

Molloy University

Long Island: How Did We Get Here? **Funded by the Robert D.L. Gardiner Foundation**

Title of Unit:	Taking a Stand: Social Justice and Civil Rights on Long Island	Grade Level:	4th-8th grades
Curriculum Area:	Social Studies	Time Frame:	Mini Units: Two-to-three-day lessons
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STAGE 1 - DESIRED RESULTS

Established Goals:

Mini-Unit 1: Identity, Diversity & Equity in our Community

5-6 Days (Can be extended with extension activities.)

- *Students will deepen their understanding of diversity and be able to explain the diversity that exists within their school and local communities.*
- *Students will be able to explain the difference between equality and equity.*
- *Students will be able to identify bias and explain how it affects others.*
- *Students will be able to take action to make a positive impact in their community.*

Mini-Unit 2: Civil Rights and Social Justice Issues on Long Island

Two or three different blocks of 3-day units depending on how much content we want to cover (1 or 2 mini-units on history of the Civil Rights Movement on Long Island; 1 or 2 mini-units on other social justice movements).

- *Students will learn about the history of the Civil Rights Movement and social justice issues on Long Island.*

Mini-Unit 3: Facing our Truth

- *Students will be able to identify systems of oppression in their school community or in their daily lives and question the texts and the truths they present about the world to better understand truth in history, power, and equity.*

Mini-Unit 4: Social Justice Leaders on Long Island

Different blocks of 3-day units depending on how much content we want to cover; feature local leaders.

- *Students will be able to identify the characteristics of a social justice leader.*
- *Students will learn about social justice leaders who have tried to disrupt inequities and promote social justice in Long Island communities.*
- *Students will be able to create bios for different social justice leaders to teach others about their lives.*

Mini Unit 5: Identifying Inequity/Proposal for Change

2 Weeks

- *Students will be able to evaluate the inequity that exists on Long Island.*
- *Students will be able to compare and contrast their community to Long Island.*
- *Students will be able to identify and explain inequity within the U.S. and Long Island and propose solutions or ways society can improve the inequity that continues to exist.*
- *Students will be able to create an information campaign to educate others about the inequities that exist on Long Island or in their community.*

Unit Texts/Materials:

- See below under each lesson plan.

Essential Questions:

- How diverse is our classroom? How diverse is our school? How diverse is the world around us?
- How can we know if all Americans are equal?
- How can we know if equality exists in our community?
- How are diversity, equality, and equity similar and different from each other?
- How can our history help us to better understand the need for social change in our community?
- How can young people promote social change?
- How can we see, name, and interrogate the world to make sense of injustice and work towards a social transformation?
- What needs to happen to achieve equity in our society?

Unit 1: Identity, Diversity & Equity in our Community

- Students will deepen their understanding of diversity and be able to explain the diversity that exists within their school and local communities.
- Students will be able to explain the difference between equality and equity.
- Students will be able to identify bias and explain how it affects others.
- Students will be able to take action to make a positive impact in their community.

Lesson 1: Diversity

Lesson 2: Equality vs. Equity

Lesson 3: What is Bias and Unconscious Bias?

Lesson 4: Taking School Action

Lesson 5: Celebrating Our Community Leaders

Lesson 1:

Topic: Diversity

Essential Question: What does diversity mean to you?
(Other options: How diverse is our culture? How diverse is our school?)

Introduction/Hook/Motivation: What does diversity mean to you? Use the following [link](#) to show a video from the Bulloch County Schools in Georgia explaining what their students think diversity means. After viewing the video, have the students turn and talk about their reactions to the video. Teachers ask students to first fill out the chart below as they watch the video in order to remember some of the explanations/definitions students give and then respond to the following questions as a whole class: *Do you agree or disagree with the way the Bulloch County Schools students define diversity? Would you add anything else?*

Bulloch County School Students' Explanations of Diversity	What could we add to the Bulloch County School Students' definitions?
-	-
-	-
-	-

Ask the students to write a definition for the following terms: diversity, equity, and inclusion. Have them go into groups and use their definitions to create a group definition. Share our definitions and the teachers build off their definition

and discuss; “Diversity means **differences**. People may be different in many ways, including race or ethnicity, age, disabilities, language, culture, appearance, or religion.” Teachers ask students to think about how our classroom is diverse. Then, teachers ask students to think about how our school is diverse. Teachers can prompt students by asking:

Is our classroom/school diverse by race or ethnicity?

Is our classroom/school diverse by age?

Is our classroom/school diverse by (dis)ability?

Is our classroom/school diverse by language?

Is our classroom/school diverse by appearance?

Is our classroom/school diverse by religion?

