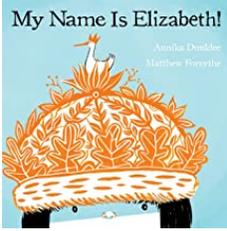
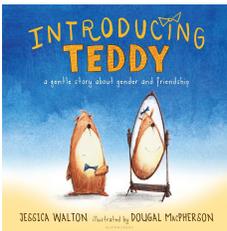
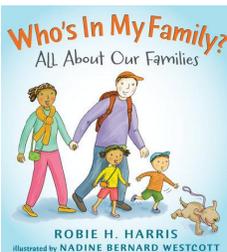
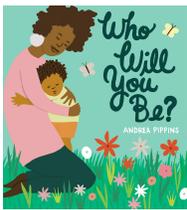
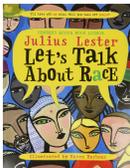


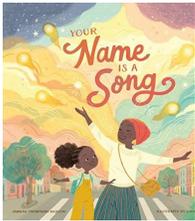
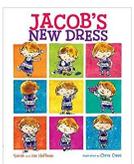
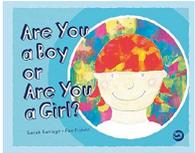
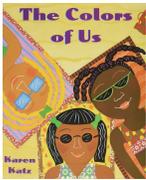
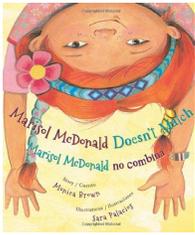
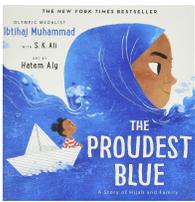
West Hartford Public Schools
Elementary Social Justice Lesson Standards & Mentor Texts

| Kindergarten | | | |
|---|---|---|--|
| Social Justice Standards | Title | | Summaries adapted from Amazon |
| <p>IDENTITY I know and like who I am and can talk about my family and myself and name some of my group identities. (ID.K-2.1)</p> <p>I know that all my group identities are part of me—but that I am always ALL me. (ID.K-2.3)</p> | <p><u>My Name is Elizabeth!</u> By Annika Dunklee</p> |  | <p>Meet Elizabeth. She's got an excellent pet duck, a loving granddad and a first name that's just awesome. After all, she's got a queen named after her! So she's really not amused when people insist on using nicknames like Lizzy and Beth. She bears her frustration in silence until an otherwise ordinary autumn day, when she discovers her power to change things once and for all. In the process, Elizabeth learns about communication and respect --- and their roles in building better relationships with family and friends.</p> |
| | <p><u>Pink is for Boys</u> By Robb Pearlman</p> |  | <p>Featuring a diverse group of relatable characters, <i>Pink is for Boys</i> invites and encourages girls and boys to enjoy what they love to do, whether it's racing cars and playing baseball, or loving unicorns and dressing up. Vibrant illustrations help children learn and identify the myriad colors that surround them every day, from the orange of a popsicle, to the green of a grassy field, all the way up to the wonder of a multicolored rainbow.</p> |
| | <p><u>Introducing Teddy...</u> By Jessica Walton</p> |  | <p>Errol and his teddy, Thomas, are best friends who do everything together. Whether it's riding a bike, playing in the tree house, having a tea party, or all of the above, every day holds something fun to do. One sunny day, Errol finds that Thomas is sad, even when they are playing in their favorite ways. Errol can't figure out why, until Thomas finally tells Errol what the teddy has been afraid to say: "In my heart, I've always known that I'm a girl teddy, not a boy teddy. I wish my name was Tilly, not Thomas." And Errol says, "I don't care if you're a girl teddy or a boy teddy! What matters is that you are my friend."</p> |
| | <p><u>Who's in My Family?</u> By Robie H. Harris</p> |  | <p>Join Nellie and Gus and their family — plus all manner of other families — for a day at the zoo, where they see animal families galore! To top off their day, Nellie and Gus invite friends and relatives for a fun dinner at home. Accessible, humorous, and full of charming illustrations depicting families of many configurations, this engaging story interweaves conversations between the siblings and a matter-of-fact text, making it clear to every child that whoever makes up your family, it is perfectly normal — and totally wonderful.</p> |
| <p>DIVERSITY I like being around people who are like me and different from me, and I can be friendly to everyone. (DI.K - 2.6)</p> | <p><u>Who Will You Be?</u> By Andrea Pippins</p> |  | <p>Here is a poignant picture book about how family and community help shape the wonderful people our children become. A mama wonders who her child will grow up to be. Will her little one be curious like Grandpa and adventurous like Auntie Amina? Compassionate like Amy and joyful like cousin Curlena? Moving from family members to the wider community, she muses about which attributes her child will possess.</p> |

