



Topic: Rights and Change Makers

Curriculum Planning Template – Somerville Early Education

Trajectory for Thematic Inquiry: Planning from the Big Idea

Consult ELA Pacing & Curriculum Guides, Big Idea Guides, & Building Blocks Math Pacing Guide

Big Ideas about Rights and Change Makers:

- All people have rights
- All people have responsibilities
- People work together to protect rights
- Our words are powerful and can make change
- Our actions are powerful and can make change
- Reference [The Conventions on the Rights of the Child](#) to select focused rights
 - Respect for Children’s Views
 - Health, Water, Food, Environment
 - Food, Clothing, Safe Home
 - Access to Education
 - Rest, Play, Culture, Arts
 - Somerville strives to be a kind and fair place

Project Approach: Working with Big Ideas

(Picturing the Project Approach 2017, Sylvia Chard, Yvonne, Kogan, Carmen Castillo)

- Phase 1: Beginning the Project
- Phase 2: Developing the Project
- Phase 3: Concluding the Project

Anti-bias Education Goals and Outcomes (Derman-Sparks, Edwards and Goins, 2020)

Goal 1: Identity - Each child will demonstrate self-awareness, confidence, family pride, and positive social identities. *Teachers will nurture each child’s construction of knowledgeable and confident personal and social identities.*

Goal 2: Diversity - Each child will express comfort and joy with human diversity; accurate language for human differences; and deep, caring human connections. *Teachers will promote each child’s comfortable, empathic interactions with people from diverse backgrounds.*

Goal 3: Justice - Children will increasingly recognize unfairness (injustice), have language to describe unfairness, and understand that unfairness hurts. *Teachers will foster each child’s capacity to critically identify bias and will nurture each child’s empathy for the hurt bias causes.*

Goal 4: Action - Children will demonstrate empowerment and the skills to act, with others or alone, against prejudice and/or discriminatory actions. *Teachers will cultivate each child’s ability and confidence to stand up for oneself and for others in the face of bias.*

Selected Anti-bias Objectives - [choose from here](#)

- I want to know about other people and how our lives and experiences are the same and different.

- I know some true stories about how people have been treated badly because of their group identities, and I don't like it.
- I know about people who help stop unfairness and work to make life better for many people.
- I can and will do something when I see unfairness – this includes telling an adult.
- I will join with classmates to make our classroom fair for everyone.

A TRAJECTORY OF INQUIRY

Phase 1 – Beginning a Project: Starting Out And Setting The Stage

Sample Teacher Brainstorm/Planning Web - Add your own ideas!



Create a new web with children once a direction has been defined

Surface prior knowledge. Set the Stage:

- Introduce the concept of classroom agreements to make sure the classroom is a safe and fair community for all learners.
- Create classroom agreements as a group
- Post these agreements somewhere in the classroom so they are visible and can be referenced
- Provide books that talk about rights, fairness, and highlight peaceful action to make change

Generate curiosity: Pose questions, read a high interest book, take a field trip

- [I have the Right to be a Child](#), Written by Alain Serres & Illustrated by Aurelia Fronty
- Letter from Mayor (Week of the Young Child)

Questions you might ask children:

- From [Mayor's Letter](#) (video) or [Letter](#): *What kinds of changes would you make in our city to make it an even better place to live in? Who are the people that make our city better? What can you do to help make our city better? How do you make change?*
- Who are kind people in our community?
- What is kindness?
- What is fairness?
- How can you tell if something is fair or unfair?
- What do people do when something is unfair?
- What are things that all people need/ have a right to?

Make connections to children's lives

- Read [Windows](#) by Julia Denos and listen to her [interview](#) talking about Somerville, MA.
- Has anything ever felt unfair for you?

PHASE 1 – Beginning a Project -Defining A Possible Investigation or Direction:

Generate KW (Know, Want to know) Chart: What do we know or think we know about _____ ?

- Fairness
- Rights
- Our City and School
- Making change

Expand Children's Thinking: *So, now that we know some information and have some ideas about _____, What should we investigate?*

It seems that you are curious about _____?

Brainstorm a list of all the things the children Want know about _____.