Is our classroom/school diverse by socioeconomics?

Is our classroom/school diverse by citizenship status?

Is our classroom/school diverse by sexual orientations?

Is our classroom/school diverse by gender roles/identity?

In what other ways is our classroom/school different or diverse?

Learning Activity: Explain to the students that we are going to do the same thing in our school. Give them time to brainstorm ideas on how they can gather information about what the students in their school think about diversity. Once they have created a plan, provide them with the necessary resources to execute their plan (technology, art supplies, access to students, poster paper, etc.). Compile the information that has been collected and share it within the school.

Extension: Have students create a photo collage with either photos they collect or take themselves that represent a vision of a diverse and inclusive community.

Resources/Field Trips:

[TED Talk-It's Ok to Be Different](#)

[5 Short Films to Teach Kids about Diversity and Tolerance](#)

[Henrico TikTok stars on Today Show to spread Autism awareness, acceptance](#)

Books:

“The Colors of Us” by Karen Katz

Chocolate Milk, Por Favor: Celebrating Diversity with Empathy

by Maria Dismondy

I Am Whole: A Multi-Racial Children's Book Celebrating Diversity, Language, Race and Culture by Shola Oz

Closure: As a final activity, have the children reflect about how their school views diversity. Do they agree or disagree with what has been presented? Why?

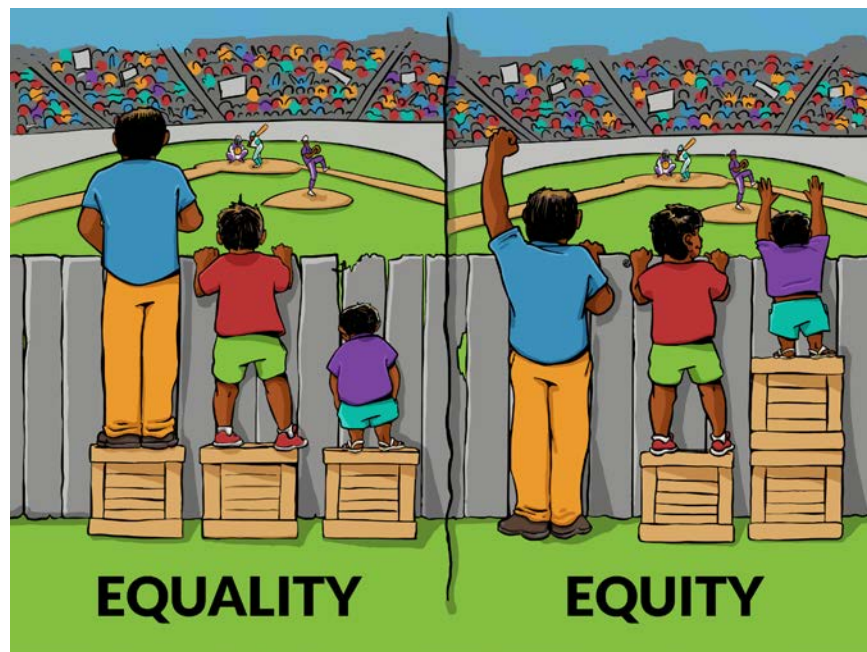
How does being a diverse community enhance our lives (make our lives better)? More advanced: How does being a diverse society help us to solve everyday problems? (Teacher can highlight how diversity makes us smarter and leads to more empathy.)

Lesson 2:

Topic: Equality vs. Equity

Essential Question: What is the difference between equality and equity? Is this difference important within our school?

Introduction/Hook/Motivation: Have the students view the following image. Give them time to Pause and Ponder about what the picture is representing. Facilitate a group conversation about the image and what it means.



Learning Activity: After discussing the image, formulate definitions for the words, *equality* and *equity* with the students and display them as a reference. Divide the class into 4 groups:

1. Example of equality in our school
2. Example of equity in our school

3. Positive or negative outcomes of equality
4. Positive or negative outcomes of equity

Bring the groups together to share their collective thinking. Pose the question: *Which is more fair: equality or equity?*

Extension: Partner Up with a student from another class, family member or community member and prepare to teach them the difference between equality vs. equity to create more awareness and ignite dialogue around this topic.

Resources/Field Trips:

[Equity vs. Equality](#)

Closure: Reflect on the question: *What can our school do in an effort to be more equitable?* Create a list of possible actions and provide an avenue for the students to be able to try and make these things a reality within their school.

Lesson 3:

Topic: What is Bias and Unconscious Bias?

