

GRADE 2

AMPLIFY CKLA DEI AND SOCIAL JUSTICE GUIDE

How to Use the Amplify CKLA DEI and Social Justice Guides

The following guide offers an overview of the many ways that the Amplify CKLA program supports students' understanding of issues related to diversity, equity, inclusion, and social justice. The guide for each grade details how the domains (K-2) or units (3-5) align to outcomes identified in the Teaching Tolerance Social Justice Standards. This tool enables teachers to understand how students work toward these outcomes through the Amplify CKLA program. It also includes a DEI question for each domain or unit that teachers may use to further develop students' understanding of how the content area connects to these issues.

While the Amplify CKLA program is not intended to be students' only opportunity to grapple with the ideas embedded in the Teaching Tolerance standards, it does offer substantial support for progressing toward the standards' outcomes. The guide for each unit and the alignment charts for each grade band detail which standards are supported in Amplify CKLA, enabling teachers to coordinate this with curricula in other subjects to ensure that students address all standards throughout the course of the school day.

Grade 2



Grade 2 Domain 1 *Fairy Tales and Tall Tales*

Summary of how this domain approaches DEI and Social Justice

This domain introduces students to classic fairy tales and tall tales and the lessons they teach. Students can relate to the problems faced by characters in each of these tales and learn from the lessons in each story. Throughout, they consider various feelings and attitudes, learn about both selfish and selfless behaviors, and determine what makes someone heroic. They also consider their own actions and accomplishments, focusing on positive aspects of their own lives and identities.

DEI Question

What makes someone a hero?

Objectives

- Students describe times when they have accomplished a feat and mastered a challenge. [ID.K-2.4]
- Students describe characters' feelings and their causes. [DI.K-2.9]
- Students identify circumstances that would evoke curiosity and cause unhappiness or displeasure. [DI.K-2.9]

Optional Lesson Modifications

- Introduction
 - Extended Knowledge: In this domain, students explore different fairy tales and tall tales while building their understanding of the different story elements associated with these stories. While students have been exposed to different cultures, it is also important that students can see themselves within these stories. We suggest replacing “The Emperor’s New Clothes” with a fairy tale or tall tale that has characters from different ethnic/cultural backgrounds. If possible, choose a story from a culture or ethnicity that some of your students identify with that has strong story elements.
 - Below you can find some suggestions of stories that can be used in substitution. If you decide to use any of the texts below, we suggest that you review the text thoroughly before teaching it. You should follow the same lesson plan as “The Emperor’s New Clothes,” but add an emphasis on the different cultures and ethnicities of the stories and characters:
 - *Thunder Rose* by Jerdine Nolen
 - *Cendrillon: A Caribbean Cinderella* by Robert D. San Souci
 - *Paco and The Giant Chile Plant* by Keith Polette’

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Grade 2 Domain 2 *Early Asian Civilizations*

Summary of how this domain approaches DEI and Social Justice

This domain introduces students to the continent of Asia and its two most populous countries, India and China. Students learn about the early civilizations in India and China and identify similarities and differences between these civilizations. Students explore early India and learn about the basics of Hinduism and Buddhism—two religions from this area—as major forces shaping early Indian civilization. Then they learn about early Chinese civilization and the many contributions made by the early Chinese. As they learn about Siddhartha and Confucius, students consider how we should treat others and what it means to be kind. Throughout the domain, students learn to identify each country and important places within them on a map. They study holidays in each country, including Diwali and Chinese New Year, and they compare and contrast these celebrations to their own traditions. In addition to the domain’s informational texts, students also hear works of fiction from each country.

The study of world religions such as Hinduism and Buddhism is an important aspect of education, because religion has been such a central force in shaping the development of civilizations, and it is difficult to teach world history without referencing the role played by religion. For example, the Middle Ages cannot be taught without reference to the importance of the Christian Church. The Crusades cannot be taught without reference to the development of Islam. Thus, the Core Knowledge Language Arts program introduces students at various grade levels to different world religions as part of their study of world history, which will provide students with a basic vocabulary for understanding many events and ideas in history.

DEI Question

How are your values, customs, and everyday life similar to or different from the values, customs, and everyday life people experienced in Early Asian civilizations?

