thinking about how meaning would be different if the perspective were different.

Connection:

“There are three sides to every story: your side, my side, and the truth. And no one is lying.”

-Robert Evans

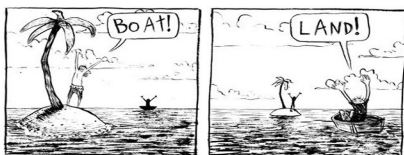
What does this quote mean?



Young Girl or Old Lady?
It's all in how you see it.

Perspectives Have Power

You know that different perspectives tell different stories. Today we'll step into the shoes of other characters, pretend that the story is told from their point of view, and see how the meaning of the story changes.



Perspective...

I can...

...understand that another way that I can analyze messages in a text is to consider how the meaning would be different if the story was told from a different perspective.

I can do this by retelling key scenes from a different perspective, seeing what that new perspective conveys that the original does not.

Then use that information to understand the story's message better.

Perspectives have power (gunshot scene)

Officer Moore's Perspective (I DO)

-thought Jerome was big, scary, hulking

-saw the gun

-felt threatened

What wouldn't we know without this perspective?

Jerome's Perspective (WE DO)

-I was playing with a toy gun

-I wasn't even pointing it at you.

-Why he had the gun (bullying)

-Show the gun (see that it was plastic)

-JEROME'S SIZE

From this perspective, what does this retell convey that the original does not?

-All sides matter

-

What message is the original story conveying?

Different Perspectives Reveal the Message

Without Officer Moore's perspective, we wouldn't know what was going through his head in the moment he took those two shots.

By looking closely at the differences in perspective, we are able to see that the author chose a message purposefully. Maybe it was to send a message to the reader's that systemic racism and police brutality is a problem in our country.

Active Engagement

While I read, pick another perspective (Sarah--Officer Moore's daughter). Think through this court scene through her lens.

What are the differences Sarah has seen between Officer Moore's story and Jerome's?

Remember to get into her shoes and ask, "What wouldn't we know?"

"Maybe..." ...we wouldn't know

Today and everyday, think about how your story would be different if told in a different perspective. How do you understand the story's message better?

1.3: Interpreting texts by studying themes in the text.

Connection--4-6 sentence journal entry:

What struggles do you face or have to overcome in your everyday life?

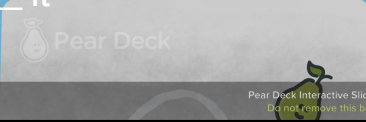
What helps you deal with these challenges? What lessons do you learn about yourself by dealing with this problem?

Diversity Book Clubs Points to think/talk about...

- What group(s) does my character belong to?
- What injustices/power struggles are there because of belonging to this group?
- Who has the power? Who does not? Why?
- What issue(s) is impacting my character?

As a group, discuss how you will finish this statement--

The character, _____, in our book is really affected by the issue _____ when _____. On page _____ it describes her/him this way.



Students, write your response!

Pear Deck Interactive Slide
Do not remove this bar

Teaching Point

Today, I want to remind you that thinking thematically is a powerful way to interpret a text.

One way to do this is to name a problem a character faces, and then ask, "What lessons does the character learn from that problem?" or "What might the author want me to know about that problem/issue?"

T-Chart

Thinking Thematically Across a Text

Problems/Issues that Jerome faces in the story:

Poverty

Bullied at school

What lessons does Jerome learn from that problem?

- walk at the right pace
- stay away from the drug dealers
- walk straight home after school
- hides in the bathroom; sneak around in and out of school**

What might the author want me to know about that problem or issue?

- even through poverty, the family has each other.
- people have to be aware of their surroundings
-

Think Universally...

"Sometimes in life..."

I can first read the story to find out what is happening to our characters and then reflect, asking, "What does this story teach us about _____?" Ghost Boys (p. 1-16)

I DO (Chapter 1: Dead):

- **Issue that seems important:** Jerome was shot by a cop.

Evidence:

- Pg. 5, the author included the Chicago Tribune Headline, "Jerome Rogers, 12, shot at abandoned Green Street lot. Officer says, "He had a gun."

We do--I can first read the story to find out what is happening to our characters and then reflect, asking, "What does this story teach us about _____?"

- **Group(s) that Roger belongs to:**

- bullied,
- good kid
- low income family
- brother/protector
- *African American*

EVIDENCE

- Pg. 9, Jerome is described as "pudge, easily teased." (Page 15-Eddie, Snap & Mike bully him at school)
- Repeats that he doesn't get in trouble
- They get free lunch
- Walks sister to school/buys books. For her.