Essential Question/s: *What is bias/unconscious bias?
How are diversity, bias and inequality connected?
How do our biases impact others?*

Introduction/Hook/Motivation: Have the children play the Tag Game. Students stick badges, in a variety of shapes, colors, and sizes, on their chest. They are then instructed to form groups without talking and without any directions. This is repeated at least four times. Students will normally form groups based on shapes, colors, or sizes. Rarely do they look beyond the badges, and even less rarely do they intentionally form diverse groups in which many shapes, colors, and sizes are represented. Have the students gather back at the meeting area to reflect on the game. Ask them how they decided who to join groups with. The students can share out their reasons and you can have a class discussion around this question.

Learning Activity: Display a variety of pictures for the students to view such as a homeless person, Muslim woman, person with a disability or any other marginalized group. As you display the pictures, have students jot down their first thoughts about the pictures (they do not need to share these thoughts).

After the activity, ask the students to make a connection between the Tag Game and the picture activity. How was their thinking the same? Different?

Explain that what many of them are feeling during these activities is called bias. Bias is a feeling you have about someone or something without knowing about them. Explain how all people have bias but it is important what we do with this bias.

Put students into groups of four. Have them choose a group of people they would like to think about. Give each group a poster paper to collect their ideas.

They should:

1. Write some biases that people have about this group.
2. Create a list of positive or negative outcomes that may result from these biases.
3. Create a plan about how these biases and outcomes can be avoided.

The groups can share their posters with the class.

Resources/Field Trips:

[Equity vs. Equality](#)

[Our Hidden Biases](#)

[What is Bias?](#)

[Dot Exercise: Unlearning-Breaking Bias. Building Community](#)

[Unconscious Bias Test](#)

[Who, Me? Biased? Understanding Implicit Bias](#)

[Ted Talk- The Danger of a Single Story](#)

Closure: Have the students complete an exit card. They should write one tip to teach others how to avoid biases and its effects.

Lesson 4:

Topic: Taking School Action

Essential Question: How can you make a difference in your school community?

Introduction/Hook/Motivation: Show the [video](#) depicting how students took action and created an open community fridge. Pose the question: *What can we learn from the students in this video?*

Learning Activity: As a class, brainstorm a list of problems that exist within your school that students have an interest in trying to create a solution. Create small groups according to the student's interest around each of the problems. Provide students with time and resources to plan and execute solutions to the problems.

Extension: Spotlight a person within your school community who is making change or working to make a noticeable difference within your school community. Interview this person and design questions in a way that really aim to understand what and how this person is making positive change within your school.

Resources/Field Trips:

[Life Vest Inside: Kindness Boomerang-One Day](#)
[Kindness Boomerang-Third Grade](#)

Closure: Share your experiences as a class. What would you like to celebrate? What were your challenges? What would you do differently?

Lesson 5:

Topic: Celebrating Our Community Leaders

Essential Question: What do you celebrate about your local community? Who are people in your community that make a difference? How?

Introduction/Hook/Motivation: Display pictures around the classroom of people, places, and activities from your community. Provide students with time to write around these pictures and discuss any connections or questions they have about them.

Learning Activity: Today we are going to celebrate our community leaders. The students can pick a person from their community that they feel is important and makes a difference. Next, they can write thank you letters to let them know how they feel.

Extension: Have students write a poem or story that celebrates a special person and important aspect of their community.

Resources/Field Trips:

- Interview community members
- Zoom call to a community member
- Take a field trip into the community to meet with members

Closure: Distribute the letters. You could invite the community member into school to speak or set up times for the children to interview them to share with the class.

Unit 2: Civil Rights and Social Justice Issues on Long Island

- *Students will learn about the history of the Civil Rights Movement and social justice issues on Long Island.*