Objectives

- Students describe a time when they have received or given praise, then praise a classmate. [ID.K-2.4]
- Students describe customs and practices associated with various holidays, such as Chinese New Year and Diwali, and compare them to customs and holidays observed by students’ families. [ID.K-2.5]
- Students describe features that are common among ancient civilizations. [DI.K-2.8]
- Students compare and contrast Hinduism and Buddhism and consider how they are like and unlike other religions with which students are familiar. [DI.K-2.10]

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Grade 2 Domain 2

Early Asian Civilizations (continued)

- Students learn the word *unjust* and determine whether different situations involve unjust treatment of others. [JU.K-2.12]
- Students describe historical figures such as Siddhartha and Confucius and identify ways these figures sought to help others and create a better world. [JU.K-2.15]
- Students explain how they would help someone experiencing sorrow. [AC.K-2.18]

Optional Lesson Modifications

- Lesson 2
 - Read-Aloud: As a Support, you may wish to explain to students that people who observe the religion of Sikhism wear turbans as a way to represent their faith. Followers of this religion cover their heads with turbans to show the equality of all Sikhs.
- Lesson 3
 - Advance Preparation—Universal Access: You may wish to research and share age-appropriate videos to provide more information on Hinduism and its origins for students.

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Grade 2 Domain 3 *The Ancient Greek Civilization*

Summary of how this domain approaches DEI and Social Justice

This domain introduces students to an ancient civilization whose contributions can be seen in many areas of our lives today. Students learn about the gods and goddesses of the ancient Greeks, the city-states of Sparta and Athens, and the philosophers Socrates, Plato, and Aristotle. They will learn about the first Olympic Games held in honor of Zeus and how they influenced the modern Olympic Games. Students also learn about the Greek contribution of democracy and how its ideals are used today in many governments, including our own. Throughout, they consider these ideas in light of their own lives, deciding how they would have behaved as ancient rulers, comparing ancient life and ideas to their own experiences, and learning how we are connected to—yet distinct from—people from long ago.

DEI Question

How does today's world reflect the influence of ancient Greece?

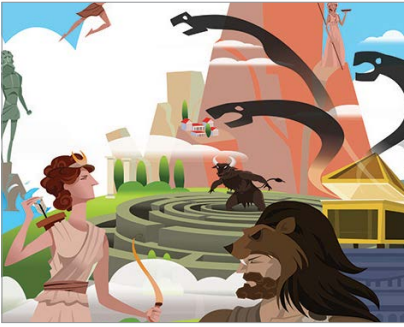
Objectives

- Students discuss their own experiences and beliefs, including their preferences, times when they have been on a mission to accomplish or do something, the balance in their lives, their ideal experiences, and blessings. [ID.K-2.1]
- Students consider what it means to honor someone and determine a person to whom they would like to pay tribute. [DI.K-2.6]
- Students describe features that are common among ancient civilizations. [DI.K-2.8]
- Students describe the Olympic Games of ancient Greece, explain how they have influenced the present, and consider other contributions ancient Greeks have made to modern civilization. [DI.K-2.8]
- Students identify how characters or historical figures feel in various situations and consider how they might feel in similar situations. [DI.K-2.9]
- Students evaluate whether or not their classroom is a democracy. [AC.K-2.20]

Optional Lesson Modifications

- Lesson 4
 - Read-Aloud: After the text for Image 4A-6, share with your students that the first woman to participate in the Olympics and win a gold medal was Hélène de Pourtalès in 1900.

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Grade 2 Domain 4 **Greek Myths**

Summary of how this domain approaches DEI and Social Justice

This domain builds on *The Ancient Greek Civilization* domain and will introduce students to several well-known Greek myths and many well-known mythological characters. Students learn that the ancient Greeks worshiped many gods and goddesses, and that the twelve they believed lived on Mount Olympus, the home of the gods, were the most powerful. Students encounter several significant Greek myths (fictional stories, once thought to be true, that tried to explain mysteries of nature and humankind) and learn that myths give insight into the ancient Greek culture. They hear about Greek figures—including Hercules, Oedipus, and Arachne—and evaluate their conduct, determining whether their behaviors were heroic or detrimental. As they read about various characters, students identify their feelings and evaluate how they might feel or behave in similar situations. By emphasizing the effect our actions have on others, this domain helps students build a sense of responsibility and thoughtfulness.

