

2nd Grade After School Class

Teacher: Simone Becker

HRL Learning Goals - Imagining Justice: A Theatrical Exploration

Identity: Students will investigate the process of defining, imagining and enacting justice through self-reflection, collaboration and research of those whose imaginations led them towards justice.

Skill: Students will be able to make connections across multiple texts, compare and contrast how imagination plays a role in enacting change in fiction and non-fiction texts and synthesize their explorations by creating a theatre piece that imagines what justice looks like for them and their community.

Theatre / Art- Students will be able to create a theatre piece that embodies their vision for imagining justice.

English / Language Arts- Students will be able to analyze how imagination and justice show up in fiction and non-fiction texts by making inferences and text-text, text-self, text- world connections

Social Studies- Students will research and explore change-makers in history and the present and in their own lives through interviews and present their data artistically.

Intellect: Students will examine how imagination and justice present themselves in different kinds of texts and in their own lives.

Criticality: Students will identify, define and work towards creating what justice looks like and feels like for them and their community through engaging with multiple texts, art, their community and their own lives.

Layered Texts:

THEATRE / VISUAL ART

SCRIPT- The Transition of Doodle Pequeno by Gabriel Jason Dean

DESIGNS

PRODUCTION STILLS/VIDEO

SCULPTURE

PHOTOGRAPH

FICTION

NOVEL

FILM

SHORT STORY

POEM

PICTURE BOOK- Milo Imagines The World by Matt De La Pena, What do you do with an idea by Kobi Yamada , Juna's Jar by Jane Bahk

NONFICTION

TEDTALKS:

https://www.ted.com/talks/penny_hay_the_power_of_children_s_imagination

STUDY/STATISTICS

DOCUMENTARY

MEMOIR

PICTURE BOOK- Radiant Child: The Story of Young Artist Jean-Michel Basquiat by Javanka Steptoe, Someday is Now: Clara Luper and the 1958 Oklahoma Sit In by Olugbemisola Rhuday-Perkovich, The Water Walker by Joanne Robertson, Pies from Nowhere by Dee Romito

ARTICLE

PODCAST

My setting:

This is an online tuition free after school program where my co-teacher and I see our students every day Monday-Thursday from 3-5 PM. Our students are primarily from the WHEELS school in Washington Heights but because our setting is virtual we also work with students in other elementary schools in the Bronx and Upper Manhattan. Our classes are in hour chunks or less depending on the day. Our attendance varies but we have 14 students enrolled. I am envisioning this unit to be taught with my co-teacher so we would co-teach this unit together for an hour each day out of our programming day. The other hour would be filled with voice and choice time and classes from community partners.

Unit Breakdown

Week 1: Imagining Justice in Fiction Texts

Day 1: What is Justice? How do we imagine justice?

Text: Milo Imagines The World by Matt De La Pena

Day 2: Justice is an idea...

Text: What do you do with an Idea by Kobi Yamada

Day 3: How does who we are (our identity) help us to imagine justice?

Text: When Aidan Became A Big Brother by Kyle Lukoff and Kaylani Juanita

Day 4: How does who we are (our identity) help us to imagine justice?

Text: The Transition of Doodle Pequeno by Gabriel Jason Dean

Week 2: Imagining Justice in Non-Fiction Texts

Day 1: How can we use art to imagine justice?

Text: Radiant Child: The Story of Young Artist Jean-Michel Basquiat by Javanka Steptoe

Day 2: How can we work with others to imagine justice?

Text: Someday is Now: Clara Luper and the 1958 Oklahoma Sit In by
Olugbemisola Rhuday-Perkovich

Day 3: How can we use our skills/talents to imagine justice and bring our
community together?

Text: Pies from Nowhere by Dee Romito

Day 4: How can people who inspire us help us to imagine justice?

-Tying all of our texts together for reflection/exploration

Week 3: Imagining Justice in Our Lives

Day 1: Introduction of Interview Project

Day 2: Interview Project Work Time/Exploration

Day 3: Interview Project Work Time Cont/Rehearsal

Day 4: Oral History Rehearsal/Performance

Week 4: Imagining Justice Theatrically

Day 1: Brainstorming- using all of our texts/source material

Day 2: Exploration/Experimentation/Design Time Break Out Rooms

Day 3: Rehearsal and Imagining Justice Facilitation Day 1

Day 4: Imagining Justice Facilitation Day 2 and Reflection/Celebration/Wrap Up