

<p><b>Lesson Title:</b> Imagining Justice in Non-Fiction Texts</p>	<p><b>Unit Title:</b> Imagining Justice: A Theatrical Exploration</p>
<p><b>Teacher:</b> Simone Becker</p> <p><b>Grade/Class:</b> 2nd Grade</p> <p><b>Length:</b> 1 hour</p>	<p><b>Unit Number:</b> 5</p> <p><b>Sequence in Unit:</b> 2</p>
<p><b><u>AIM/ Lesson Objective</u></b> At the end of this lesson, Students Will Be Able To (SWBAT):</p>	<p><b><u>Guiding/Focus Question</u></b> (Line of Inquiry) At the end of this lesson, students will be able to answer:</p>
<ul style="list-style-type: none"> <li>• Students will be able to analyze how imagination and justice show up in non-fiction texts by making inferences and text-text, text-self, text-world connections.</li> <li>• Students will be able to collaborate to create and imagine a community that celebrates everyone’s skillsets/passions.</li> <li>• Students will be able to reflect on their skills/passions and how they can use them to enact change.</li> </ul>	<ul style="list-style-type: none"> <li>• How can our passions, skills, and identities help us to imagine and enact justice?</li> </ul>
<p><b><i>Blueprint</i> Benchmarks/ New York State Arts Standards (NYSAS)</b> (1-2 per lesson):</p>	<p><b>NEXT Generation Standards and/or Common Core Standards</b> (1-2 per lesson):</p>

<ul style="list-style-type: none"> <li>• Students activate and use their imaginations as well as the analytical and process skills associated with acting.</li> <li>• Respond within imaginary circumstances to objects, settings and conditions.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate understanding of story elements and/or topics by applying information gained from illustrations or text features. (RI&amp;RL)</li> <li>• 2R9: Make connections between self and text (texts and other people/ world). (RI&amp;RL)</li> </ul>	
<p><b>Students Prior Knowledge:</b> (Warm-ups/rituals/routines; previous lesson knowledge)</p>	<p><b>Materials Needed:</b> (Handouts, scripts, etc)</p>	<p><b>Theatre Literacy:</b> (What theatre literacy terms are used in this lesson, such as “Action,” “Lights Up,” “4th Wall,” etc.)</p>

<ul style="list-style-type: none"> <li>• Community Guidelines</li> <li>• The game: Yes Let's!</li> <li>• The expectations for Imaginative Play</li> <li>• A community definition for justice: Everyone in the community gets what they need.</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Pies from Nowhere</u> by Dee Romito</li> <li>• Mapping Our Roles Infographic</li> <li>• Graphic Organizer for Small Group Read-Aloud</li> <li>• Imagination Box with costume items, props</li> <li>• Into Role Music: <a href="https://www.youtube.com/watch?v=igIFXcsoQEE">https://www.youtube.com/watch?v=igIFXcsoQEE</a> <ul style="list-style-type: none"> <li>• 48 sec to 1:23 seconds</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Focus</li> <li>• Ensemble</li> <li>• Hot-Seating/Interview</li> <li>• Guided Drama</li> <li>• Tableaux</li> <li>• Stage Manager</li> </ul>
---	--	---

<b>Cultural Connections:</b>	<b>Differentiations/Modifications:</b>
------------------------------	--

<ul style="list-style-type: none"> <li>• Students will be learning about Georgia Gilmore, a civil rights activist who used her skills as a pie baker to support imagining and enacting change.</li> <li>• Students will reflect and name their own skills in connection to imagining justice.</li> <li>• Students will engage in a text that sees justice as a community effort.</li> </ul>	<ul style="list-style-type: none"> <li>• During the warm up, students have the option to participate in the chat.</li> <li>• For low vision students, a large copy of texts will be provided and mailed to their homes.</li> <li>• In the small group reading, each student can be provided with their own copy of the text with an infographic about the roles.</li> <li>• If students find it challenging to build a tableaux, they can respond with word cards that share their response for various reflections.</li> <li>• Students can choose to not verbally participate in our Imaginative guided drama and engage by drawing a picture or sharing in the chat or the whiteboard.</li> </ul>
---	--

**PROCEDURE/LESSON FLOW:**

**WARM UP/ Do Now:**  
(    10    Minutes)

**Activity:**

**Rationale:**

Invite students to join you in a new version of Yes Let's. Remind them that normally in Yes Let's, one friend shares a task (i.e rock climbing) and we all respond: Yes Let's!

Today, we will be thinking about our skills, passions and identities.