DEI Question

How do the characters in Greek myths change their situation through their actions and behaviors?

Objectives

- Students identify how characters or mythological figures feel in various situations and consider how they might feel in similar situations. [DI.K-2.9]
- Students learn how myths functioned in ancient Greek religion and identify the events myths explained or the lessons they conveyed to ancient Greeks. [DI.K-2.10]
- Students identify the characteristics of a hero and determine whether or not various mythological characters acted heroically. [JU.K-2.15]

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Grade 2 Domain 5 *The War of 1812*

Summary of how this domain approaches DEI and Social Justice

This domain introduces students to an important period in the history of the United States—the time during the War of 1812. Students learn that Americans held complicated feelings about going to war, and while some people supported it, others did not. They also learn about the relationships between Great Britain and other nations, including Native American tribes. They explore historical figures' feelings and consider their own experiences with specific emotions or states, such as dejection, astonishment, and patience. They also consider characters who are grappling with their ancestry and explore how they might feel in a similar situation. Throughout, the domain builds the foundation for subsequent domains, including those on westward expansion, the U.S. Civil War, and immigration. However, it also underscores the ways in which learning about history necessarily encompasses learning about one's self.

DEI Question

How are people's choices, beliefs, and loyalties affected by their identity or the groups to which they belong?

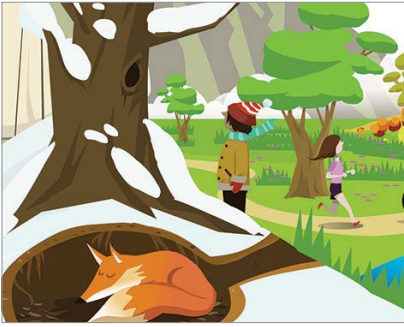
Objectives

- Students consider a character's ancestry and how they would feel if they shared that ancestry. [ID.K-2.1]
- Students describe times when they have felt dejected or astonished and situations where they and others have shown patience. [DI.K-2.9]
- Students identify how groups of people in America held different beliefs about and relationships with Great Britain. [DI.K-2.10]
- Students learn more about a classmate by sharing and discussing self-portraits. [JU.K-2.11]

Optional Lesson Modifications

- Pausing Point
 - The Battle of Thames: Tell students that the Battle of the Thames in October 1813 caused Native Americans great suffering. This was due to the fact that it led to the death of the Native American leader Tecumseh and the breakup of his coalition. This meant that many Native American tribes lost their lands and independence. You may wish to show students a picture of Tecumseh.

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Grade 2 Domain 6 *Cycles in Nature*

Summary of how this domain approaches DEI and Social Justice

This domain introduces students to the many natural cycles that make life on Earth possible. Students learn about seasonal cycles, flowering plants and trees, animal life cycles, and the importance of the water cycle. They discover that different parts of the world experience seasons at different times, and they come to understand the effect seasonal changes have on plants and animals. As students learn that all organisms experience the developmental stages of the life cycle, they also begin to grasp how their growth and development relates to Earth's seasonal cycles and how all organisms depend on Earth's limited water supply. Throughout this domain, students encounter the interconnectedness of all life on Earth, from humans to other animals and plants.

DEI Question

How do cycles in nature connect us to all Earth's other living creatures?

Objectives

- Students explain why different parts of the world do not have daylight, nighttime, or the same seasons simultaneously. [DI.K-2.8]
- Students identify the stages of growth all humans experience. [DI.K-2.8]

Optional Lesson Modifications

- Lesson 2
 - Introducing the Read-Aloud—Solstices: After reading the Image 2A-4 Read-Aloud, give students more background on the ways that solstices are celebrated across cultures. Some of these celebrations include activities such as folk dancing, flower picking, feasts, and bonfires.
 - Introducing the Read-Aloud—Solstices: Display pictures from winter and summer solstice celebrations to give students a better understanding of these traditions.
- Pausing Point
 - Core Content Objectives up to This Pausing Point: Explain the importance of preserving our trees and maintaining forests around the world.
- Domain Review
 - Core Content Objectives Addressed in This Domain: In the second to last bullet about limited water on Earth, reiterate the importance of water for maintaining life on Earth.