What does this story teach us about _____?

Think about the following:

- ➔ Which issues seem important in this story?
- ➔ What are the characters' reactions to these issues?
- ➔ How do the characters deal with these issues?
- ➔ What perspective does each character have on this issue?
- ➔ If the perspective is different, what explains the difference?

You Do...

I can first read the story to find out what is happening to our characters and then reflect, asking, "What does this story teach us about _____?"

- What group(s) does your character belong?
- What issues seem important to your character?

Mid-Workshop ?

Keep theme in mind...how is the theme of your text conveyed in the details throughout the book?

- When are your characters first facing the issue?
- When is your character struggling with the issue?
- When does your character overcome or not overcome this issue?

Share: In your clubs, discuss the issue your character is facing and how it affects the character(s)?

Sentence starter: This issue first shows up when _____ says "_____". This causes the character to feel _____.

1.2: Interpreting texts through the lens of social issues.

Connection:

Think about the group your character from the short story was a part of.

What injustices occurred because of being a member of that group?

What larger social issue can you identify that occurs in today's world?

Teaching Point

Today, I want to teach you that when we read to think about social issues, first we read the story to find out what is happening to our characters and then we reflect, asking, "What does this story teach us about _____ (RACISM--Ghost Boys)?"

If we don't catch what it is teaching us after the reflection, we reread to think deeper about the social issue.

What does this story teach us about _____?

Think about the following:

- Which issues seem important in this story?
- What are the characters' reactions to these issues?
- How do the characters deal with these issues?
- What perspective does each character have on this issue?
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- What issues seem important to your character?

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Bend 1: Lesson 1

Connection...Think about a time in your life when a you have dealt with problems than are bigger than yourself.

...the 1986 tornado that destroyed a huge part of our farm (power: nature)

...the drunk driving car accident that put our family in danger (power: drunk driver)

...my brother's first high school P.E. experience (power: P.E. teacher)

-Literature mirrors issues in the world: readers think deeply about how characters deal with power issues as a way to think through the same issues in real life.

Teaching Point

Today, I want to teach you that readers notice when characters are dealing with problems that are bigger than themselves--problems that have to do with groups of people and uneven power relationships.

These issues in literature are mirrors of issues in the world: readers think deeply about how characters deal with these issues as a way to think through the same issues in real life.

Mentor Text

The Story of Ruby Bridges
By: Robert Coles

Ruby Nell Bridges was the first African-American child to desegregate the all-white William Frantz Elementary School in Louisiana during the New Orleans school desegregation crisis on November 14, 1960.

I can understand how characters deal with problems bigger than themselves and how I can think through the same issues in real life. Who has the power?

As I read the *Story of Ruby Bridges* think about what the problem is and the evidence that proves this...

Who doesn't have the power?

When does the power shift?

Who is able to change their circumstances?
Who does not?

I Do:

We Do: I can understand how characters deal with problems bigger than themselves and how I can think through the same issues in real life. (Arenz)

As I read the *Story of Ruby Bridges* think about what the problem is:

Who has the power?

Who doesn't have the power?

When does the power shift?

Who is able to change their circumstances?
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We Do: I can understand how characters deal with problems bigger than themselves and how I can think through the same issues in real life. (Migacz)

As I read the *Story of Ruby Bridges* think about what the problem is:

Who has the power?

Who doesn't have the power?

When does the power shift?

Who is able to change their circumstances?
Who does not?

You Do:

As you read through your short stories, highlight and markup/highlight or jot the following:

- What group of people your character belongs to
- The unfair power dynamics because of that identity

Question to answer: What is unfairly happening to your character just because of who they are and the group they belong to?

Assignment: A.C.E. Paragraph

A.C.E. Paragraph Example

What is unfairly happening to your character just because of who they are and the group they belong to?

In the book, The Story of Ruby Bridges, by Robert Coles, (ANSWER) a little black girl, Ruby Bridges, is being unfairly treated by a group of angry white people. (CITE) On pages 9 and 12, the author stated that angry white people crowded outside the school carrying signs and shouting bad words at her. (EXPLAIN) This shows that the white people did not want Ruby in their school because of the color of her skin and were trying to scare her from going in.

You Do

Read your short story

As you read your short story, think about who has the power? Who doesn't?

Think about how this power affects your character and the group they associate with.