West Hartford Public Schools
Elementary Social Justice Lesson Standards & Mentor Texts

| | | | |
|---|--|---|---|
| <p>I like being around people who are like me and different from me, and I can be friendly to everyone. (DI.K - 2.6)</p> | <p><u>Let's Talk About Race</u> By Julius Lester</p> |  | <p>Author Julius Lester invites you into his book by writing, "I am a story. So are you." He discusses how each individual has many different elements to their story, from family, to name, to likes and dislikes, and race. He shares his own story as he explores what makes each of us special.</p> |
| <p>JUSTICE I know my friends have many identities, but they are always still just themselves. (JU.K-2.11)</p> | <p><u>Mr. Tiger Goes Wild</u> By Peter Brown</p> |  | <p>Are you bored with being so proper? Do you want to have more fun? Mr. Tiger knows exactly how you feel. So he decides to go wild. But does he go too far?</p> |
| <p>ACTION I care about those who are treated unfairly. (AC.K-2.16)</p> <p>I can and will do something when I see unfairness - this includes telling an adult. (AC.K-2.17)</p> <p>I will join with classmates to make our classroom fair for everyone. (AC.K-2.20)</p> | <p><u>Be Kind</u> By Pat Zietlow Miller</p> |  | <p>When Tanisha spills grape juice all over her new dress, her classmate wants to make her feel better, wondering: <i>What does it mean to be kind?</i> From asking the new girl to play to standing up for someone being bullied, this moving story explores what kindness is, and how any act, big or small, can make a difference—or at least help a friend.</p> |

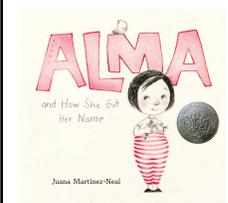
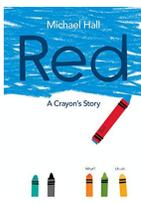
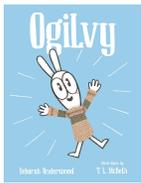
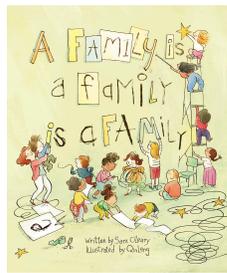
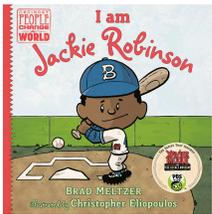
West Hartford Public Schools
Elementary Social Justice Lesson Standards & Mentor Texts