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Grade 2 Domain 7 *Westward Expansion*

Summary of how this domain approaches DEI and Social Justice

This domain introduces students to an important period in the history of the United States—the time of westward expansion during the 1800s. Students learn why pioneers were willing and eager to endure hardships to move westward, and they also come to understand the hardships and tragedies that Native Americans, particularly the Lakota Sioux and the Cherokee, endured because of westward expansion. They consider the different attitudes that settlers and Native Americans held toward the land and its animals, and they confront the injustice of the Trail of Tears. As they learn about changing means of transportation, students also learn about the role immigrants from Ireland and China played in building the transcontinental railroad. Throughout, they also consider what their own attitudes and responses might have been in some of the circumstances people faced on the American frontier.

DEI Question

How did Westward expansion in the United States have different effects on different groups of people, such as settlers, Native Americans, and immigrant laborers?

Objectives

- Students explain how they might feel in specific situations and describe times when they have exhibited endurance. [ID.K-2.1]
- Students describe their lives, including aspects of their community and their experiences traveling and communicating with family members who are far away. [ID.K-2.5]
- Students describe travel along the Oregon Trail and compare it to contemporary travel. [DI.K-2.8]
- Students identify the feelings various characters and historical figures experience in various circumstances. [DI.K-2.9]
- Students learn about different people in the West, including the Lakota Sioux, the Cherokee, and settlers and evaluate how Westward expansion and the development of the railroad affected different groups of people. [DI.K-2.10]
- Students detail what happened during the Trail of Tears. [JU.K-2.13]

Optional Lesson Modifications

- Lesson 1
- Introducing the Read-Aloud—Domain Introduction: After explaining the word *pioneers*, ask students if the people we call “pioneers” were actually the first people to discover those lands. (*No; though European settlers had never been on the land that they were navigating, this had been the home of Native Americans for thousands of years.*) Explain to students that though many people call the settlers and explorers of the Westward Expansion “pioneers,” it can be argued that they were not truly pioneers, because they were not the first people to live on this land.
- Lesson 9
 - Read-Aloud: As a Support, emphasize the connection between westward expansion and the hardship of the Native Americans.

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Grade 2 Domain 8 ***Insects***

Summary of how this domain approaches DEI and Social Justice

This domain introduces students to the largest group of animals on Earth. Students learn the characteristics of insects, the life cycles of insects, how insects can be categorized as solitary or social, and how insects are viewed as both helpful and harmful. Throughout, they gain more understanding of how humans are not isolated in our environment, and they see how creatures with some similarities can still be quite different. For example, they observe differences in different insects' appearances and lifestyle, including whether they are social or solitary. Students use this information to compare and contrast various aspects of insect life and human life. In the process, they see ways in which humans and insects are interconnected, including how insects are important to the process of pollination and in the production of honey, some cosmetics, and even medicines. They also learn how humans can threaten or harm insects.

DEI Question

How are humans connected to insects, and how can our actions affect them?

Objectives

- Students compare and contrast their own skeleton and growth process with those of insects. [ID.K-2.1]
- Students explain how human behaviors can harm insects. [AC.K-2.17]

Optional Lesson Modifications

- Introduction
 - Core Content Objectives Addressed in This Domain: After identifying ways in which humans can be harmful to insects, identify the importance of respecting animal habitats.
- Lesson 8
 - Read-Aloud: As a Support, remind students of the habitat discussion from Lesson 1. Use the discussion of Image 8A-13 as an opportunity to emphasize that there are ways for humans and insects to coexist without disturbing each other. For example, someone who finds a spider in their home might scoop it up and take it outside.

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Grade 2 Domain 9 *The U.S. Civil War*

Summary of how this domain approaches DEI and Social Justice

This domain introduces students to an important period in the history of the United States. Students learn about the controversy over slavery between the North and the South, which eventually led to the U.S. Civil War. They learn about this war and how the end of the war also meant the end of slavery, the process through which Africans and the descendants of those Africans were taken from Africa against their will and forced into labor in the United States through the conclusion of the Civil War. The communities of people enslaved in the South established a new culture that combined the homeland of their ancestors and the Americas. Although slave trade was abolished in the United States in 1808, and at the time of the Civil War very few enslaved Africans had actually been born in Africa, the term “enslaved Africans” is used in place of “slaves” to honor the history of the enslaved people. Students also learn about some women and men who were significant during this time, including Harriet Tubman, Abraham Lincoln, and Clara Barton. Throughout this domain, students encounter low-stakes questions (often in Word Work segments) that push them to start thinking about their own identities in increasingly sophisticated ways. For example, they are asked to identify things they value, issues they care about, people they view as advisors, and how they might have reacted to some of the events described in the unit. They also consider circumstances in which being rebellious could be positive. By pushing students to start thinking about their own values and concerns, these questions help set the framework for the *Fighting for a Cause* domain and for future work on equity and justice.