Lesson 1: *Getting to Know Long Island*

Lesson 2: *Long Island- Localism*

Lesson 3: *Long Island- Segregation*

Lesson 4: *Long Island- Civil Rights Movement*

Lesson 5: *Long Island- Martin Luther King Jr.*

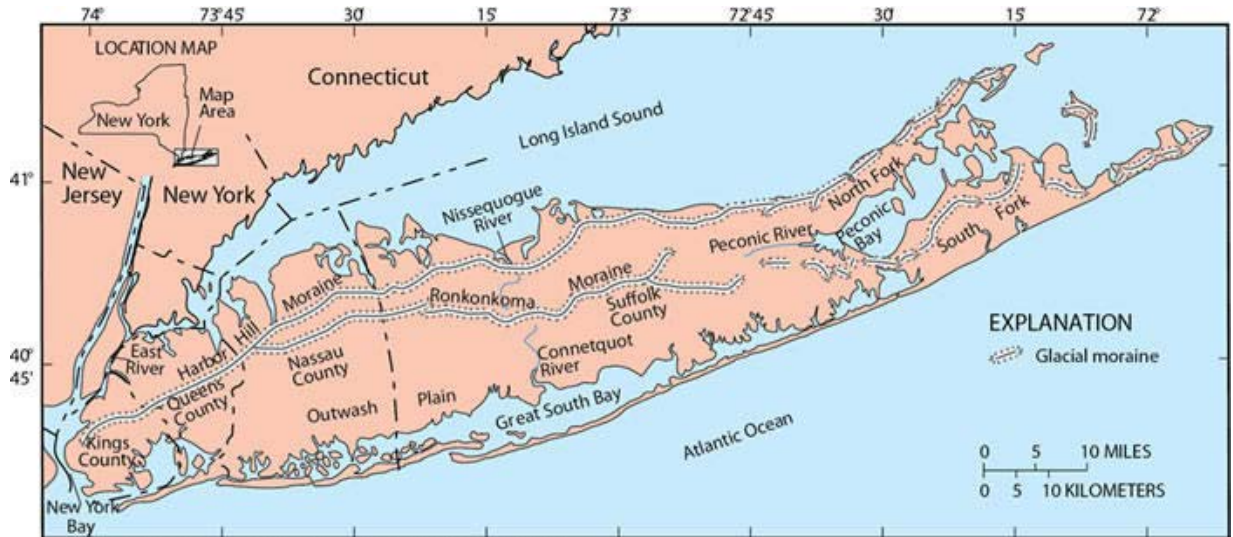
Lesson 1:

Topic: Getting to Know Long Island

Essential Question: What makes Long Island unique?

Introduction/Hook/Motivation: Students answer the question: *What do you know about Long Island?* Students work with a partner to share what they know about Long Island.

They can answer the question based on what they know (where they live/have lived, where they have visited, etc.) They can also use the maps below to discuss geographic features of Long Island or places of which they are familiar.



Base from U.S. Geological Survey State base map, 1:100,000, 1979, Universal Transverse Mercator projection, NAD 27, Zone 18



Learning Activity: Teachers ask students: *How is Long Island different from other places?* Students share with a partner or a group and then share their answers with the class. Using the articles linked below plus any other resources or information the teacher has, teachers share with students some fun facts about Long Island and its history, making sure to incorporate any information students shared in the warmup activity (see links below). Then teachers ask students to create travel brochures, posters, or a social media page advertising to visitors what makes Long Island unique. The social media page can be a poster version; it does not have to be an actual social media page.

Resources/Field Trips:

<https://longislandweekly.com/interesting-facts-about-long-island/>
<https://heyexplorer.com/what-is-long-island-known-and-famous-for/>
<https://www.longislandpress.com/2016/08/23/7-long-island-facts-you-likely-didnt-know/>

For field trips, teachers could consider taking students to some nearby famous places mentioned in the articles above.

Closure: Students display their brochure, poster, or social media “page” and classmates walk around noting what about the advertisement would make them want to visit Long Island. They can also answer the question: *What makes Long Island unique?* based on the brochure/poster/social media “page.”

Lesson 2:

Topic: Long Island- Localism

Essential Question: What are the advantages and disadvantages of localism?

Introduction/Hook/Motivation: Teachers ask students to write down what they love about where they live. Then students answer the question: *Would you want to share what you love about where you live with others, or would you prefer to keep it for yourself?* Students are asked to share their ideas with a partner or a group of other students, depending on the class’s seating arrangement.

Learning Activity: Teachers share the definition of advantages, disadvantages, and localism with students.

Localism is a preference for the place where you live.

Your *localism* might make it hard for you to understand people who come from other countries. Localism can range from a love for the town in which you live to a prejudice against other states or countries. A police officer who's accused of localism may have a habit of only giving speeding tickets to out-of-towners, for example.

A more positive kind of localism might inspire you to buy vegetables that are grown nearby and purchase tools at the neighborhood hardware shop instead of at a store that is part of a national chain.

Teachers display pictures showing different signs representing localism. Teachers ask students to walk around and write down what positive or negative messages the posters communicate to people who live there or new people in town.





Picture #	What positive messages does this poster communicate?	What negative messages does this poster communicate?

Resources/Field Trips: For field trip ideas, teachers could take students on a walking tour of the town and students can note which stores demonstrate a localist perspective. They could also walk around and note which stores seem welcoming to all.

Closure: Is localism beneficial to all people in a community? Why or why not?

Lesson 3:

Topic: Long Island- Segregation

Essential Question: In what ways is Long Island segregated?