| Grade 1 | | | |
|--|---|---|--|
| Social Justice Standards | Title | | Summary from Goodreads |
| <p>IDENTITY I know and like who I am and can talk about my family and myself and name some of my group identities. (ID.K-2.1)</p> <p>I know that all my group identities are part of me—but that I am always ALL me. (ID.K-2.3)</p> | <p><u>Your Name is a Song</u> By Jamilah Thompkins-Bigelow</p> |  | <p>Frustrated by a day full of teachers and classmates mispronouncing her beautiful name, a little girl tells her mother she never wants to come back to school. In response, the girl's mother teaches her about the musicality of African, Asian, Black-American, Latinx, and Middle Eastern names on their lyrical walk home through the city. Empowered by this newfound understanding, the young girl is ready to return the next day to share her knowledge with her class.</p> |
| | <p><u>Jacob's New Dress</u> By Sarah Hoffman</p> |  | <p>Jacob loves playing dress-up, when he can be anything he wants to be. Some kids at school say he can't wear "girl" clothes, but Jacob wants to wear a dress to school. Can he convince his parents to let him wear what he wants?</p> |
| | <p><u>Are You a Boy or Are You a Girl?</u> By Sarah Savage</p> |  | <p>Tiny loves costumes! Tiny likes to dress up as an animal, or a doctor, or a butterfly. Tiny also prefers not to tell other children whether they are a boy or a girl. Tiny's friends don't mind, but when Tiny starts a new school their new friends can't help asking one question: "Tiny, are you a boy or are you a girl?"</p> |
| | <p><u>The Colors of Us</u> By Karen Katz</p> |  | <p>Seven-year-old Lena is going to paint a picture of herself. She wants to use brown paint for her skin. But when she and her mother take a walk through the neighborhood, Lena learns that brown comes in many different shades. Through the eyes of a little girl who begins to see her familiar world in a new way, this book celebrates the differences and similarities that connect all people.</p> |
| <p>DIVERSITY I can describe some ways that I am similar to and different from people who share my identities and those who have other identities. (DI.K-2.7)</p> | <p><u>Marisol McDonald Doesn't Match</u> By Monica Brown</p> |  | <p>Marisol McDonald has flaming red hair and nut-brown skin. Polka dots and stripes are her favorite combination. She prefers peanut butter and jelly burritos in her lunch box. And don't even think of asking her to choose one or the other activity during recess—she'll just be a soccer-playing pirate princess, thank you very much. To Marisol McDonald, these seemingly mismatched things make perfect sense together. But, they don't always make sense to everyone else. Try as she might, in a world where everyone tries to put this biracial, Peruvian-Scottish-American girl into a box, Marisol McDonald doesn't match. And that's just fine with her.</p> |
| <p>JUSTICE I know my friends have many identities, but they are always still just themselves. (JU.K-2.11)</p> <p>I know when people are treated unfairly. (JU.K-2.12)</p> <p>I know that life is easier for some people and harder for others and the reasons for that are not always fair. (JU.K-2.14)</p> | <p><u>The Proudest Blue</u> By Ibtihaj Muhammad</p> |  | <p>With her new backpack and light-up shoes, Faizah knows the first day of school is going to be special. It's the start of a brand new year and, best of all, it's her older sister Asiya's first day of hijab--a hijab of beautiful blue fabric, like the ocean waving to the sky. But not everyone sees hijab as beautiful, and in the face of hurtful, confusing words, Faizah will find new ways to be strong.</p> |

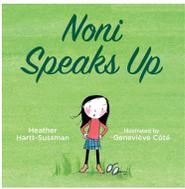
West Hartford Public Schools
Elementary Social Justice Lesson Standards & Mentor Texts

| | | | |
|--|--|---|---|
| <p>ACTION I care about those who are treated unfairly. (AC.K-2.16)</p> <p>I can and will do something when I see unfairness—this includes telling an adult. (AC.K-2.17)</p> <p>I will speak up or do something if people are being unfair, even if my friends do not. (AC.K-2.19)</p> <p>I will join with classmates to make our classroom fair for everyone. (AC.K-2.20)</p> | <p><u>Chrysanthemum</u> By Kevin Henkes</p> |  The book cover for 'Chrysanthemum' by Kevin Henkes features a yellow background. At the top, the title 'Chrysanthemum' is written in a curved, yellow font. Below the title is a large, vibrant yellow chrysanthemum flower. A small girl with a blue bow in her hair and a pink dress stands next to the flower. The author's name, 'Kevin Henkes', is printed at the bottom of the cover. | <p>Chrysanthemum thinks her name is absolutely perfect—until her first day of school. "You're named after a flower!" teases Victoria. "Let's smell her," says Jo. Chrysanthemum wilts. What will it take to make her blossom again?</p> |
|--|--|---|---|

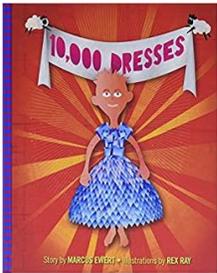
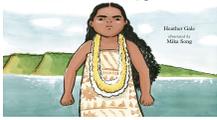
West Hartford Public Schools
Elementary Social Justice Lesson Standards & Mentor Texts

