

Unit 01: Once Upon a Time

Content Area: **Interdisciplinary**
Course(s): **Celebrating Diversity**
Time Period: **Marking Period 1**
Length: **6 weeks**
Status: **Published**

Summary

In this unit, students study the importance of intersectionality & representation in literature and film by analyzing the diversity in beloved Classic children's stories. Students will study how characters in children's stories shape self-image and identity in early childhood, as well as impact biases that transfer into adulthood.

Standards

Priority Content Standards

Supplemental Content Standards

Interdisciplinary Connections (Standards)

Please select relevant math practice standards, science and engineering practice standards, ELA anchor standards, social studies practice standards. (3-6 total are suggested)

Career Readiness, Life Literacies, and Key Skills PRACTICES

WRK.K-12.P.1	Act as a responsible and contributing community members and employee.
WRK.K-12.P.2	Attend to financial well-being.
WRK.K-12.P.3	Consider the environmental, social and economic impacts of decisions.
WRK.K-12.P.4	Demonstrate creativity and innovation.

WRK.K-12.P.5	Utilize critical thinking to make sense of problems and persevere in solving them.
WRK.K-12.P.6	Model integrity, ethical leadership and effective management.
WRK.K-12.P.7	Plan education and career paths aligned to personal goals.
WRK.K-12.P.8	Use technology to enhance productivity increase collaboration and communicate effectively.
WRK.K-12.P.9	Work productively in teams while using cultural/global competence.

Climate Change Standards

ClimateChange Education	
Enduring Understandings/Core Ideas	Performance Expectations

Stage I: Desired Results

STAGE I Desired Results	
<i>Objective (Transfer)</i>	
<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> • discuss the construct of race and its myriad consequences to the lived experiences of people of color. • recognize that peoples’ multiple identities interact and create unique and complex individuals. • think deeply about identities, values, interests, and beliefs. • understand the intersectionality of race, socioeconomic class, gender and other demographic variables that shape individuals. • analyze the impact of bias in our relationships, communities and society. • explore identity in and beyond the classroom to foster meaningful connection across differences and to build a foundation for the appreciation of diversity. • recognize the value of diversity in society. • gain a better understanding of the diversity within their class and reflect on their own identities. • reflect on the role that identity and language play in perspective, bias and belonging. 	
Mastery	
<p><u>Enduring Understanding</u></p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • it takes courage to candidly and 	<p><u>Essential Questions</u></p> <ul style="list-style-type: none"> • How do our intersecting identities shape our perspectives and the way we experience the

<p>respectfully discuss race.</p> <ul style="list-style-type: none"> • identity is multifaceted and shapes how each of us views and experiences the world. • our group identities and the intersection of those identities create unique aspects in individuals. • everyone has multiple identities—some visible and some invisible. 	<p>world?</p> <ul style="list-style-type: none"> • How can intersectionality be applied within the framework of anti-bias education to teach about multiple identities and oppression? • Why is representation important, where does it matter most, and how do we increase it?
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Acquisition

<p><i>Students will know . . .</i></p> <ul style="list-style-type: none"> • how REDI Agreements shape the conversation and form the backbone of racial literacy and personal transformation. • the difference between implicit and explicit bias. • the complexity of identity and multiple aspects of their own identity. • how social identities create a lens through which one views the world. • the importance of intersectionality & representation in literature and film. • how characters in children’s stories shape self-image and identity in early childhood. 	<p><i>Students will be skilled at . . .</i></p> <ul style="list-style-type: none"> • investigating fairy tales from other countries and cultures. • identifying and reflecting on their own implicit biases. • examining the degree of prejudice, discrimination, and racial segregation in children. • comparing two texts. • defending an opinion. • citing textual evidence to support a claim.
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Stage II: Assessment Evidence

STAGE II Assessment Evidence	
Practices	Assessments
<ul style="list-style-type: none"> • Name Poem: students write & present an original poem featuring their name. • Biases Action Plan: students will reflect on their biases, how these biases affect their self-image and interactions with others, and what steps they will take to interrupt biases in their lives. 	<ul style="list-style-type: none"> • Identity Portraits: Students interview one another, then draw, paint, or digitally design portraits containing symbols that represent the subject’s identity, beliefs, values, or areas of interest. • Pixar Short Video Analysis: students record their evaluation of the diversity in a Pixar Short

- **Weekly Reflections:** at the end of each week, students can choose one of the questions below to demonstrate their understanding of major concepts in the unit:

- - What new information did I learn this week, and how did it challenge my thinking?
 - What is one idea that I would like to learn more about and why?
 - What did I learn about myself this week?
 - What is one belief I held that has changed, and why?

of their choosing, as well as provide feedback on the video analysis of peers.

- **Original Children's Book:** students create a story that a younger self would have found freeing or enlightening in regard to diverse identities or their own identity.