Introduction/Hook/Motivation: Segregation means the action of separating some people from other people or things, usually because of their race, class, sex, or religion.

Learning Activity: Students participate in a photography project of segregation choosing two neighboring school districts, researching the school demographics, home prices, property/school taxes, etc.

Students will answer the question: *What is similar and different about these two school districts? Why do you think these differences exist?* Teachers will provide a graphic organizer for students who prefer or need it.

Graphic Organizer: Compare the two school districts by stating what is similar and what is different about them based on your research.

What is similar about the two school districts?	What is different about the two school districts?
-	-
-	-
-	-
-	-
-	-
-	-
-	-

What do you think are the reasons why these differences exist?

Resources/Field Trips:

[Housing Segregation and Redlining in America: A Short History](#)

[Levittown: Separate and Unequal](#)

[The Disturbing History of the Suburbs: Adam Ruins Everything](#)

[School Segregation 65 Years After Brown v. Board](#)

ERASE Racism has videos and infographics on their website.

Closure: Students can reflect on how segregation has affected Long Island history. Then you can share out as a group.

Lesson 4:

Topic: Long Island- Civil Rights Movement

Essential Question: What were the reasons behind the Long Island Civil Rights Movement?

Introduction/Hook/Motivation: Teachers ask students: *What do you already know about the Civil Rights Movement on Long Island? What do you want to know about it?*

Learning Activity: Teachers attach blurbs revealing information and stories from the Long Island Civil Rights Movement to posters, making sure to include only one topic per poster (from pages 9-14 on the curriculum attached). Students participate in a "Chalk Talk" activity where they walk around the room silently and read the blurbs. After reading, the students write a comment, question, reflection, something new they learned, or a response to another student's writing on the poster using markers. After the activity, students synthesize the information they read by discussing with a partner or group why the Civil Rights Movement started on Long Island, something new that they learned, or something that surprised them. After discussing with their classmates, students write a paragraph reflection answering the question: *What has changed since the Civil Rights Movement and what has stayed the same?*

Resources/Field Trips:

Teachers can choose information from pages 9-14 of the referenced curriculum for the Chalk Talk posters:

<https://robcanobbio.files.wordpress.com/2020/01/civil-rights-on-li-1.pdf>

Books:

100 African Americans who Shaped American History by Chrisanne Beckner

The Young Crusaders: The Untold Story of the Children and Teenagers Who Galvanized the Civil Rights Movement by V.P. Franklin

The Civil Rights Movement on Long Island by Christopher Verga

The Civil Rights Movement on Long Island by Christopher Verga

Videos:

[Defining Moments: The Civil Rights Movement in North Hempstead](#)

[North Hempstead Releases Oral Histories of Local Civil Rights Movement](#)

[What Are You Fighting For? Eleanor Roosevelt](#)

Closure: The reflection activity will serve as the closure for this lesson.

Lesson 5:

Topic: Long Island- Martin Luther King Jr.

Essential Question: Why did Martin Luther King Jr. come to Long Island and what was his message?

Introduction/Hook/Motivation: Who was Martin Luther King Jr. and why do we have a holiday dedicated to him? Students share the answers to the questions with their classmates/groups and out loud with the class.

Learning Activity: Teachers explain that Martin Luther King Jr. visited Long Island several times in the 1960s before his death. Why do you think Martin Luther King Jr. came to Long Island so many times?

Then teachers explain that students will research when MLK came to LI and gave speeches or did marches. Their goal is to understand what the purpose was of his visits and how they impacted the fight for Civil Rights on Long Island. Students will work together in groups of two to four to make collaborative posters about Martin Luther King Jr.'s visits to Long Island and

his message then and now (see closure questions) to display in January during MLK day.

Resources/Field Trips:

[Article about the visit](#)

[https://www.newsday.com/long-island/martin-luther-king-jr-on-long-island-t26644\](https://www.newsday.com/long-island/martin-luther-king-jr-on-long-island-t26644)

<https://www.newsday.com/long-island/martin-luther-king-jr-day-malverne-o20943>

Closure: What do you think Martin Luther King Jr. would say today about the progress towards equal rights made on Long Island? Would his message be the same or would it be revised in some way?

Unit 3: Facing Our Truth

- *Students will be able to identify systems of oppression in their school community or in their daily lives and question the texts and the truths they present about the world to better understand truth in history, power, and equity.*

Lesson 1: Long Island-Schools

Lesson 2: Long Island-Housing

Lesson 3: Long Island-Religion & Culture

Lesson 4: Long Island-Employment

Lesson 5: Long Island-Immigration

Lesson 1:

Topic: Long Island- Schools

Essential Question: What inequalities exist within the school system? Who benefits from the existing systems? What repercussions are there from the inequalities for students and society? What could be changed to improve the current system?