| Grade 2 | | | |
|--|--|---|--|
| Social Justice Standards | Title | | Summary from Goodreads |
| <p>IDENTITY I can describe some ways that I am similar to and different from people who share my identities and those who have other identities. (DI.K-2.7)</p> <p>I want to know about other people and how our lives and experiences are the same and different. (DI.K-2.8)</p> | <p><u>Alma and How She Got Her Name</u> By Juana Martinez-Neal</p> |  | <p>If you ask her, Alma Sofia Esperanza José Pura Candela has way too many names: six! How did such a small person wind up with such a large name? Alma turns to Daddy for an answer and learns of Sofia, the grandmother who loved books and flowers; Esperanza, the great-grandmother who longed to travel; José, the grandfather who was an artist; and other namesakes, too. As she hears the story of her name, Alma starts to think it might be a perfect fit after all — and realizes that <i>she</i> will one day have her own story to tell.</p> |
| | <p><u>Red: A Crayon's Story</u> By Michael Hall</p> |  | <p>Red has a bright red label, but he is, in fact, blue. His teacher tries to help him be red (let's draw strawberries!), his mother tries to help him be red by sending him out on a playdate with a yellow classmate (go draw a nice orange!), and the scissors try to help him be red by snipping his label so that he has room to breathe. But Red is miserable. He just can't be red, no matter how hard he tries!</p> |
| <p>DIVERSITY I know and like who I am and can talk about my family and myself and name some of my group identities.(ID.K-2.1)</p> <p>I can talk about interesting and healthy ways that some people who share my group identities live their lives. (ID.K-2.2)</p> <p>I see that the way my family and I do things is both the same as and different from how other people do things, and I am interested in both. (IDK-2.2.5)</p> | <p><u>Ogilvy</u> By Deborah Underwood</p> |  | <p>When Ogilvy moves to a new town, the possibilities feel endless. There are so many new bunny friends and fun things to do together! But in this town, bunnies in dresses play ball and knit socks, and bunnies in sweaters make art and climb rocks. Ogilvy wants to do everything—and won't let a sweater or a dress get in the way.</p> |
| | <p><u>A Family is a Family is a Family</u> By Sara O'Leary</p> |  | <p>When a teacher asks the children in her class to think about what makes their families special, the answers are all different in many ways — but the same in the one way that matters most of all. One child is worried that her family is just too different to explain, but listens as her classmates talk about what makes their families special. One is raised by a grandmother, and another has two dads. One is full of stepsiblings, and another has a new baby. As one by one, her classmates describe who they live with and who loves them — family of every shape, size and every kind of relation — the child realizes that as long as her family is full of caring people, her family is special.</p> |
| <p>JUSTICE I know when people are treated unfairly. (JU.K-2.12)</p> <p>I know some true stories about how people have been treated badly because of their group identities, and I don't like it. (JU.K-2.13)</p> <p>I know that life is easier for some people and harder for others and the reasons for that are not always fair. (JU.K-2.14)</p> | <p><u>I Am Jackie Robinson</u> By Brad Meltzer</p> |  | <p>Jackie Robinson always loved sports, especially baseball. But he lived at a time before the Civil Rights Movement, when the rules weren't fair to African Americans. Even though Jackie was a great athlete, he wasn't allowed on the best teams just because of the color of his skin. Jackie knew that sports were best when everyone, of every color, played together. He became the first Black player in Major League Baseball, and his bravery changed American history and led the way to equality in all sports in America.</p> |

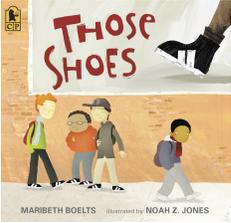
West Hartford Public Schools
Elementary Social Justice Lesson Standards & Mentor Texts

| | | | |
|--|--|---|---|
| <p>ACTION I care about those who are treated unfairly. (AC.K-2.16)</p> <p>I can and will do something when I see unfairness—this includes telling an adult. (AC.K-2.17)</p> <p>I will speak up or do something if people are being unfair, even if my friends do not. (AC.K-2.19)</p> <p>I will join with classmates to make our classroom fair for everyone. (AC.K-2.20)</p> | <p><u>Noni Speaks Up</u> By Heather Hartt Sussman</p> |  | <p>Noni always tries to do the right thing. But she doesn't know how to help her classmate Hector, who is constantly bullied for his name, his size and his giant glasses. Noni stands by silently, afraid that the kids will turn on her if she speaks up. Yet "doing nothing" doesn't feel very good. Will Noni be brave enough to take matters into her own hands?</p> |
|--|--|---|---|

