

Instructional Lesson Plan

Content Area(s)/Course/Grade:
Library -Fourth Grade

Unit:Reading for Love and Personal Growth

Lesson Topic: *Separate is Never Equal* by
Duncan Tonatiuth

Approx. Date/s: Week of September 27, 2023

Diversity Integration Topic:
Hispanic heritage month

NJSL Standard/s: RL.4.1. RL.4.2. RL.4.3.RL.4.7.

Textbook, Materials, Resources:

Read aloud: *Separate is Never Equal* by Duncan Tonatiuth (*Educating for Democracy*)

Lesson Objective:

-The students will be able to:

1. understand how equity and equality are not always the same and making something fair does not always mean making it equal
2. think about how a person's actions can indirectly affect other actors in a dilemma

Instructional Delivery

Culturally Responsive Teaching strategy:

Read alouds are a great way to teach diversity and acceptance in your classroom. Whether you want to expose your students to cultural differences or help them understand differences within their classroom community, books can help you do that. This week we are spotlighting the book *Separate is Never Equal*. We love this diverse story because it is a great way to start a discussion about discrimination and acceptance.

Procedures:

Before Read Aloud: Teachers should ask students what they know about *Brown vs. Board of Education*, the landmark Supreme Court decision that desegregated schools across America. Explain that before this case, there were others fighting for the same issues, and today the discussion will focus on one particular case that involved Mexican-American students in California.

During Reading Questions:What does the young boy yell at Sylvia in the hallway? Have you ever heard someone say something like that to another student? Why do you think people say things like this? What motivates people to say these kinds of things to each other? (p. 2) 3.

Analyze/Question/Infer: Think about the young boy yelling, "Go back to the Mexican school! You don't belong here!" How do you think he felt when he yelled this? How do you think Sylvia felt hearing this? How do you think the other students in the hallway felt as they watched and listened to this interaction? (p. 2-3) Why does the Mendez family move to Westminster? What will they do there? What did Mr. Mendez do when they lived in Santa Ana, CA? (p5) Why is Sylvia confused by the secretary's statement that she must attend Mexican school? (p. 9) On pages 14 and 15 the illustrations and text describe the Mexican school. Compare and contrast the Mexican school with the Westminster school on 17th Street (p. 7). How are the two schools different? Which school would you want to attend? Do you think that it is fair that certain children are forced to attend Mexican school? (p. 14-15) How will attending Mexican school affect the children's future? Will they be prepared to go to high school and college? If they aren't prepared to be successful in high school or college, how will this affect the jobs that

they can get? (p. 16) Imagine that you are one of the Mexican children in the illustration of San Bernardino. How would you feel reading the sign "No Dogs or Mexicans Allowed"? What do the bars separating the Mexican children from the white children in the pool remind you of? Why do you think Tonatiuh chose to illustrate the experience this way? (p. 18-19) What do we learn about the effects of segregation from the education specialists who testified at the trial? How does segregation hurt us? (p. 29) How long did it take for the Mendez family to win the right for their children to attend the Westminster school?

Assessment/Evaluation

Students will be assessed on their contribution to the class discussions

Teacher's Name submitting plan: Amy Klinger

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