Introduction/Hook/Motivation: Open with a secret class survey. *Do you think schools are still segregated?* Have students write *yes* or *no* on a slip of paper.

Put them in a box and tabulate the votes. Discuss the survey results and connect this to the following questions:

-*What is the purpose of public education?*

-*Do you think all children in America receive the same quality of education?*

-*Should education be a right for everyone or a privilege for only some?*

Learning Activity: Divide the class into small groups. Each group works with one resource related to inequality in education, an article, video clip or resource such as the 14th amendment. Discuss with your group: *What does the resource tell you about inequalities in education? Did anything surprise you in your resource? Does the resource evoke any emotions for you? Has your perspective changed?*

Have a share-out where each group highlights their key take-aways from their resource. Make connections as each group shares out.

Follow-up: Interview a parent, grandparent or other adult about their schooling experience related to any segregation, integration, or inequities. Compare your experiences with these. Share what you discovered in a Google slide presentation, or essay.

Resources/Field trips:

Through My Eyes by Ruby Bridges

Articles:

[Why Are New York's Schools Segregated?](#)

[What the US Education System Needs to Reduce Inequality](#)

[11 Facts about Education in America](#)

[U.S. Education: Still Separate and Unequal](#)

[K-12 Disparity Facts & Statistics](#)

[Inequality at School](#)

[A Decade of Research on the rich-poor divide in education](#)

[Unequal Opportunity: Race & Education](#)

[6 Myths About Educational Inequity](#)

Videos:

[Malverne Desegregation](#)

[Tale of Two Schools: Race and Education on Long Island](#)

[Long Island School Desegregation in the 1960s](#)

[Bus to the Burbs](#)

[Percy Julian: Forgotten Genius-Getting an Education](#)

[Simple Justice 4: Arguing the Fourteenth Amendment](#)

[Teach Us All-documentary explores education inequality](#)

Closure: 123 Share Out

Share one thing you learned that you didn't know before regarding inequalities in schools.

Share one thing you could do to make a change.

Share one thing you are still wondering about.

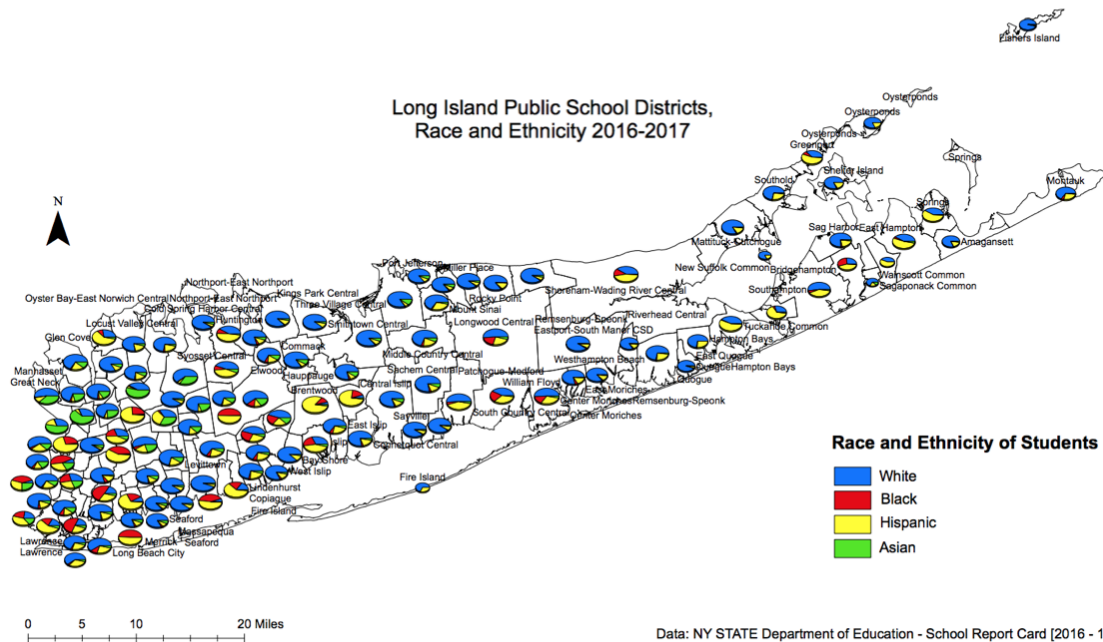
Lesson 2:

Topic: Long Island- Housing

Essential Question: What inequalities exist within the housing market? Who benefits from the existing system? What could be changed to improve the current housing system?