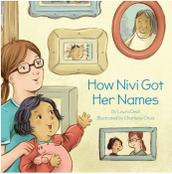
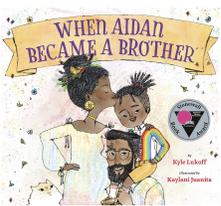
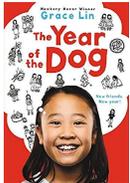
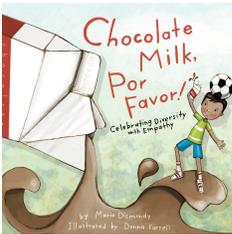
West Hartford Public Schools
Elementary Social Justice Lesson Standards & Mentor Texts

| Grade 3 | | | |
|---|---|---|--|
| Social Justice Standards | Title | | Summary from Goodreads |
| <p>IDENTITY I know about my family history and culture and about current and past contributions of people in my main identity groups. (ID.3-5.2)</p> <p>I can feel good about my identity without making someone else feel badly about who they are. (ID.3-5.4)</p> | <p><u>Always Anjali</u> By Sheetal Sheth</p> |  | <p>Anjali and her friends are excited to get matching personalized license plates for their bikes. But Anjali can't find her name. To make matters worse, she gets bullied for her "different" name, and is so upset she demands to change it. When her parents refuse and she is forced to take matters into her own hands, she winds up learning to celebrate who she is and carry her name with pride and power.</p> |
| | <p><u>10,000 Dresses</u> By Marcus Ewert</p> |  | <p>Every night, Bailey dreams about magical dresses: dresses made of crystals and rainbows, dresses made of flowers, dresses made of windows. . . . Unfortunately, when Bailey's awake, no one wants to hear about these beautiful dreams. Quite the contrary. "You're a BOY!" Mother and Father tell Bailey. "You shouldn't be thinking about dresses at all." Then Bailey meets Laurel, an older girl who is touched and inspired by Bailey's imagination and courage. In friendship, the two of them begin making dresses together. And Bailey's dreams come true!</p> |
| | <p><u>Ho'onani Hula Warrior</u> By Heather Gale</p> |  | <p>Ho'onani feels in-between. She doesn't see herself as <i>wahine</i> (girl) OR <i>kane</i> (boy). She's happy to be in the middle. But not everyone sees it that way. When Ho'onani finds out that there will be a school performance of a traditional kane hula chant, she wants to be part of it. But can a girl really lead the all-male troupe? Ho'onani has to try . . .</p> |
| | <p><u>Intersection Allies</u> By Carolyn Choi, LaToua Council, Chelsea Johnson, Ashley Seil Smith</p> |  | <p>The nine interconnected characters proudly describe themselves and their backgrounds, involving topics that range from a physical disability to language brokering, offering an opportunity to take pride in a personal story <i>and</i> connect to the collective struggle for justice. The group bond grounds the message of allyship and equality. When things get hard, the kids support each other for who they are: Parker defends Kate, a genderfluid character who eschews skirts for a superhero cape; Heejung welcomes Yuri, a refugee escaping war, into their community; and Alejandra's family cares for Parker after school while her mother works.</p> |
| <p>DIVERSITY I want to know more about other people's lives and experiences, and I know how to ask questions respectfully and listen carefully and non-judgmentally. (DI. 3-5.9)</p> <p>I feel connected to other people and know how to talk, work and play with others even when we are different or when we disagree. (DI.3-5.9)</p> | <p><u>Dreamers</u> By Yuyi Morales</p> |  | <p>This lovingly-illustrated picture book memoir looks at the myriad gifts migrantes bring with them when they leave their homes. It's a story about a family. And it's a story to remind us that we are all dreamers, bringing our own strengths wherever we roam. Beautiful and powerful at any time but given particular urgency as the status of our own Dreamers becomes uncertain, this is a story that is both topical and timeless.</p> |