Possible Investigations to your explore your topic of interest

- **Focus on the following Change Makers:**
 - **Martin Luther King, Jr.- The Power of Our Words**
 - Create a speech to share with the class/families/school to change something unfair
 - [MLK Jr. PowerPoint](#)
 - [Reading Room](#)

- Ruby Bridges- Bravery
 - Watch Interviews with Ruby Bridges
 - Connect to look for the helpers (Fred Rogers)- Interview those who help in your community (public safety officers, crossing guards, teachers, family members)
 - [Ruby Bridges PowerPoint](#)
- Greta Thunberg- Learn about climate change
 - Create signs to make a change in your community
 - Read [Greta and The Giants](#)
- Katherine Johnson
 - Counting and becoming a mathematician
 - NASA
 - Read Counting on Katherine by Helaine Becker
 - [Katherine Johnson PowerPoint](#)



- City Hall Week of the Young Child:
 - Read the Mayor's [Letter](#): to children about Somerville being a kind and fair place
 - Read the rights of Young Children (UNICEF)
 - Research local organizations that support rights
 - Project SOUP, Somerville Homeless Coalition, Somerville Community Growing Center, Somerville Arts Council, Somerville Council on Aging
 - Video from WOYC 2021: [WOYC 2021](#)
- Rights, Fairness and Kindness
 - Unicef- Rights of the child- [The Conventions on the Rights of the Child](#)
 - What are rights? Who has rights? What do you think should be a universal right?

PHASE 2 – Developing a Project- Exploring And Learning More:

Continue to add to the knowledge base, add activities and experiences, field trips, find experts, plan class books, family engagement, etc.

POSSIBLE FIELD SITES:

- City Hall
- Project SOUP
- Somerville Homeless Coalition
- Somerville Arts Council
- City wide trip to visit memorials and statues with historical value based on peaceful change

POSSIBLE EXPERTS:

- City Alderman
- Mayor
- Anyone who has experienced unfairness and made change
- School Principal
- High School Students
- <https://www.familydiversityprojects.org/>

Possible Projects (Use one of the following ideas or co-create an emergent project with your children):

School-based Project

- Work to change something unfair in your classroom or in your school.
- Identify the problem, research who to talk to, and plan for letters, interviews, posters, etc.
- Create a new way and propose a change.
- Make the change and share the new way with others.

Food Drive: Partner with Project SOUP and/or Somerville Homeless Coalition

- Create lists/illustrate necessary items and pots around school/ community
- Sort gathered items and count items
- Deliver to Project Soup/SHC

Littering: Create signs like Greta Thunberg

- Recognize a problem- trash in the streets
- Create signs to distribute on school park
- Plant trees/flowers
- Write to the Mayor about the problem and suggest solutions

Voting:

- Vote for changes in the classroom
- Vote for read a louds
- Vote for changes in the school

Interviews:

- Interview local change makers
- Interview helpers in the community that promote fairness and kindness

PHASE 3: Concluding the Project

Reflect on next steps, sharing the work with others, extensions of content, new directions.

Ideas for Sharing Learning/Work:

- Invite families...
 - Create PSA video for Somerville/School
 - Have a rally with families and school officials
 - Send home newsletters with children's work documented
 - Create a story walk of child rights to be displayed at local park
 - Share learning with neighboring classrooms/ out on the playground

Possible Extensions:

- Invite other classrooms to also make change
- Apply your project to a new neighborhood, park, organization, etc.

Content and Room Areas	Activities Connected to Big Idea
Blocks	Props/Provocations: <ul style="list-style-type: none">● Family Photos on blocks● Photos of familiar organizations in Somerville on Block● Photos of change makers on blocks● Create signs in block area● Include map or images of city in block area● Multicultural people figurines
Dramatic Play	Generate play props and themes with children: <ul style="list-style-type: none">● Recreate moments in history where change occurred● Create bus to act out Rosa Parks- create props for children to play different roles from the scene.● Create podium for children to give speeches● Create voting booths● Create City Hall● Create a food pantry

