



Colorful Pages

LESSON PLANS

“Yo Soy Muslim”

K-2 Anti-Discrimination Lesson Plan

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“YO SOY MUSLIM”

K-2 ANTI-DISCRIMINATION LESSON PLAN

By: Kaitlin Kamalei Jenkins

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Grade Levels(s): K-2	Content Area(s): Social Studies	Time: 25-35 min
Featured Book(s): <i>Yo Soy Muslim: A Father’s Letter to His Daughter</i> , by Mark Gonzales		
Section of <i>The Spectrum of Multicultural Literature</i>: Conversation		
<p>Lesson Summary: This lesson is in response to the tragic 2019 New Zealand shootings at the mosques in Christchurch. After consulting with a prominent leader in our local Muslim community, we came up with the idea of a lesson addressing discrimination and promoting acceptance. In this lesson, teachers will introduce the vocabulary of <i>acceptance</i> and <i>discrimination</i>. Then, they will read <i>Yo Soy Muslim: A Father’s Letter to His Daughter</i> to lead into a discussion about ways to accept everyone. At the end of the lesson, there is a worksheet that serves as a summative assessment that has a clear rubric tied to the lesson goals.</p>		

Content Standards:

- **CCSS.ELA-LITERACY.RL.K.1:** With prompting and support, ask and answer questions about key details in a text.
- **CCSS.ELA-LITERACY.RL.1.1:** Ask and answer questions about key details in a text.
- **CCSS.ELA-LITERACY.RL.2.1:** Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.
- **CCSS.ELA-LITERACY.SL.K.1:** Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.
- **CCSS.ELA-LITERACY.SL.1.1:** Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.
- **CCSS.ELA-LITERACY.SL.2.1:** Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.
- **CCSS.ELA-LITERACY.SL.K.5:** Add drawings or other visual displays to descriptions as desired to provide additional detail.
- **CCSS.ELA-LITERACY.SL.1.5:** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- **CCSS.ELA-LITERACY.SL.2.6:** Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Lesson Objectives:

- Students can understand the difference between discrimination and acceptance.
- Students can list what they can do to not discriminate and accept everyone.

Language Objectives:

- Students can understand the definition for *discrimination* (when someone is treated unfairly because of who they are) and *acceptance* (when someone is treated fairly and loved for who they are).
- Students can verbally state a way they be accepting of everyone by using the sentence stem: *I will accept everyone by_____.*

Student-Friendly Objectives:

- I can list ways to accept others and not discriminate.
- I can understand the difference between *discrimination* and *acceptance*.

Assessments for Learning:

- Formative Assessments:
 - Turn and Talks: In the lesson, listen to students' turn and talks to see if students understand what discrimination is, why it is hurtful and unjust, and list a way that they can accept someone.
 - Class Discussions: While you are discussing the book and doing the lesson activities, listen to the class discussion. Ask yourself: *Is the conversation flowing smoothly? Do your students need clarification about what discrimination is? Do your students understand the difference between discrimination and acceptance?*
- Summative Assessment
 - "Ways We Can Accept Everyone Chart": Look at the chart for the class and think about the following questions to assess the class:
 - *How many ideas were given?*
 - *Was it the same students who share during every lesson?*
 - *What kind of ways to accept others did the class brainstorm?*
 - Acceptance Worksheet: Use the following rubric to grade their response (feel free to modify the rubric to fit the grade level or your specific learners):
 - **4 (Exceeds Expectations)** = Student lists more than one way they can accept others and not discriminate. The student's ideas are rational and valid (ex. *Play with others, not call names, not tease, help each other, stand up for each other*).

- **3 (Meets Expectations)** = Students list one way they can accept others and not discriminate. The student's idea is rational and valid (ex. *Play with others, not call names, not tease, help each other, stand up for each other*).
- **2 (Approaching Expectations)** = Students attempt to list a way they can accept others and not discriminate, but their way does not make sense or is not possible (ex. *I will become a superhero! I will punch bad guys. I will discriminate*).
- **1 (Below Expectations)** = Students does not express or write an idea about how they can accept others and not discriminate.

Materials:

- *Yo Soy Muslim: A Father's Letter to His Daughter*, by Mark Gonzales
- Acceptance Worksheets (class copies)
- *Discrimination* vocab card/sentence strip
- *Acceptance* vocab card/sentence strip
- Chart paper with a cloud in the middle that has the phrase "Ways We Can Accept Everyone"
- Sentence strip with the sentence stem: *I will accept everyone by* ____.
- Markers for the teacher
- Pencils/crayons for students

LEARNING PLAN

Lesson Opening [2-5 min]

1. Introduction: Introduce the lesson and lesson goals
 - a. Gather students to your teaching spot and get their attention to start the lesson
 - b. Introduce the lesson topic
 - i. Teacher: *Recently, some people in the world have been doing some really horrible and scary things to people just because of how they look or what they believe in. Today, we are going to talk about discrimination and what we can do to accept everyone and make them feel loved.*
 - c. Review the lesson goals as a class using your routine or follow the script below
 - i. Teacher: *Let's review our lesson goals for today. My turn, then your turn. "I can list ways to accept others and not discriminate. Your turn."*
2. Introduce the Vocabulary Terms: Introduce the vocab words, *discrimination* and *acceptance*
 - a. Define *discrimination* using the vocabulary card you prepared
 - i. Read the definition