DEI Question

What are some of the unfair or unjust things that took place during the Civil War, and what actions did some people take to stop those things?

Objectives

- Students identify things they value, issues they care about, people they view as advisors, and how they might have acted in particular historical moments. [ID.K-2.3]
- Students describe how various historical figures likely felt during different events. [DI.K-2.9]
- Students describe the conditions Harriet Tubman and other enslaved people endured. [JU.K-2.13]
- Students evaluate the differences between the life of an enslaved person and the life of a plantation owner. [JU.K-2.14]
- Students describe the contributions of Harriet Tubman, Abraham Lincoln, Clara Barton, and abolitionists. [JU.K-2.15]

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Grade 2 Domain 9 *The U.S. Civil War* (continued)

Optional Lesson Modifications

- Lesson 1
 - Introducing the Read-Aloud: Recite the Pledge of Allegiance to students rather than have students recite it.
- Lesson 2
 - Read-Aloud: In the text for Image 2A-5, read the following after the second paragraph: *Like Harriet Tubman and other abolitionists, it is our responsibility to fight against unjust systems that treat people unfairly.*
- Lesson 3
 - Read-Aloud: In the text for Image 3A-2, revise the sentence about enslaved Africans working together to make their lives less hard. Instead, read the following: On these plantations, enslaved Africans worked together and helped each other during the long and exhausting hours on the plantation fields.
- Lesson 5
 - Read-Aloud: In the text for Image 5A-8, read the following after the first paragraph: *Today, the Confederate flag is considered offensive to many people, because it represents the Confederacy, which supported and fought for slavery to exist in the US.*
- Lesson 7
 - Advance Preparation: While sharing the perspectives of the Confederate soldiers throughout the Read-Aloud, you should avoid the use of sympathetic or glorifying language.
 - Read-Aloud: In the text for Image 7A-2, omit the following sentence: But all the soldiers loved General Lee as though he were their own father. They called him “The Old Man” out of respect.
 - Read-Aloud: In the text for Image 7A-6, omit the following sentences: The men cheered and waved their hats whenever Lee rode past, and he waved and smiled confidently, doing his best to keep their spirits high. How did the soldiers feel about Lee if they cheered and waved their hats?
 - Application—Check for Understanding: Omit the following questions from the discussion of Robert E. Lee:
 - What kind of a person do you think General Robert E. Lee was?
 - Do you think he was a good general? Why or why not?

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Grade 2 Domain 10

The Human Body: Building Blocks and Nutrition

Summary of how this domain approaches DEI and Social Justice

This domain covers a number of topics regarding the human body, helping students learn how it functions and apply that knowledge to thinking through how their choices affect their health and well-being. After introducing students to the building block of the body, then explaining the function of its primary systems, the domain focuses on the importance of good nutrition and how to make good choices in order to eat a well-balanced diet. Students learn five keys to good health, and they determine ways to apply these keys to their own behaviors.

DEI Question

How can you and your family add some healthy habits to your everyday routine?

Objectives

- Students describe their favorite foods, determine how to select healthy snacks, and plan how to practice healthy habits in their own lives. [ID.K-2.1]

Optional Lesson Modification

- Lesson 8
 - Read-Aloud: After the text for Image 8A-10, read the following: Even though eating fresh food is best for our bodies, not all people have access to fresh food for many reasons. Some people cannot afford to buy fresh groceries, which can be expensive, and some people do not have the transportation they need to get to a grocery store. These reasons might lead to an unhealthy diet.
- Lesson 9
 - Read-Aloud: As a Challenge, remind students of what they learned in Lesson 8 regarding food access and affordability for low income families. As a possible extension activity, plan a school healthy food drive to support families that may not have access to fresh food. Consider partnering with a local grocery store.