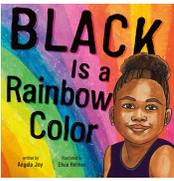
West Hartford Public Schools
Elementary Social Justice Lesson Standards & Mentor Texts

| | | | |
|--|---|--|--|
| <p>JUSTICE I know when people are treated unfairly, and I can give examples of prejudiced words, pictures and rules. (JU.3-5.12)</p> <p>I know that words, behaviors and laws that treat people unfairly based on their group identities can cause real harm. (JU.3-5.13)</p> <p>I know about the actions of people and groups who have worked throughout history to bring more justice and fairness to the world. (JU 3-5.15)</p> | <p><u>Her Fearless Run</u> By Kim Chaffee</p> |  | <p>Kathrine Switzer changed the world of running. This narrative biography follows Kathrine from running laps as a girl in her backyard to becoming the first woman to run the Boston Marathon with official race numbers in 1967. Her inspirational true story is for anyone willing to challenge the rules.</p> |
| <p>ACTION I pay attention to how people (including myself) are treated, and I try to treat others how I like to be treated. (AC 3-5.16)</p> | <p><u>Those Shoes</u> By Maribeth Boelts</p> |  | <p>All Jeremy wants is a pair of those shoes, the ones everyone at school seems to be wearing. Though Jeremy's grandma says they don't have room for "want," just "need," when his old shoes fall apart at school, he is more determined than ever to have those shoes, even a thrift-shop pair that are much too small. But sore feet aren't much fun, and Jeremy soon sees that the things he has — warm boots, a loving grandma, and the chance to help a friend — are worth more than the things he wants.</p> |

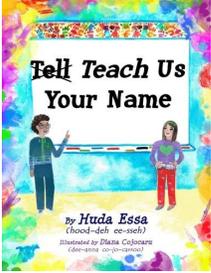
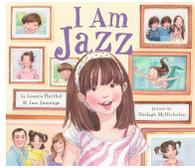
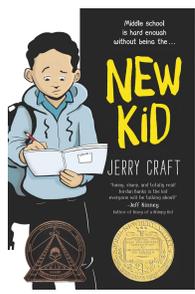
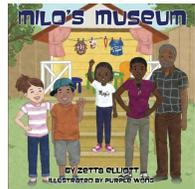
West Hartford Public Schools
Elementary Social Justice Lesson Standards & Mentor Texts

| Grade 4 | | | |
|---|--|---|---|
| Social Justice Standards | Title | | Summary from Goodreads |
| <p>IDENTITY I know that all my group identities are part of who I am, but none of them fully describes me and this is true for other people too. (ID.3-5.3)</p> <p>I can feel good about my identity without making someone else feel badly about who they are. (D.3-5.4)</p> <p>I want to know more about other people's lives and experiences, and I know how to ask questions respectfully and listen carefully and non-judgmentally. (DI.3-5.8)</p> | <p><u>How Nivi Got Her Names</u> By Laura Deal</p> |  | <p>Nivi has always known that her names were special, but she doesn't know where they came from. So, one sunny afternoon, Nivi decides to ask her mom how she got her name. The stories of the people Nivi is named after lead her to an understanding of traditional Inuit naming practices and knowledge of what those practices mean to Inuit.</p> |
| | <p><u>When Aidan Became a Brother</u> By Kyle Lukoff</p> |  | <p>When Aidan was born, everyone thought he was a girl. His parents gave him a pretty name, his room looked like a girl's room, and he wore clothes that other girls liked wearing. After he realized he was a trans boy, Aidan and his parents fixed the parts of his life that didn't fit anymore, and he settled happily into his new life. Then Mom and Dad announce that they're going to have another baby, and Aidan wants to do everything he can to make things right for his new sibling from the beginning--from choosing the perfect name to creating a beautiful room to picking out the cutest onesie. But what does "making things right" actually mean?</p> |
| | <p><u>They She He Me: Free to Be!</u> By Maya Christina Gonzalez</p> |  | <p>Pronouns serve as a familiar starting point for kids and grown-ups to expand ideas about gender and celebrate personal expression with fun imagery that provides a place to meet and play. <i>They She He Me, Free to Be</i> shows many gender presentations under each pronoun and invites even more. A go-to place to help keep the conversations alive, break down assumptions of who is "she" or "he" and expand beyond the binary to include "they" and more.</p> |
| | <p><u>Year of the Dog</u> By Grace Lin</p> |  | <p>When Pacy's mom tells her that this is a good year for friends, family, and "finding herself," Pacy begins searching right away. As the year goes on, she struggles to find her talent, deals with disappointment, makes a new best friend, and discovers just why the Year of the Dog is a lucky one for her after all.</p> |
| <p>DIVERSITY I have accurate, respectful words to describe how I am similar to and different from people who share my identities and those who have other identities. (DI.3-5.7)</p> <p>I want to know more about other people's lives and experiences, and I know how to ask questions respectfully and listen carefully and non-judgmentally (DI.3-5.8)</p> | <p><u>Chocolate Milk, Por Favor</u> By Maria Dismondy</p> |  | <p>While the other kids happily bound into the classroom, Gabe stands with his mother outside the door, timid and unsure about walking into school. That's because Gabe is the new kid at school and he doesn't speak English. Gabe is from another country. With English as a second language, starting school felt scary and intimidating. How would he know what to do? What would the other kids think? The teacher goes out of her way to make Gabe feel welcome and encourages the other kids to celebrate diversity with empathy.</p> |