- ii. Give some examples that your class is either familiar with or they could relate to (ex. “For example, when someone says, ‘I’m not going to play with you because you are a girl!’ or when someone is mean to you because of your religion”)
- iii. Ask: *Is it okay to discriminate? Why?*
- b. Define *acceptance* using the vocabulary card you prepared
 - i. Read the definition
 - ii. Give some examples that your class is either familiar with or they could relate to (ex. “For example, when you play with everyone or you ask people about their religion so you can know more and appreciate it”)
 - iii. Ask: *Why should we accept others?*

Read Aloud [5-10 min]

- 1. Introduce *Yo Soy Muslim*: Introduce the read aloud and connect it to the lesson
 - a. Introduce the book
 - i. Teacher: *We are going to read about the book Yo Soy Muslim: A Father’s Letter to His Daughter by Mark Gonzales. Mark Gonzales is a Muslim author who wrote this book for his daughter.*
 - b. Connect it to the lesson
 - i. Teacher: *In his book, Mark Gonzales talks about discrimination and acceptance. I want you to see if you can tell when people are discriminating and when people are accepting others.*
- 2. Read Aloud: Read aloud the book
 - a. Read *Yo Soy Muslim* aloud to the students and stop on the following pages to ask these questions
 - i. Pg. 11 “...will not smile at you”: *Are these people discriminating against her or are they accepting her? How does that make the daughter feel?*
 - 1. Call on 1-2 students to share their answers. Then, tell students that the next pages are the little girl and dad’s response to show that people should accept them.
 - ii. Pg. 24 “...Yo soy Muslim”: *Are the dad and daughter discriminating against or accepting each other? How does that make the daughter feel?*
 - 1. Call on 1-2 students to share their answers.

Brainstorm [5-10 min]

- 1. Review vocab terms: Review *discrimination* and *acceptance*
 - a. Review the definitions for each word using the vocab cards
 - i. Teacher: *So, in this book, the author talks a little about discrimination and acceptance. Remember discrimination is when someone is treated unfairly because of who they are, like the daughter was stared at and people were sad because she was Muslim or Mexican. Is that okay? No! So, we also have our*

other word, which is what we WANT to do: acceptance. Acceptance is when someone is treated fairly and loved for who they are.

2. **Brainstorm:** Brainstorm ways they can practice acceptance
 - a. Put the “Ways We Can Accept Everyone” chart on the board and introduce it
 - i. Teacher: *We want to make sure we accept everyone in the world no matter their skin color, if they are a girl or boy, or what their religion is. We are going to brainstorm ways that we can accept everyone and write it on this chart*
 - b. Have students turn and talk to answer the question: *What are ways you can accept everyone?*
 - i. Introduce the sentence stem (*I can accept everyone by____.*) if you feel like your students need the language support
 - ii. Give students about 1-2 minutes to discuss with a partner
 - iii. If they seem unable to think of ideas, share some examples or flip through the book
 - c. Gather students’ attention back to the chart and record their ideas
 - i. Call on 4-6 students to share their ideas and write them all of the chart paper around the cloud in the middle

Independent Work/Summative Assessment [10 min]

1. **Explain the “Acceptance Worksheet”:** Go over directions about how to complete the “Acceptance Worksheet”
 - a. Show students the “Acceptance Worksheet”
 - b. Explain your expectations for the “Acceptance Worksheet”
 - i. Teacher: *Now, I want to see your ideas on paper. When you go back to your desk, you are going to write about one or two ways that you can accept others. You need to write 1 or 2 sentences and have a picture. Feel free to use our sentence stem or the ideas on our chart.*
 - c. Model getting started if you think your class needs more guidance
 - d. Dismiss students to their desks and pass out one worksheet per student
2. **Independent Work:** Have students work on their worksheet for 10 minutes
 - a. Use this time to help students or check in with students who you noticed were struggling during your Formative Assessments (Turn and Talks and Class Discussion)
3. **Close the Lesson:** Have students turn in their work and close the lesson based on your classroom routines.

Notes:

- Allow space for students to bring up any concerns or thoughts about the New Zealand shootings if the discussion leads to it

- In my collaboration meeting with a prominent leader in our local Muslim community, he brought up that most in his community want to protect younger students from the tragic details in order to not make them feel unsafe in their own mosques. Therefore, PLEASE consult with any impacted stakeholders before discussing explicit details about the shootings.
- Feel free to adjust the rubric depending on your grade level, state standards, and learners
- Timing for the lesson is a suggested guideline to make sure that carpet time isn't too long and that you keep the pacing of the lesson engaging. Please feel free to split up, shorten, or lengthen the lesson depending on your learners' needs.
- Scripted language is a SUGGESTION! Please do **not** feel like you have read everything word for word. Teaching wouldn't be any fun if we couldn't teach with our own style 😊

Score:

Name: _____ Date: _____

"Yo Soy Muslim": Acceptance Worksheet

Write to answer the question:

What are ways you can accept everyone?