Grade 2 Domain 11 *Immigration*

Summary of how this domain approaches DEI and Social Justice

This domain introduces students to the concept of immigration in the United States, an especially important topic because the United States is often referred to as a country of immigrants. Students learn about the biggest wave of immigration to the United States, which occurred between 1880 and 1920, and discover why people immigrated, what factors pushed them from their homelands and pulled them to the United States, and why many immigrants settled in particular cities or regions upon their arrival. Through reading accounts about immigrants from different countries, students discover that immigrants often face challenges, but they also achieve successes. Learning about immigration to the United States is also an opportunity for students from immigrant families to find out more about their family history and what brought them and/or their ancestors to the United States. The domain also covers becoming a citizen, what it means to be a citizen of the United States, and basic facts about the Constitution and the Bill of Rights. Throughout the domain, students explore the many privileges as well as some of the specific rights citizens have. They work together to establish a classroom constitution detailing their rights as students, and they write accounts of what they might experience as immigrants. Throughout, this domain helps students consider their own experiences in the United States and better understand the experiences others have here.

DEI Question

What experiences do American citizens and immigrants share, and how are their lives different?

Objectives

- Students describe their own experiences, including traditions their families observe, whether they have ever accompanied an adult who was voting, and how the Bill of Rights affects their daily lives. [ID.K-2.1]
- Students define the term *immigrant* and describe some reasons that people would leave their home country to make a new life in a different country. [DI.K-2.8]
- Students identify how various immigrants might have felt in different situations they encountered. [DI.K-2.9]
- Students compare and contrast the experiences of immigrants in different settings (cities versus the country) and regions of the United States. [DI.K-2.10]
- Students describe some of the challenges faced by immigrants, including hostility from American citizens, and consider those challenges in evaluating whether the United States was truly a “Land of Opportunity” for immigrants. [JU.K-2.12]
- Students evaluate whether or not the United States was truly a “Land of Opportunity” for different groups of immigrants. [JU.K-2.14]

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Grade 2 Domain 11 **Immigration** (continued)

- Students identify some of the things Charles Steinmetz, who immigrated from Germany, did to make the United States a better place. [JU.K-2.15]
- Students learn about the rights and responsibilities of citizenship, explain the purpose of the U.S. Constitution and Bill of Rights, and work together to construct and vote on a classroom constitution. [AC.K-2.20]

Optional Lesson Modifications

- Lesson 7
 - Advance Preparation—Universal Access: Consider organizing a “show-and-tell” for students, having them bring in items that connect to their home culture or family’s place of origin.
 - Read-Aloud: Replace the title of Image 7A-3 with “Early European settlers.”
 - Read-Aloud: As a Challenge, explain to students that the United States is often referred to as a *melting pot*. A melting pot usually contains many different ingredients mixed together. Ask students why they think people call the United States a melting pot. (*There are many different people from different countries in the US who bring traditions from their homelands with them.*)

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Grade 2 Domain 12 *Fighting for a Cause*

Summary of how this domain approaches DEI and Social Justice

This domain introduces students to several ordinary people who stood up for what they believed in and who fought for a cause, even when faced with immeasurable odds. It introduces the terms *human rights* and *civil rights*, supporting students in learning the importance of these rights. Students learn how members of very powerful groups have often excluded members of other groups from exercising certain rights. They will learn about some key historical figures who fought for various causes such as the abolition of slavery, the right for women to vote, and the welfare of migrant workers. In the process, they will come to understand the connection between ideas and actions, as well as how ordinary people can do extraordinary things, changing people's awareness throughout an entire country. The domain features the following historical leaders: Susan B. Anthony, Eleanor Roosevelt, Mary McLeod Bethune, Jackie Robinson, Rosa Parks, Martin Luther King, Jr., and Cesar Chavez. Students study the dedication and sacrifice of these historical leaders, as well as the significant impact they had on the fight for civil rights and human rights. They learn the terms *inequality*, *discrimination*, *protest*, and *courage*, and they encounter examples in the texts. Students also apply these concepts to their own lives, considering such questions as what they would like to vote for or against, who they admire, and what they could accomplish by acting with courage.

DEI Question

After learning about how others have fought for causes in their lives, what important cause might you choose to fight for in your life?