Introduction/Hook/Motivation: Look at this map. What do you notice? How or why do you think Long Island developed this way? What implications does this have for different populations?

Address structural racism in education



Learning Activity: Divide the class into small groups. Each group works with one resource related to inequality in housing, an article, video clip or other resource. Discuss with your group: *What does the resource tell you about inequalities in housing? Did anything surprise you in your resource? Does the resource evoke any emotions for you? Has your perspective changed?*

Have a share-out where each group highlights their key take-aways from their resource. Make connections as each group shares out.

Resources/Field Trips:

[Long Island Divided: How Real Estate Agents Treated Undercover Clients on Long Island](#)

[Rampant Housing Discrimination & Redlining Exposed in Long Island](#)

[A Matter of Place](#)

[A House Divided](#)

Articles:

[Long Island Divided Article](#)

[Housing Inequity Hurts All Long Islanders](#)

[Erase Racism: What are some forms of housing discrimination on Long Island?](#)

[Viewpoint: Turning Long Island's Housing Discrimination Scandal into](#)

[Affordable Housing Solution](#)

[Levittown: The Imperfect Rise of American Suburbs](#)

Closure: On a large piece of chart paper titled *How Do We Make Long Island Housing more equitable?* On post-its, have each student put one way/idea that we can begin to make change in terms of long island housing.

Lesson 3:

Topic: Long Island: Religion & Culture

Essential Question: What inequalities exist within schools and communities in terms of how they celebrate and honor different religions and/or cultures? Who benefits from this? What could be changed to be more inclusive of different religious or cultural beliefs?

Introduction/Hook/Motivation: Turn and talk about an experience you've had with celebrating a particular religious holiday in school or your community: for example, tree lighting for Christmas in your town, Easter egg hunt, Thanksgiving feasts, Lunar New Year.

Learning Activity: Divide the class into small groups. Each group works with one resource related to inequality in religion/culture, an article, video clip or other resource. Discuss with your group: *What does the resource tell you about inequalities in religion/culture? Did anything surprise you in your resource? Does the resource evoke any emotions for you? Has your perspective changed?*

Have a share-out where each group highlights their key take-aways from their resource. Make connections as each group shares out.

Resources/Field Trips: Teachers can add additional resources if needed.

Books:

What I See: Anti-Asian Racism from the Eyes of a Child by Christine D. Leung

What is Cinco de Mayo? By KeriAnne Jelinek

This is How We Do It: One Day in the Lives of Seven Kids from Around the World by Matt Lamothe

Videos:

[A Closer Look at How Religious Restrictions Have Risen Around the World](#)
[Why Muslims Experience More Discrimination than any other faith group in America](#)

[Religion in Colonial America: Trends, Regulations and Beliefs](#)

[We are all different and that's AWESOME! TED TALK](#)

[The Power of Positive School Culture](#)

[What is Culture?](#)

[Muslim Students in America](#)

Closure: Turn and talk or complete an exit ticket to answer the following question: *What could be a next step in making change with religious and/or cultural inequalities on Long Island?*

Lesson 4:

Topic: Long Island- Employment

Essential Question: What inequalities exist within the employment system? Who benefits from the existing systems? What could be changed to improve the current employment structures within organizations, corporations, etc.?

Introduction/Hook/Motivation:

Turn and Talk: *What would you do if you heard that a local smoothie shop only hired certain people based on their color?*

Learning Activity: Divide the class into small groups. Each group works with one resource related to inequality in employment, an article, video clip or other resource. Discuss with your group: *What does the resource tell you about inequalities in employment? Did anything surprise you in your resource? Does the resource evoke any emotions for you? Has your perspective changed?*

Have a share-out where each group highlights their key takeaways from their resource. Make connections as each group shares out.

Resources/Field Trips:

[The Civil Rights Act of 1964 and the Equal Employment Opportunity Commission](#)

[Racial Bias in Hiring Practices Widens the Black-White Race Disparity New Research Shows Racial Discrimination in Hiring is still Happening at the Earliest Stages](#)

[Less Than or Equal To Systematic Inequality and Economic Opportunity](#)

Closure: On a post-it/or use Jamboard or Padlet, imagine you own a small business in your hometown such as an ice cream shop. Record one way you could ensure your hiring practices are fair and equitable.

Lesson 5:

Topic: Long Island- Immigration

Essential Question: What inequalities exist within schools and communities in terms of how they support, celebrate and honor immigrants? Who benefits from this? What could be changed to be more inclusive of immigrants?

Introduction/Hook/Motivation: Lead by telling students to take a moment to think about their own heritage. Then have a class discussion about what immigration is. Why might someone immigrate to another country? To Long Island?