Journaling/Reflections: students will use a personal journal to self-reflect and track their growth throughout the course. A written record of their thoughts and feelings can help them process, prepare their thoughts for discussion, or recall an experience. Journals can also be used to make note of resources, ideas, or questions students are interested in pursuing further. Journals will not be reviewed or graded. Journals can be a paper notebook or a document on the computer.

Modifications

Acceleration

Stage III: Learning Plan

- Compare "St. Lucy's" to contemporary media (Disney's Growing Fangs) reflecting intersectionality struggles.
- Students complete a privilege walk followed by a whole group discussion.
- Students explore the power, privilege, and oppression of differing identities.

- Week 1A: Create class norms centered around REDI Agreements (Are you ready to discuss race, equity, diversity, & inclusion?)
- Week 1B: Introduce REDI Agreements and ask students to evaluate themselves; which agreement may they find difficult to honor and why?
- Week 1C: Facilitate a conversation about what needs to happen to establish a safe space in the course.
- Week 1D: Introduce Accountable Talk Statements (post them in the classroom)
- Week 1E: Watch and discuss the Danger of a Single Story
- Week 2-3A: Define implicit and explicit bias; take the Implicit Bias Test
- Week 2-3G: ADL Identity Iceberg Activity; Identity Portraits. ✓
- Week 2-3H: Bias Sorting Activity (create a series of scenarios and ask students to decide which are examples of implicit and explicit bias)
- Week 2-3I: Discuss Bias and the Brain (where does bias come from?) ✓
- Week 2-3J: The Doll Test (watch and discuss how the biases represented in the experiment are formed; how do biases influence self-image/identity?)
- Week 4A: study race, equity, diversity, & inclusivity in Children's stories
- Week 4B: study banned children's books ✓
- Week 4C: Disney/ Pixar Diversity: Then vs. now (The appropriation of other cultures [Aladdin controversy]; Introduction of diverse stories [Soul, Pixar shorts]; Pixar Short Video Analysis)
- Weeks 2-3B: Create an original Name Poem (explore the importance of a name and how it connects to one's identity ✓)
- Weeks 2-3C: Read "A Supremely Historic Moment" and "A Wise Latina Woman: Reflections on Sonia Sotomayor" (Discuss the importance of visibility/representation in our stories and in our world)
- Weeks 2-3D: Read a few stories from Tell Me Who You Are: Sharing Our Stories of Race, Culture, & Identity and discuss the importance of incorporating diverse voices into our society. ✓
- Weeks 2-3F: Introduce the term identity & intersectionality (watch Intersectionality 101 & create an action plan)
- Weeks 2-3F: Read "St Lucy's Home for Girls Raised by Wolves" by Karen Russell emphasizing the intersectionality of the protagonist. Facilitate conversations around the pain and beauty revolving around intersectionality.
- Weeks 5-6A: Use Cinderella (Ye Xian) as a mentor text and have students investigate fairy tales from other countries and cultures; discuss the societal implications and the lessons being taught through the story.
- Weeks 5-6B: Students create original children's book with an intersectionality and DEI lens

Modifications

Acceleration

Diversity, Equity, & Inclusion

Students study identity as it relates to intersectionality and representation in literature and film. They also explore their own implicit biases and use REDI Agreements to prepare them for honest and candid conversations about *race, equity, diversity, & inclusivity*.

Specific Resources for Unit

- [Name Poem – writing prompt using mentor text poems by living poets](#)
- [REDI Agreements](#)
- [Intersectionality 101](#)
- [The Danger of a Single Story](#)
- [Multicultural Cinderella Stories](#)
- [Cinderella \(Ye Xian\)](#)
- [A Supremely Historic Moment](#)
- [A Wise Latina Woman: Reflections on Sonia Sotomayor](#)
- [Tell Me Who You Are: Sharing Our Stories of Race, Culture, & Identity \(class set available\)](#)
- [Intersectionality 101](#)
- [The Doll Test](#)
- [Implicit Bias Test](#)
- [Theatrical Shorts - Pixar Animation Studios](#)
- [Orientalism in Film: Aladdin Over the Last Century](#)
- [Aladdin Controversy Comparison Article](#)
- [The Year Disney Started To Take Diversity Seriously](#)
- [Disney: Diversity and Inclusion Website](#)
- [Illinois becomes the first state to ban book bans- NPR](#)
- [Protesters gather again as Moms for Liberty hold convention in Philadelphia](#)
- [10 Reasons Books are Being Banned](#)

Technology Integration

Northern supports the integration of the [SAMR Model](#): a framework which extends learning through the use of technology. The installation of interactive boards, the purchase of softwares and subscriptions, and the investment in 1:1 laptops and various other instructional technologies are examples of Northern's commitment to enhancing students' learning and preparing the 21st century learner for college and careers.