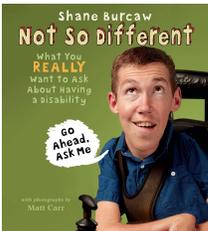
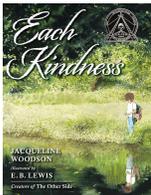
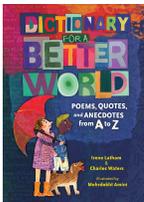
West Hartford Public Schools
Elementary Social Justice Lesson Standards & Mentor Texts

| | | | |
|---|--|--|--|
| <p>JUSTICE I know that words, behaviors, rules and laws that treat people unfairly based on their group identities cause real harm. (JU3-5.13)</p> <p>I know about the actions of people and groups who have worked throughout history to bring more justice and fairness to the world. (JU 3-5.15)</p> | <p><u>Black is a Rainbow Color</u> By Angela Joy</p> |  | <p>A child reflects on the meaning of being Black in this moving and powerful anthem about a people, a culture, a history, and a legacy that lives on.</p> |
| | <p><u>Rosa Parks Activist Video</u></p> |  | <p>After the Civil War and through the Civil Rights era of the 1950s, racial segregation laws made life for many African Americans extremely difficult. Rosa Parks—long-standing civil rights activist and author—is best known for her refusal to give up her seat to a white bus passenger, sparking the Montgomery Bus Boycott.</p> |
| <p>ACTION I pay attention to how people (including myself) are treated, and I try to treat others how I like to be treated. (AC3-5.16)</p> <p>I know it's important to stand up for myself and for others, and I know how to get help if I need ideas on how to do this. (AC3-5.17)</p> | <p><u>Rosa Parks</u> By Kristin Kemp</p> |  | <p>Rosa Parks was an amazing woman. She stood up for herself and for her beliefs. One day, Parks refused to give up her seat to a white man on a bus. Her actions helped spark the civil rights movement. Today, people have more freedom in America because of her actions.</p> |
| | <p><u>“Talking Gets Us There”</u> By Amanda Gorman</p> |  | <p>Inaugural poet, Amanda Gorman, shares her inspirational poem. This poem allows children to engage in ongoing conversations about race and racism in an age appropriate way.</p> |

West Hartford Public Schools
Elementary Social Justice Lesson Standards & Mentor Texts