**Steps to Facilitation:**

- 1) Invite students to choose one passion or skill.
- 2) Ask students to write that down somewhere (or in the chat) so they remember it.
- 3) Explain that we will be playing Yes Let's.
- 4) Review the guidelines of Yes Let's! In Yes Let's, one student will say let's \_\_\_\_\_ and we'll say yes let's \_\_\_\_\_ and perform that action with them.
- 5) This time: you will be sharing a yes let's of a skill/passion of yours that you wrote down earlier. For example: Let's paint a blank canvas! Yes let's! Or let's reach out to a friend and tell them we love them.
- 6) This will continue until each student has gone.

Notes/modification for facilitation: This will be the opening of the facilitation. Due to time constraints, 4 students will be invited to share out a Yes Let's statement. The rest of the class is invited to share out in the chat.

We'll begin with Yes Let's because it is a game that all of my students are familiar with and feel really confident with. We're honing in on specific skills and passions to get students to reflect on what those might be and to get used to communicating those actively to each other. This will also serve as our theatre warm up to get our bodies, voices and imaginations warmed up.

**Transition and/or Reflection:**

**Role of Facilitator:**

<p><b>Engage in a short reflection.</b></p> <ol style="list-style-type: none"> <li>1. What skill did you choose? Did you expect yourself to choose this?</li> <li>2. What did you learn about your peers? What are some of our collective skills and passions?</li> <li>3. Can we use these skills and passions to imagine justice/change?</li> </ol>	<p>The facilitator will ask reflection questions and keep track of student participation both on Zoom and in the chat.</p>
<p><b>HOOK/ Mini Lesson:</b> ( __ 5 __ Minutes)</p>	
<p><b>Activity:</b></p>	<p><b>Rationale:</b></p>

<p>Mini Lesson: Civil Rights Activist Picture Walk</p> <p>Steps to Facilitation:</p> <ol style="list-style-type: none"> <li>1) Explain to students that today we are going to be meeting some activists.</li> <li>2) They have a connection with the activist we are learning about today: Georgia Gilmore.</li> <li>3) Invite students to join you in a picture walk. We'll go through the book and stop when we see an activist. <ol style="list-style-type: none"> <li>a) Rosa Parks: Have we seen her before? Tableaux for her role in the Civil Rights Movement.</li> <li>b) Dr. King: Freeze- How do we think it felt to hear Dr. King speak- Feeling statue!</li> <li>c) Secret meetings: Let's listen in? What do we think the activists were saying? Soundscape.</li> </ol> </li> </ol>	<p>The picture walk will get students to start recognizing figures from the Civil Rights Movement as well as starting to connect their work to Georgia's. It will scaffold the experience of connecting to the book by using our bodies, voices and imaginations as well as providing an opportunity for me to assess prior knowledge about the Civil Rights movement.</p>
<p><b>Transition and/or Reflection:</b></p>	<p><b>Role of Facilitator:</b></p>
<p>Facilitator will ask: Was Georgia connected to these civil rights activists? If yes, show me a statue of how she was connected with your bodies. If no, show me a statue of why not.</p> <p>Next we're going to be splitting up into small groups to read <u>Pies from Nowhere</u>.</p>	<p>The facilitator will ask students to make a prediction of yes or no and show us with their bodies. This will serve as a tool of formative assessment/comprehension.</p>

**MAIN ACTIVITY:**  
( \_\_ 45 \_\_ Minutes)

**Activity:**

**Rationale:**



**Text Introduction: Pies from Nowhere**  
**Dee Romito Small Group Read- 20 min**

**Imagining Justice: Skill Brainstorming Mapping Our Roles-10 min**  
**Skill Guided Drama/Imaginative Play- 10 min**  
**Reflection- 5 min**

1. Text Introduction: Pies from Nowhere by Dee Romito- Small Group Read.
  - a. Students will split up into 2 breakout rooms to read this story. Each room will have a co-teacher present.
  - b. We will each read a page.
  - c. We are on a search for Georgia's skills, identities and passions.
  - d. The facilitator will assign roles. One student will be the picture taker of our snapshots, one student will be the notetaker in the chat and one student will establish the order for our readers.
    - i. Snapshots:  
When we notice an image or language that provides information about Georgia's skills, passions and identities, we'll build a

This is a three part main activity. In Part 1, students are splitting up into small groups so they can have a more intimate experience with reading Pies from Nowhere. It also provides the opportunity for the student-led learning with the roles as well as some low-stress practice with reading. The focus on searching for Georgia's skills will support students in successfully reading with that lens and applying their knowledge later.

In Part 2, we use Deepa Iyer's Mapping Our Roles infographic to reflect on what role Georgia played in imagining and enacting justice and to introduce the idea that we all play different roles in enacting change. This will also invite students to actively consider what role they play in imagining and enacting change.

