

## Collaborative Curriculum Project:

<b>Name:</b> Hannah Ordiway and Collin Rosendall	<b>Date:</b> March 22, 2021
<b>Curriculum/Course:</b> Language Arts	<b>Grade Level:</b> 3rd Grade
<b>Time:</b> 30-45 minutes	<b>Materials/text titles:</b> Little Black Sambo by Helen Bannerman Same, Same but Different by Jenny Sue Kostecki-Shaw

### **Standards:**

#### **Michigan Academic Standard:**

[CCSS.ELA-LITERACY.RL.3.2 \(Links to an external site.\)](#)

Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

#### **Social Emotional Learning Competencies:**

Social Awareness

3A. Demonstrate awareness of other people's emotions and perspectives.

3C. Demonstrate an awareness of different cultures and a respect for human dignity

#### **Objectives:**

- I can brainstorm three differences between Little Black Sambo and Same, Same but Different
- I can write the differences between the two cultures in Same, Same But Different and how they avoid stereotypes.

**Assessment (Formative):** We will assess how well students are understanding this lesson by collecting what they wrote down about why the book, Little Black Sambo, may be hurtful to some people.

We will also collect the 3 differences between the two books that they wrote down.

We will not tell students that these papers will be collected when we are doing the

lesson because we want to get their honest thoughts and ideas.

We will use these papers as our way of assessing how well students understand stereotyping. If it seems like they have picked up on what stereotyping is, then we will know that the lesson was effective.

**Introduction/Hook:** We will ask students if they have ever heard of stereotypes. If nobody has, we will define them for the class. Next, we will ask them to give an example of a stereotype they may have heard.

**Stereotype Definition:** Ideas about how people will act, based on the group to which they belong.

**Example:** Many children grow up identifying certain characteristics as belonging only to boys or girls; Girls should play with dolls and boys should play with trucks or girls should like the color pink and boys should like the color blue.

Give students a minute or two to collect their thoughts and brainstorm an example of a stereotype, then have them share their ideas with a partner (Think Pair Share).

We will then have an open whole-class discussion. Students may ask questions and give examples during this time. The length of this discussion will depend on how well the students are understanding what a stereotype is.

### **Steps in the Lesson:**

1. We will show a few illustrations from the book, "Little Black Sambo" and discuss why they could be hurtful to some.
2. After the read aloud, students will work in groups of two and write down 2-3 reasons why they think the pictures could be hurtful to some.
3. After students have journaled, we will ask two students to share what they wrote.
4. After two groups have shared, each student will individually journal about a time they have been stereotyped, or a time where they have noticed someone stereotyping another person.
5. We will then read the book, "Same, Same but Different"
6. Introduce the book, Same, Same but Different by Jenny Sue Kostecki-Shaw.
7. Begin the read aloud.
8. Pause on page 8 and ask one student to identify a similarity between Elliot and Kailash and ask another student to identify a difference between Elliot and Kailash.
9. Continue the read aloud.
10. Pause on page 18 and ask students how they are able to identify the differences and similarities between the city where Elliot lives vs the city where Kailash lives. (They should discuss how the pictures and the words that go along with the pictures help them determine the similarities and differences).

11. Continue the read aloud.

12. Individually, students will write 3 differences between the two books. They will also explain the approach the characters in the second book used to avoid stereotyping.

**Closure/Wrap up:** To wrap up the lesson, we will have a discussion with students about things that they can do to avoid or prevent stereotyping.

We will ask students to brainstorm a couple ideas on their own, then share with a partner and then a few different partnerships can volunteer to share their ideas with the whole class.

We will then challenge every student to do whatever ideas they came up with over the weekend or teach a friend or family member what they learned about stereotyping and they can tell us about their experiences when they return to school the next week.

Parts of Fisher & Frey that we used:

- Interactive read aloud
- Think, Pair, Share
- Gradual Release of Responsibility

References:

Bannerman, H. (1899). *Little Black Sambo*. London

Fisher, D. & Frey, N. (2014). *This is Balanced Literacy*.

Kostecki-Shaw, J. (2011). *Same, Same But Different*.