| Grade 5 | | | |
|--|---|---|---|
| Social Justice Standards | Title | | Summary from Goodreads |
| <p>IDENTITY I know that all my group identities are part of who I am, but none of them fully describes me and this is true for other people too. (ID.3-5.3)</p> <p>I can feel good about my identity without making someone else feel badly about who they are. (ID.3-5.4)</p> <p>I know my family and I do things the same as and different from other people and groups, and I know how to use what I learn from home, school and other places that matter to me. (ID.3-5.5)</p> | <p><u>Teach Us Your Name</u> By Huda Essa</p> |  | <p>Embracing the diversity of our names is one of the first steps we can take to show our appreciation of diversity and inclusion. Everyone has a name and every name has a story. Teach Us Your Name focuses on the many stories and ways we can all connect by helping children take pride in their many identities and to utilize the opportunity to learn from others. This book lends itself to countless invaluable discussions about cultural norms, languages, unconscious bias, and much more. Most of all, Teach Us Your Name is focused on showing respect for ourselves and all others.</p> |
| | <p><u>I Am Jazz</u> By Jessica Herthel</p> |  | <p>From the time she was two years old, Jazz knew that she had a girl's brain in a boy's body. She loved pink and dressing up as a mermaid and didn't feel like herself in boys' clothing. This confused her family, until they took her to a doctor who said that Jazz was transgender and that she was born that way.</p> |
| | <p><u>It Feels Good to be Yourself</u> By Theresa Thorn</p> |  | <p>Some people are boys. Some people are girls. Some people are both, neither, or somewhere in between. This sweet, straightforward exploration of gender identity will give children a fuller understanding of themselves and others. With child-friendly language and vibrant art, <i>It Feels Good to Be Yourself</i> provides young readers and parents alike with the vocabulary to discuss this important topic with sensitivity.</p> |
| | <p><u>New Kid</u> By Jerry Craft</p> |  | <p>Seventh grader Jordan Banks loves nothing more than drawing cartoons about his life. But instead of sending him to the art school of his dreams, his parents enroll him in a prestigious private school known for its academics, where Jordan is one of the few kids of color in his entire grade. As he makes the daily trip from his Washington Heights apartment to the upscale Riverdale Academy Day School, Jordan soon finds himself torn between two worlds—and not really fitting into either one. Can Jordan learn to navigate his new school culture while keeping his neighborhood friends and staying true to himself?</p> |
| <p>DIVERSITY Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified. (DI 3-5.10)</p> <p>Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way. (DI.3-5.8)</p> | <p><u>Milo's Museum</u> By Zetta Elliott</p> |  | <p>Milo is excited about her class trip to the museum. The docent leads them on a tour and afterward Milo has time to look around on her own. But something doesn't feel right, and Milo gradually realizes that the people from her community are missing from the museum. When her aunt urges her to find a solution, Milo takes matters into her own hands and opens her own museum!</p> |

West Hartford Public Schools
Elementary Social Justice Lesson Standards & Mentor Texts

| | | | |
|---|--|---|---|
| <p>JUSTICE I try to get to know people as individuals because I know it is unfair to think that all people in a shared identity group are the same. (JU.3-5.11)</p> <p>I know that life is easier for some people and harder for others based on who they are and where they were born. (JU.3-5.1)</p> <p>I know when people are treated unfairly and I can give examples of prejudiced words, pictures and rules. (JU.3-5.12)</p> <p>I know about the actions of people and groups who have worked throughout history to bring more justice and fairness to the world. (JU 3-5.15)</p> | <p><u>Not So Different: What You Really Want to Ask About Having a Disability</u> By Shane Burcaw</p> <p>Note: Lesson plan also includes StoryCorps audio files from students with disabilities and friends/family</p> |  | <p>Shane Burcaw was born with a rare disease called spinal muscular atrophy, which hinders his muscles' growth. As a result, his body hasn't grown bigger and stronger as he's gotten older—it's gotten smaller and weaker instead. This hasn't stopped him from doing the things he enjoys (like eating pizza and playing sports and video games) with the people he loves, but it does mean that he routinely relies on his friends and family for help with everything from brushing his teeth to rolling over in bed.</p> |
| <p>ACTION I pay attention to how people (including myself) are treated, and I try to treat others how I like to be treated. (AC3-5.16)</p> <p>I work with my friends and family to make our school and community fair for everyone, and we will work hard and cooperate in order to achieve our goals. (AC3-5.20)</p> | <p><u>Each Kindness</u> By Jacqueline Woodson</p> <p><u>Dictionary for a Better World</u> By Irene Latham and Charles Waters</p> |   | <p>Chloe and her friends won't play with the new girl, Maya. Every time Maya tries to join Chloe and her friends, they reject her. Eventually Maya stops coming to school. When Chloe's teacher gives a lesson about how even small acts of kindness can change the world, Chloe is stung by the lost opportunity for friendship, and thinks about how much better it could have been if she'd shown a little kindness toward Maya.</p> <p>This inspiring resource for middle-grade readers is organized as a dictionary; each entry presents a word related to creating a better world, such as <i>ally</i>, <i>empathy</i>, or <i>respect</i>. For each word, there is a poem, a quote from an inspiring person, a personal anecdote from the authors, and a "try it" prompt for an activity.</p> |