In Part 3, we apply all of this to the imaginative setting. Students are applying their knowledge by imaginatively engaging in a community that uses the same definition of justice as us and naming how they will imagine and enact justice in a Town Hall. This will provide all students the opportunity to speak in a low-stress, highly scaffolded way.

In Part 4, students are invited to reflect in a formative assessment through a tableaux check in. This will allow me to see where students are at in their understanding of both the text and their connection to their skills in imagining justice.

<b>Transition and/or Reflection:</b>		<b>Role of Facilitator:</b>
<p>Reflection: Image and language close out.</p> <p>Invite students to join you in a tableaux reflection to the following prompts:</p> <ol style="list-style-type: none"> <li>1) Georgia Gilmore imagined justice by...</li> <li>2) Her skill was...</li> <li>3) I imagine justice by...</li> <li>4) My skill(s) is/are...</li> </ol>		<p>The facilitator will read each of these out and give us a 3,2,1 action! If there is language coming into the chat, the facilitator will read these out loud.</p>
<p><b>ASSESSMENT:</b> (Applicable as needed)</p>		
<b>Self-Assessment</b>	<b>Peer Assessment</b>	<b>Teacher Assessment</b>
<ul style="list-style-type: none"> <li>• Students will self-assess by artistically communicating their skills and reflecting on how they can be used to imagine justice.</li> </ul>	<ul style="list-style-type: none"> <li>• Peers will assess in our small group reading to support in keeping everyone on task and in our ensemble building activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Facilitator will assess formatively through opening activity, small group reading and guided drama for understanding of how students' skills, identities and passions can support them in imagining and enacting justice. They will use the chat in break out rooms to assess group understanding of <u>Pies from Nowhere</u>.</li> </ul>
<p><b>Student Reflection:</b> (Share out, journaling, Exit Ticket, etc. that relates to the Aim/Guiding Question of the lesson):</p>		
<ul style="list-style-type: none"> <li>• Students will share out in a tableaux reflection and in the chat.</li> </ul>		
<p><b>Homework/ Extension Activity:</b> (If/as needed)</p>		

- N/A.

**Teacher Self-Assessment / Reflection Strategies**  
**(Completed After Facilitation)**

What worked well?

What could/should be changed? Provide suggestions.

- My scaffolding was strong. I led my peers through a series of activities that built on each other and that all allowed for different access points to an objective.
- I gave clear one-step directions.
- I offered multiple opportunities to check for understanding, through thumb-o-meter check ins, the chat and verbally/kinesthetically.
- I offered clear expectations, guidelines and choices for student engagement and gave my peers clear expectations of how many students could participate in a given activity.
- I asked my peers to repeat back the instructions.
- I provided an active way to engage with a visual tool.
- Even though being in role was much shorter than it would be not in a 10 minute facilitation, multiple peers were able to share how their skills help us work towards justice in the imaginative space.
- I created an environment where my peers felt loved, supported and valued through

- In the opening activity of Yes Let's, I could have been more explicit about students showing us using a physical gesture. I also forgot to say that when we all say Yes, Let's that we have the option to join our friends in that physical gesture or activity. This instruction probably would have supported us in all joining in on a physical gesture and given us practice in supporting each other's artistic choices.
- While I did ask the reflection questions, I found myself changing the language to be a little bit more direct. This was both positive because it made it accessible to answer the question but we lost the opportunity to share why/how our skills and passions can help us to imagine justice. Instead, I just checked for understanding using a thumb-o-meter/physical gesture check in which gave me a sense of what my peers thought but not why. Next time, even if time is limited, I would like to ask the why to get us to connect back to our objectives at the beginning and end of the lesson.
- In our Social Mapping section, I would have loved the opportunity to create a little bit more space for calling out the identities that we see highlighted and allowing more than one peer to share an observation. I wonder if we could have used tableau to share out our observations in a way that everyone could participate. I also would like to make the connection to justice more explicit in this section of the lesson by asking us to expand on one or more of these identities and share how that connects to our justice work.
- In the transition to In Role/Guided Drama, I did not model changing my name. I also could have provided written directions in the chat so that there were multiple access points to that transition.
- Also, the music was really loud and I did not make explicit why music was playing. When I have facilitated this transition with my 2nd graders, I've said: We are going to have a short dance party. By the time the music ends, we will have traveled to our community. Take this time to change your name (if you'd like) and grab whatever imaginative materials you will need. Since this was the first time we were traveling to this place, I could have been more explicit about what our imaginary community looks like and feels like and added a transition by having us collectively name our community for this facilitation.

