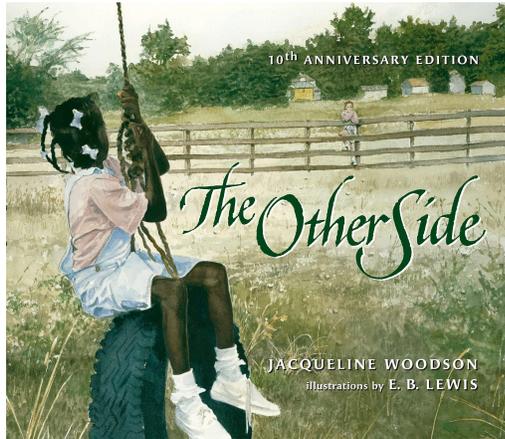


- Woodson, J., & Lewis, E. B. (2001). *The Other Side*. G.P. Putnam's Sons Books for Young Readers.



○

- Anchor charts

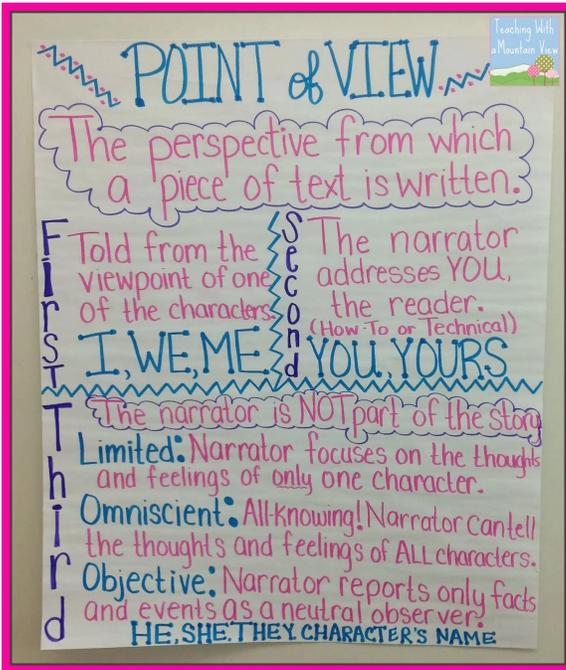
Standards:

- [Social-Awareness](#)
 - Use listening skills to identify the feelings/ perspectives of others
 - Recognize how words and actions can hurt others in different ways
 - Define stereotyping, discrimination, and prejudice.
- [3-P1.4](#) Social Studies Standard: Identify points of view and bias in the book and the game.
- [CCSS.ELA-LITERACY.RL.3.9](#) Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series)
- [CCSS.ELA-LITERACY.RL.3.6](#) Distinguish their own point of view from that of the narrator or those of the characters

Objective:

- I can point out views and bias.
- I can acknowledge different perspectives and point of views.
- I can clarify how words and actions can hurt others.

Anchor Chart and Rubric:



1.

For the book.

Notice	Wonder

2.

For the book.

PERSPECTIVE

Good readers understand that perspective influences point of view when telling a story.

Perspective: is a person's experiences, background knowledge, preferences, feelings, and thoughts. Everyone's perspective is unique!

Example:
A big dog is walking down the street without a leash or its owner.

Sally - has a pet dog at home that looks similar.

John - Was bitten by a dog last year.

→ How will they react differently?
How will each of them talk about this later?
How will they feel if it happened again?

Remember:
When you are asked to rewrite a story from a different point of view, you must consider the perspective of the characters. Write thoughts, actions, and feelings that reflect that perspective.

Caffiene and Lesson Plans 

3.

For board games.

Reading - Analyzing Information : Go Beyond the Board

Teacher Name: **Hannah Baas Hannah Willmore**

Student Name: _____

CATEGORY	4	3	2	1
Organization	Students met the page requirement (1-2). Students formatted their paper to give a clear flow of information and opinions.	Students met the page requirement (1-2). However, students format did not give a clear understand of the information and opinions.	Students completed 1 page with little detail and explanation the information and opinion	Students met under the 1 page minimum and gave no details on the information and opinions.
Identifies details	Students gave 6 or more examples from the book or noticed through the game board.	Students gave 4-5 examples from the book or noticed through the game board.	Students gave 2-3 examples from the book or noticed through the game board.	Students gave 1 or no examples from the book or noticed through the game board.
Identifies opinions	Students can apply 6 or more examples of opinions that they found in the book or that they noticed through the board game.	Students can apply 4-5 examples of opinions that they found in the book or that they noticed through the board game.	Students can apply 2-3 examples of opinions that they found in the book or that they noticed through the board game.	Students can apply 1 or less examples of opinions that they found in the book or that they noticed through the board game.

4.

paper.

For final

Assessment:

Formative: "Exit slip" On a piece of paper answer these questions. 1. Is everything we looked at positive or negative bias? 2. How do these positive and negative biases affect our daily life?