- Students identify feelings experienced by different characters in nursery rhymes. [DI.K-2.9]

Objectives

- Students discuss how they would explain civil rights concepts to their families. [ID.K-2.1]
- Students evaluate whether circumstances have changed since the Civil Rights movement. [DI.K-2.8]
- Students compare and contrast the way different activists advocate for justice and equality. [DI.K-2.10]
- Students explain how certain groups of people have been excluded from some rights throughout American history. [JU.K-2.13]
- Students describe the work and advocacy of Susan B. Anthony, Eleanor Roosevelt, Mary McLeod Bethune, Jackie Robinson, Cesar Chavez, and Martin Luther King, Jr. [JU.K-2.15]
- Students discuss the value of using words and nonviolence to advocate for equality and justice. [AC.K-2.19]

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Grade 2 Domain 12 *Fighting for a Cause* (continued)

Optional Lesson Modifications

- Lesson 3
 - Introducing the Read-Aloud—Image Preview: After the first bullet, read the following text: She was an ally to various communities in the U.S. that were not her own. (Share that an ally is a person who is willing to stand up for equality and rights of others, even if they do not personally identify with the group they're fighting for. Share relevant examples of showing allyship with your students.)
 - Read-Aloud: In the text for Image 3A-10, omit the following sentence: Eleanor discovered that most people in the world want the same basic rights.
 - Read-Aloud: As a Challenge, have students recall what they remember about the Bill of Rights. (*The Bill of Rights was created to protect the rights of citizens of the United States, but not all people were considered citizens when the Bill of Rights was created.*) After students have learned about the Universal Declaration of Human Rights and the Bill of Rights, display both documents for students to compare. Use students' responses to emphasize the importance of government acknowledging and protecting all people when creating laws.
- Lesson 6
 - Introducing the Read-Aloud—Image Preview: After previewing the events of Rosa Parks' famous bus ride, read the following text: Even though Rosa Parks became the face of the Montgomery Bus Boycott, she was not the first to refuse to give up her bus seat. Nine months before Parks went to jail for refusing to give up her seat, fifteen-year-old Claudette Colvin did the same. Claudette was the first of several Black women and girls to challenge the laws of the South at that time.

Social Justice Standards Alignment

IDENTITY

I know and like who I am and can talk about my family and myself and name some of my group identities. [ID.K-2.1]													
Kindergarten	1	2	3	4	5	6	7	8	9	10	11	12	
Grade 1	1	2	3	4	5	6	7	8	9	10	11		
Grade 2	1	2	3	4	5	6	7	8	9	10	11	12	
I can talk about interesting and healthy ways that some people who share my group identities live their lives. [ID.K-2.2]													
Kindergarten	1	2	3	4	5	6	7	8	9	10	11	12	
Grade 1	1	2	3	4	5	6	7	8	9	10	11		
Grade 2	1	2	3	4	5	6	7	8	9	10	11	12	
I know that all my group identities are part of me—but that I am always ALL me. [ID.K-2.3]													
Kindergarten	1	2	3	4	5	6	7	8	9	10	11	12	
Grade 1	1	2	3	4	5	6	7	8	9	10	11		
Grade 2	1	2	3	4	5	6	7	8	9	10	11	12	
I can feel good about myself without being mean or making other people feel bad. [ID.K-2.4]													
Kindergarten	1	2	3	4	5	6	7	8	9	10	11	12	
Grade 1	1	2	3	4	5	6	7	8	9	10	11		
Grade 2	1	2	3	4	5	6	7	8	9	10	11	12	
I see that the way my family and I do things is both the same as and different from how other people do things, and I am interested in both. [ID.K-2.5]													
Kindergarten	1	2	3	4	5	6	7	8	9	10	11	12	
Grade 1	1	2	3	4	5	6	7	8	9	10	11		
Grade 2	1	2	3	4	5	6	7	8	9	10	11	12	

DIVERSITY

I like being around people who are like me and different from me, and I can be friendly to everyone. **[DI.K-2.6]**

Kindergarten	1	2	3	4	5	6	7	8	9	10	11	12	
Grade 1	1	2	3	4	5	6	7	8	9	10	11		
Grade 2	1	2	3	4	5	6	7	8	9	10	11	12	

I can describe some ways that I am similar to and different from people who share my identities and those who have other identities. **[DI.K-2.7]**

Kindergarten	1	2	3	4	5	6	7	8	9	10	11	12	
Grade 1	1	2	3	4	5	6	7	8	9	10	11		
Grade 2	1	2	3	4	5	6	7	8	9	10	11	12	

