

Growing Anti-racist UU's: A Curriculum for Children

www.uucharlottesville.org/anti-racist-curriculum/

Summary of Section D: Grades 3-5 (13 lessons)

The basic assumptions of these lessons are that it is important at this age:

- to talk about race, to decenter whiteness,
- to emphasize that there should be no hierarchy in human value,
- to understand truths about American history, and
- to act for racial justice.

The first three lessons provide an essential foundation:

- noticing and appreciating our own and others' skin tones,
- understanding and appreciating our own and other' identities, and
- developing empathy.

The following lessons begin a historical truth-telling process, focusing on

- slavery,
- segregation, and
- the civil rights movement and acting for justice.

Lessons 7-12 deal with relevant topics, seen with a racial justice lens:

- Controversial historical memorials
- Wealth gap
- Equality vs. equity
- Stereotyping
- Responding to bias/bullying

Each lesson provides a handout to give to parents so they can understand the class focus and reinforce it at home.

Lessons 1- 6B were developed by Linda Dukes..

Lessons 7-12 were developed by Dinny Jensen and Linda Dukes, both of whom are White retired teachers and religious education volunteers at the Unitarian Universalist congregation in Charlottesville, VA. They were critiqued by Greg Carrow-Boyd, a Black UU religious educator.

These lessons attempt to fit with the Social Justice Standards on the Teaching Tolerance website (<http://www.tolerance.org/anti-bias-framework>; click on the link near the bottom).

They draw on the work of Louise Derman-Sparks and Julie Olsen Edwards, especially their Four Core Goals of Anti-Bias Education:

FOUR CORE GOALS OF ANTI-BIAS EDUCATION

From Louise Derman-Sparks & Julie Olsen Edwards, 2010. *Anti-Bias Education for Young Children & Ourselves*

1. Each child will demonstrate self-awareness, confidence, family pride, and positive social identities.
 2. Each child will express comfort and joy with human diversity; accurate language for human differences; and deep, caring human connections.
 3. Each child will increasingly recognize unfairness, have language to describe unfairness, and understand that unfairness hurts.
 4. Each child will demonstrate empowerment and the skills to act, with others or alone, against prejudice and/or discrimination.
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Racial Justice Lessons for Grades 3-5 Overview

	topic	books	activities	goals/objectives
1	Skin shades	Rotner, Shelly, and Kelly, Sheila M. <i>Shades of People.</i> NY: Holiday House, 2009.	<ul style="list-style-type: none"> •discuss skin tones, •create self portraits 	<ul style="list-style-type: none"> • To normalize discussing differences in skin color • To have kids notice shades of their skin • To appreciate all skin colors • To explore first UU Principle
2	Identity	Myers, Walter Dean. <i>Looking Like Me.</i> Illustrated by Christopher Myers. NY: Egmont USA, 2009.	<ul style="list-style-type: none"> •make identity circles •play Identity game •glue circles on paper t-shirts 	<ul style="list-style-type: none"> • To understand that everyone has multiple identities • To appreciate our own identities and others' • To understand that it might be a big loss if someone tried to deny one of our identities

3	Empathy	<p>McKissack, Patricia C. <i>What is Given from the Heart.</i> Illustrated by April Harrison. NY: Schwartz & Wade Books, 2019.</p> <p>Sornson, Bob. <i>Stand in My Shoes.</i> Golden, Colorado: Love and Logic, 2013.</p>	<ul style="list-style-type: none"> •practice empathetic responses 	<ul style="list-style-type: none"> • Empathize with characters in story • To understand being kind to others can make a big difference in their lives (and mine) • To practice empathetic responses
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4	Slavery	<p>Bryan, Ashley. <i>Freedom over me: Eleven slaves, their lives and dreams brought to life by Ashley Bryan</i>. NY: Atheneum Books for Young Readers, 2016. (only parts of book)</p>	<ul style="list-style-type: none"> • create web of what group already know about slavery • in small groups, read about one fictionalized enslaved person and present him/her to rest of class • eat hoecakes 	<ul style="list-style-type: none"> • To learn about the enslavement of Africans in the English colonies and the first 85 years of the U.S. • To know that American slavery was a terrible system in which white people owned black people, in which the enslaved were denied freedom, often treated brutally, and families were often torn apart • To know that enslaved Africans resisted • To realize that it is important to understand truths about our country's past so that we can better understand today
5	Segregation	<p>Ramsey, Calvin Alexander, with Strauss, Gwen. <i>Ruth and the Green Book</i>. Illustrated by Floyd Cooper. Minneapolis: Carolrhoda Books, 2010.</p>	<ul style="list-style-type: none"> • discuss segregation and book • look at copy of Green Book, finding local sites 	<ul style="list-style-type: none"> • To learn about segregation • To empathize with African Americans who travelled in the Jim Crow period • To realize that racial segregation is unfair and wrong

6A	Civil Rights Movement and Personal Action for Justice	Duncan Tonatiuh. <i>Separate is Never Equal: Sylvia Mendez & Her Family's Fight for Desegregation.</i> NY: Abrams Books for Young Readers, 2014.	<ul style="list-style-type: none"> • role play modern scenarios 	<ul style="list-style-type: none"> • To learn about school segregation for Latinx children • To develop skills in speaking up for fairness
6B	Action	(telling story) UU history role model	<ul style="list-style-type: none"> • hear story of a Unitarian anti-slavery activist, Maria Weston Chapman • make signs for racial justice 	<ul style="list-style-type: none"> • To realize importance of speaking out for justice—in past and now • To practice making protest signs

7	Controversial Historical Memorials		<ul style="list-style-type: none"> • Monuments power point and continuums • Design a public space 	<ul style="list-style-type: none"> • To encourage children to think more deeply about public space and what memorials there may represent. • To encourage children to think about what they value and how that can be honored in public spaces.
8	Wealth Gap		<ul style="list-style-type: none"> • Introduction to redlining and youtube • Redlining case study • Redlining role play 	<ul style="list-style-type: none"> • To teach how redlining affected whether Black and White families could build family wealth through home ownership. • To change the narrative about racial poverty.

9	Equality vs. Equity		<ul style="list-style-type: none"> • Band-aid activity • Discuss equality vs equity graphic 	<ul style="list-style-type: none"> • To understand that fairness does not mean everyone gets the same thing (difference between equality and equity)
10	Stereotyping		<ul style="list-style-type: none"> • “Burst” racial stereotypes • view “Bike Theft” video showing stereotyping 	<ul style="list-style-type: none"> • To understand the meaning of stereotyping. • To recognize that it is unacceptable to judge someone on the basis of race, ethnicity, or group.
11	How Does it Feel to be Stereotyped?		<ul style="list-style-type: none"> • do labeling activity • view video of “Shopping While Black” 	<ul style="list-style-type: none"> • To understand more about stereotyping. • To briefly experience stereotyping.
12	Responding to Bias/ Bullying		<ul style="list-style-type: none"> • view anti-bullying video • do role plays 	<ul style="list-style-type: none"> • To identify 4 strategies to respond to bullying or stereotyping. • To practice these strategies.