<p>The Arts</p>	<p>Group and Individual Projects:</p> <ul style="list-style-type: none"> ● Make puppets of change makers and the different people who supported them ● Draw portraits of change makers and create self-portraits and write the changes they wish to see in the world ● Create signs for each rights of the child ● Create mural ● Acting out stories and reenact moments of change
<p>Sensory</p>	<p>Sensory Table</p> <ul style="list-style-type: none"> ● Planting trees/flowers to make change- put dirt, seeds, water in sensory table ● Babies- set up a bathtub in the sensory table for babies of different shades of brown ● I am Peace- review self-regulation tools for when things make you angry and talk about how you can respond peacefully
<p>Mathematical Thinking</p>	<ul style="list-style-type: none"> ● Sort food pantry items ● Count like Katherine Johnson ● Count votes, tallies, etc. ● Create maps of the city and school for planning purposes
<p>Science, Engineering & Technology</p>	<ul style="list-style-type: none"> ● Water Table Design challenge - using recycled materials, design a tool/machine that could remove trash from the surface of the ocean (water). ● Plant and grow seedlings to beautify a park or playground. ● Experiment with different materials, textures and weights - what helps you feel peaceful, calm and kind?
<p>Library/ Read Aloud</p>	<p>Books:</p> <p>Windows by Julia Denos</p> <p>A is for activist by Innosanto Nagara</p> <p>Counting on Community by Innosanto Nagara</p> <p>Last Stop on Market Street by Michael de la Pena</p> <p>The Teddy Bear by David McPhail</p> <p>Saturday at the Food Pantry by Diane O’Neill</p> <p>Be Kind by Pat Zietlow Miller</p> <p>The Story of Ruby Bridges by Robert Coles</p> <p>Ruby Bridges Goes to School My True Story by Ruby Bridges</p> <p>Martin’s Big Words by Doreen Rappaport</p>

	<p>Greta and The Giants by Zoe Tucker</p> <p>Change Sings by Amanda Gorman</p> <p>Say Something by Peter H. Reynolds</p> <p>I Am One by Peter H. Reynolds</p> <p>I Am Peace by Peter H. Reynolds</p> <p>Maybe Something Beautiful by Isabel Campoy and Theresa Howell</p> <p>Just Ask! By Sonia Sotomayor</p> <p>Let the Children March by Monica Clark-Robinson</p> <p>One by Kathryn Otoshi</p> <p>Speak Up by Amanda Paul and Ebony Glenn</p> <p>Kamala and Maya’s Big Idea by Meena Harris</p> <p>Superheroes are Everywhere by Kamala Harris</p> <p>Drum Dream Girl by M. Engle and R Lopez</p> <p>Brick by Brick by Giuliano Ferri</p> <p>I Have the Right to be a Child by Aurelia Fronty</p> <p>The Peace Book by Todd Parr</p> <p>Peace by W.A. Halperin</p>
<p>Balanced Literacy</p>	
<p>Vocabulary</p>	<ul style="list-style-type: none"> ● Change Maker ● Rights ● Community ● Problem ● Justice ● Fair ● Activist ● Peace ● Protest ● Rally

Oral language and Concept Development	<ul style="list-style-type: none"> ● Use CROWD strategies during read alouds ● Use STSA to act out stories ● Create speech on rights, share with class ● CPS- Have small group creative problem solving lessons to listen to each others ideas in a group when confronting a problem. ● Introduce key language when addressing a social problem or in equality- create visuals to help children remember this key language. <ul style="list-style-type: none"> ○ Bidirectional check-ins: “Are you okay?” versus “I’m sorry”
Fine Motor, Drawing, and Writing	<ul style="list-style-type: none"> ● Sign making station ● Create Images of Peace ● Story walk on Rights of Children
Expressive and Writing Language	<ul style="list-style-type: none"> ● Sign making station ● Send letters ● Represent rights of children through art and labeling ● Journals to represent feelings
Phonological and Phonemic Awareness	<ul style="list-style-type: none"> ● Use A is for Activism Book ● Create class book similar to A is for Activism with the social change happening in the classroom and community ● Practice signing name ● Create acronyms and initials on signs
Differentiation/ Modifications	<ul style="list-style-type: none"> ● Use mixed media to present information: books, slide decks, PowerPoints, videos, and music ● Act out what you are learning and discussing ● Create visuals and go over key vocabulary ● Document what the children are saying and play it back to them ● Bring in people from the community for multiple representation