Learning Materials:

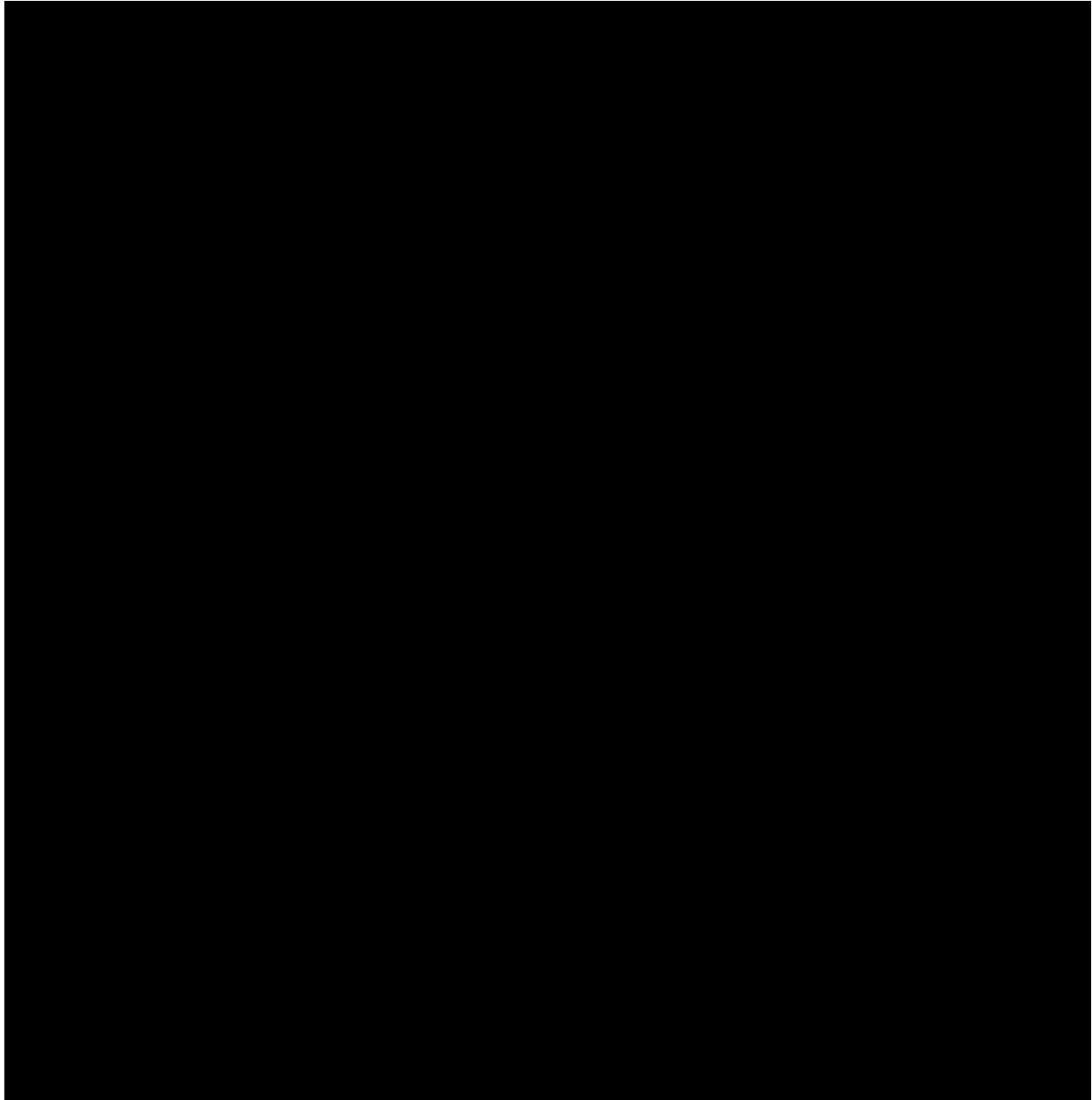
## Small Group Read: Pies from Nowhere by Dee Romito

### Directions

We are on a search for Georgia's **skills, identities and passions**. Together, we will read Pies from Nowhere by Dee Romito. Each of us will read at least one page. We'll each play a role in our group reading. When we see a moment where we learn more about Georgia, we'll **pause** and **document!**

### Roles:

- ★ **Snapshot Taker:** Take a picture of our tableaux!
- ★ **Notetaker:** Type our group observations in the chat!
- ★ **Stage Manager:** Comes up with the reading order and makes sure all voices are heard!



Note: Will only be engaging in the outside web. If more time, we would check in about the words on the inside but for today we will just be focusing on justice.