

Unit 1: K Holocaust

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **Full Year**
Status: **Published**

GOALS/PURPOSE

Purpose:

The purpose of this crosswalk is for students to learn how to respect themselves and others.

Goals:

1. Students will understand that each person is unique and special and explore cultural contributions of people from various backgrounds.
2. Students will identify and discuss the various influences that determine a person's identity (i.e. family, age, gender, race, ethnicity, culture, environment, education, physical attributes, religion, friends, etc.)
3. Students will explain how words can be empowering or destructive in order to understand how your words and actions affect others and explore what causes people to choose to act in caring or hurtful ways.
4. Students will define prejudices against individuals or groups and explain how prejudices hurt everyone and everyone suffers as a result of it (individually, as a community, a nation and the world).
5. Students will explain the concepts of respect, trust, and caring and apply them to yourself and others.
6. Students will define what a bully is and differentiate between friends and bullies by understanding specific actions or behaviors of each.
7. Students will explain the importance of having rules to guide us and to keep us safe as we live and work together in our homes, in the classroom, and in our neighborhoods and understand that sometimes a rule is not a good and there are ways that we can work together to change it

ELA.RL.CR.K.1	With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
ELA.RI.CR.K.1	With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).
ELA.RL.CI.K.2	With prompting and support, identify the central message and retell familiar literary texts, including key details (e.g., who, what, where, when, why, how).
ELA.RI.CI.K.2	With prompting and support, identify the main topic and key details of an informational text (e.g., who, what, where, when, why, how).
ELA.RL.IT.K.3	With prompting and support, identify characters, settings, and major events in a story.
ELA.RI.IT.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
ELA.RL.TS.K.4	Recognize common types of literary texts (e.g., storybooks, poems) and identify features of print (front cover, back cover, and title page of a book).
ELA.RI.TS.K.4	Recognize common types of informational texts (e.g., biographies, recipes, how-to manuals) and identify features of print (e.g., front cover, back cover, and title page of a book).
ELA.RL.PP.K.5	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
ELA.RI.PP.K.5	With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

READ ALOUD TEXTS/EXCERPTS

Acceptance is my Superpower by Alicia Ortego

[Click here](#) for a video read aloud!

We are all different. And whilst children are often wonderful at accepting differences easily, there are times when a lack of understanding can result in hurtful words or actions. As adults, it is our responsibility to teach children that differences are not flaws but are, in fact, our super powers. Lisa, a primary school student with a love of singing, learns just that in 'Acceptance is my Superpower' when a cruel comment from someone she regards as a friend leads her down a path of discovery of the true meaning of diversity and how it can be applied to everyone.

Lovely by Jess Hong

[Click here](#) for a video read aloud!

Big, small, curly, straight, loud, quiet, smooth, wrinkly. Lovely explores a world of differences that all add up to the same thing: we are all lovely!

Be You! By Peter H. Reynolds

[Click here](#) for a video read aloud!

Discover a joyful reminder of the ways that every child is unique and special. Here, Reynolds reminds readers to "be your own work of art." To be patient, persistent, and true. Because there is one, and only one, YOU.

Just Ask! Be Different, Be Brave, Be You by Sonia Sotomayor

[Click here](#) for a video read aloud!

Feeling different, especially as a kid, can be tough. But in the same way that different types of plants and flowers make a garden more beautiful and enjoyable, different types of people make our world more vibrant and wonderful. In Just Ask, United States Supreme Court Justice Sonia Sotomayor celebrates the different abilities kids (and people of all ages) have. Using her own experience as a child who was diagnosed with diabetes, Justice Sotomayor writes about children with all sorts of challenges--and looks at the special powers those kids have as well. As the kids work together to build a community garden, asking questions of each other along the way, this book encourages readers to do the same: When we come across someone who is different from us but we're not sure why, all we have to do is Just Ask.

Extras:

Watch the video read-aloud of the book [Shades of People](#) by Shelley Rotner and Sheila M. Kelly

Watch the video read-aloud of the book [The Ugly Duckling](#)

ARTICLES AND/OR VIDEO RESOURCES (FOR INSTRUCTIONAL PURPOSES)

[Learn about Hanukkah with Arthur](#)

Click [HERE](#) for the Anti-Defamation League's online bibliography of more recommended children's and young adult books about bias, bullying, diversity and social justice.

WEBSITES (FOR STUDENTS TO INTERACT WITH)

PBS Kids Games

[Molly of Denali](#)

Games like “Big Gathering Game,” “Molly’s Winter Kitchen,” and “Beading Art” allow students to explore Alaska Native culture. Students can play along with Molly and friends as they teach about different songs, dances, crafts, and foods.

[Arthur](#)

Games like “Dear Adil” and “An Elwood City Thanksgiving” highlight how families are all different, even if they live in the same town or across the world!

help

PROFESSIONAL RESOURCES FOR TEACHERS (LESSON PLANS, REPRODUCIBLES, ETC.)

Lesson Plan: “What is a Family?” <https://www.learningforjustice.org/classroom-resources/lessons/what-is-a-family>
This lesson provides a framework that will help students talk about their own and others’ families in safe, caring ways.

Click [HERE](#) for ideas of “Do Something” activities (from LearningforJustice.org).
Do Something performance tasks ask students to demonstrate their anti-bias awareness and civic competency by applying their literacy and social justice knowledge in an authentic real-world context.

Click [HERE](#) for ideas on how students can “Respond to Read Aloud Texts” (from LearningforJustice.org).
Take new readers to the next level with strategies that help them analyze, interpret, critique and make connections to texts.

[Suggested mini-activities to be completed with read-aloud books: Shades of People, The Skin You Live In, and The Color of Us.](#)

[9 Ideas for Teaching Jewish American Heritage Month from the Anti-Defamation League.](#)

[United States Holocaust Memorial Museum’s “Fundamentals of Teaching the Holocaust.”](#)

Teaching about the Holocaust can inspire students to think critically about the past and their own roles and responsibilities today. Use the resources in the link to help develop your approach and to find lesson plans to use in your classroom.