I want to know about other people and how our lives and experiences are the same and different. **[DI.K-2.8]**

Kindergarten	1	2	3	4	5	6	7	8	9	10	11	12	
Grade 1	1	2	3	4	5	6	7	8	9	10	11		
Grade 2	1	2	3	4	5	6	7	8	9	10	11	12	

I know everyone has feelings, and I want to get along with people who are similar to and different from me. **[DI.K-2.9]**

Kindergarten	1	2	3	4	5	6	7	8	9	10	11	12	
Grade 1	1	2	3	4	5	6	7	8	9	10	11		
Grade 2	1	2	3	4	5	6	7	8	9	10	11	12	

I find it interesting that groups of people believe different things and live their daily lives in different ways. **[DI.K-2.10]**

Kindergarten	1	2	3	4	5	6	7	8	9	10	11	12	
Grade 1	1	2	3	4	5	6	7	8	9	10	11		
Grade 2	1	2	3	4	5	6	7	8	9	10	11	12	

JUSTICE

I know my friends have many identities, but they are always still just themselves. [JU.K-2.11]

Kindergarten	1	2	3	4	5	6	7	8	9	10	11	12
Grade 1	1	2	3	4	5	6	7	8	9	10	11	
Grade 2	1	2	3	4	5	6	7	8	9	10	11	12

I know when people are treated unfairly. [JU.K-2.12]

Kindergarten	1	2	3	4	5	6	7	8	9	10	11	12
Grade 1	1	2	3	4	5	6	7	8	9	10	11	
Grade 2	1	2	3	4	5	6	7	8	9	10	11	12

I know some true stories about how people have been treated badly because of their group identities, and I don't like it. [JU.K-2.13]

Kindergarten	1	2	3	4	5	6	7	8	9	10	11	12
Grade 1	1	2	3	4	5	6	7	8	9	10	11	
Grade 2	1	2	3	4	5	6	7	8	9	10	11	12

I know that life is easier for some people and harder for others and the reasons for that are not always fair. [JU.K-2.14]

Kindergarten	1	2	3	4	5	6	7	8	9	10	11	12
Grade 1	1	2	3	4	5	6	7	8	9	10	11	
Grade 2	1	2	3	4	5	6	7	8	9	10	11	12

I know about people who helped stop unfairness and worked to make life better for many people. [JU.K-2.15]

Kindergarten	1	2	3	4	5	6	7	8	9	10	11	12
Grade 1	1	2	3	4	5	6	7	8	9	10	11	
Grade 2	1	2	3	4	5	6	7	8	9	10	11	12

ACTION

I care about those who are treated unfairly. **[AC.K-2.16]**

Kindergarten	1	2	3	4	5	6	7	8	9	10	11	12
Grade 1	1	2	3	4	5	6	7	8	9	10	11	
Grade 2	1	2	3	4	5	6	7	8	9	10	11	12

I can and will do something when I see unfairness—this includes telling an adult. **[AC.K-2.17]**

Kindergarten	1	2	3	4	5	6	7	8	9	10	11	12
Grade 1	1	2	3	4	5	6	7	8	9	10	11	
Grade 2	1	2	3	4	5	6	7	8	9	10	11	12

I will say something or tell an adult if someone is being hurtful, and will do my part to be kind even if I don't like something they say or do. **[AC.K-2.18]**

Kindergarten	1	2	3	4	5	6	7	8	9	10	11	12
Grade 1	1	2	3	4	5	6	7	8	9	10	11	
Grade 2	1	2	3	4	5	6	7	8	9	10	11	12

I will speak up or do something if people are being unfair, even if my friends do not. **[AC.K-2.19]**

Kindergarten	1	2	3	4	5	6	7	8	9	10	11	12
Grade 1	1	2	3	4	5	6	7	8	9	10	11	
Grade 2	1	2	3	4	5	6	7	8	9	10	11	12

I will join with classmates to make our classroom fair for everyone. **[AC.K-2.20]**

Kindergarten	1	2	3	4	5	6	7	8	9	10	11	12
Grade 1	1	2	3	4	5	6	7	8	9	10	11	
Grade 2	1	2	3	4	5	6	7	8	9	10	11	12