Summative: A paper on how different perspectives and points of view can hurt people and how the book and the game show how different views and words can hurt people. (rubric: grammar, page count 1-2, 50 points)

Introduction: (5-10 minutes)

1. Prior things to know. We have also started talking about biases and how words can impact people. A few days ago the students would have created their goals in regards to writing their papers and looking at the book.
2. We are going to do this activity called "notice and wonder" (Please note anything in italics it will be us saying to the students). On the table, or project (if online), we will have the board game displayed out, along with the book *The Other Side* by Jacqueline Woodson. *"Alright today students for our first activity. Please look at the items on the table, or projector. I want you to for three minutes look at the items. Think about what you see, how does this make you feel. Then after, you will be sharing with the person you are next to and each of you walk about what you saw. Then we are going to share with the class."*
3. (After sharing time) *Overall I want you to keep this question in mind, because this is what you will need to write about at the end of class. The question I want you to keep in mind is, what are some different perspectives from today and what can we learn from them?*

Steps in the Lesson: Game (30-40 minutes)

1. *Alright students we have two activities today. First we are going to be looking at the game board.*
2. *This is our anchor chart for this activity. (See third anchor chart, under anchor chart section.) We are going to look at the perspective of each of the spots on our game board. (Points to the spots on the game board.) Each of you will be assigned one of these spots, and your job is to tell us what your piece is, and*

then think about the spot you're given. You will tell us the actions that could take place here, and the feelings that might be taken place here.

3. *We are going to do some together so if you happen to get the same place you will just need to find different examples for your place. I am going to pick the first spot, "Creme of Sun Yung Gai." I will be looking at the spot and talking about the card. I noticed that there was an asian person because of the hat, and he had a plate of rats in front of him. Action wise he is probably about to serve these rats to someone/something. Feeling wise this is maybe what he is used to.*
4. *Now we are going to pick a spot and do it together. Let's talk about the "Ghetto Stash" spot. Who can tell me what this card looks like? (Wait for responses and write down what is said.) Great responses everyone, now can anyone tell me what actions could be happening with this spot? (Wait for responses and write down what is said.) Excellent job everyone, last one, what are some feelings that could be taken from this spot? (Wait for responses and write down what is said.) Wonderful everyone. Now you are going to do this on your own.*
5. *I will be assigning your places and you will be doing this on your own. You will have about 5-10 minutes to do this on your own; then you will be telling the people at your table what you found. As you are working I will be walking around and if you need help please let me know. (At this point I will assign the spots to each student, and then they will share with their groups about their findings.)*
6. *After the activity is done. Does anyone want to share what they have learned either about your spot or someone else's spot? (Give time for sharing and responses before moving on to step 7.)*
7. *Snack Time before the next activity.*

Steps in the Lesson: Book

1. *Alright students, great work with everything. We are going to get ready for our next activity. We will be using another anchor chart for this assignment. (See anchor chart number 1, under the anchor chart section.) This is where we are going to be looking at the book *The Other Side* by Jacqueline Woodson.*
2. *During this time, the students will move from their desks to the floor to listen to the story and to be able to see the images clearer. Students, we will be reading*

The Other Side. *While we are reading this, I want you to Notice and Wonder while listening to the story and looking at the images. What you notice about the images and the story itself? Is there anything that stands out to you or that doesn't make sense?*

3. During the time in which the teacher is reading the story, students will be taking notes about what they notice and what they are wondering. These will be put into two separate columns on their paper. After the reading is finished, students will be given 2-3 minutes to talk to their elbow partner about their findings and wonderings. *Since everyone had a chance to talk to their elbow partner, what were some wonderings you had while we were reading the book?* While picking on students one at a time, the teacher will write their wonderings under the Wonder column on Anchor chart 2. The same process will be repeated for the Notice column. *Okay students, it's time to go back to your seats.*
4. (After they go back to their seats) *Alright students now look at your goals, and think about what you want to accomplish today. So let's say your overall goal is you wanted to make sure you could fill out our anchor chart. Now let's break that down a little more. Find a smaller goal within that bigger goal. Can anyone give me an idea?* (Wait for responses. For this lesson plan purposes let's say someone wants to be able to just find the first point of view.)
5. (After responses) *Great ideas everyone, so someone's goal can be that they want to be able to find the point of view of the first person. While someone else's goal they want to find the second point of view. So make sure you have your goal down, and I will be coming around to check on what your goal is.*

Closer: (5-10 minutes)

1. *Alright students, I want you to think about everything we talked about today. On a piece of paper answer these questions. 1. Is everything we looked at positive or negative bias? 2. How do these positive and negative biases affect our daily life?* (Exit Slip)
2. I would have also let them know that for the next day they would have time to work on their papers, and get it set up.

Extension Activities:

1. Over the weekend, have students make a notice and wonder chart. Now that we have discussed the bias and stereotypes of the book and board game, what do they see in real life? Do they notice any biases in their environment or stereotypes? Have the students bring in their discovery to class on Monday and have them discuss their findings with the class. (Example: Exchange students being moved from the entrance of the high school at a showcase to the library, the farther part of the school, and away from the clubs and sports. This is perspective. Something very small changed but affected a minority group).
2. Going Places Activity
 - a. Go to the park, grocery store, a restaurant, or anywhere public. While there, look at the people around you. Based on how you see people are dressed, the way they have their hair done, or how they are speaking, what do you think they do a job? Are they siblings, spouses, or do they work together? Record your thoughts when you get home. (This is biased based on appearance. The students are making their own assumptions about them based on how they look)

Technology:

1. Projector screen, zoom in case everything is online, doc cam that shows everything right away.