Learning Activity: Divide the class into small groups. Each group works with one resource related to inequalities in terms of how schools and communities support, celebrate and honor immigrants, an article, video clip or other resource. Discuss with your group: *What does the resource tell you about inequalities in how immigration is supported? Did anything surprise you in your resource? Does the resource evoke any emotions for you? Has your perspective changed?*

Have a share-out where each group highlights their key takeaways from their resource. Make connections as each group shares out.

Resources/Field trips:

Books:

Dreamers by Yuri Morales

Her Right Foot by David Eggers

Islandborn by Junot Diaz & Leo Espinosa

Long Island Migrant Labor Camps: Dust for Blood by Mark A. Torres

This Land is Our Land: A History of American Immigration by Linda Barrett Osbourne

At Ellis Island: A History in Many Voices by Louise Peacock

We Come to America by Faith Ringgold

The Journey by Francesca Sanna

Grandfather's Journey by Allen Say

Videos:

[Immigration on Long Island](#)

[Long Island Youth Speak on Immigration Reform](#)

[Long Island Faith Leaders Discuss Need for Immigration Reform](#)

Closure:

Final Thoughts: Think about your “findings” and now reflect on how certain words related to immigration may have different connotations-positive or negative:

-alien

-illegal

-undocumented

-citizen

-unauthorized

How might the media influence our thoughts about this topic?

Unit 4: Social Justice Leaders on Long Island

- *Students will be able to identify the characteristics of a social justice leader.*
- *Students will learn about social justice leaders who have tried to disrupt inequities and promote social justice in Long Island communities.*
- *Students will be able to create bios for different social justice leaders to teach others about their lives.*

Lesson 1: What makes a Social Justice Leader?

Lesson 2: Case Study-Malala Yousafzai and Greta Thunberg

Lesson 3: Case Study-Robby Novak aka Kid President

Lesson 4: Case Study-Xiuhtezcartl Martinez

Lesson 5: Case Study-Research a Social Justice Leader on Long Island

Lesson 1:

Topic: What Makes a Social Justice Leader?

Essential Question: What qualities make a Social Justice Leader?

Introduction/Hook/Motivation: Show some brief clips of social justice leaders speaking. Share some quotes from social justice leaders about their work. Tell the students that today they are going to think about what qualities a social justice leader should have.

Learning Activity: Give the students time to talk to a partner about the videos and quotes they have just listened to. Have the partners work together to create a character sketch of characteristics a social justice leader should possess.

Resources/Field Trips: Teachers can add additional resources if needed.

Books:

101 Awesome Women Who Changed Our World by Julia Adams

Dream It and Do It: 100 Possibilities, Stories, and Real-life Role Models by Holly A. Sharp

Making a Difference: An Inspirational Book About Kids Changing the World by Stacy C. Bauer

Stories for Boys Who Dare to Be Different: True Tales of Amazing Boys Who Changed the World Without Killing Dragons by Ben Brooks

Goodnight Stories for Rebel Girls: 100 Tales of Extraordinary Women by Elena Favili and Francesca Cavallo

Videos:

[Something Happened in Our Town: Social Justice Lesson for Kids](#)

[What is Justice? Conversations with Children About Being Fair](#)

[What is Social Justice?](#)

Closure: The partners can share their character sketches. Create a class list of characteristics that a social justice leader should possess based on the character sketches.

Lesson 2:

Topic: Malala Yousafzai and Greta Thunberg

Essential Question: Why is this person important to learn about? What impact did they have on our world? How do you feel about the work this person did? Why do you feel this way? Do you have any ideas about next steps to continue this work?

Introduction/Hook/Motivation: Display photos, show videos and read books about the social justice leader to introduce their work to the students.

Learning Activity: Provide time for students to view the resources and do additional research about the social justice leader. Have them use the essential questions to guide their work and conversations. Each student will create a slide, poster, artifact, or other visual representation of what they have learned about this social justice leader.

Resources/Field Trips:

Books:

Youth to Power: Your Voice and How to Use It by Jamie Margolin

How to Change Everything: The Young Human's Guide to Protecting the Planet and Each Other by Rebecca Stefoff and Naomi Klein

Girl Warriors: How 25 Young Activists are Saving the Earth by Rachel Sarah

she DARED - Malala Yousafzai by Jenni L. Walsh

Our House is on Fire: Greta Thunberg's Call to Save the Planet by Jeanette Winter
The Greta Thunberg Story: Being Different is a Superpower by Michael Part
Greta and the Giants: by Zoe Tucker
Who is Greta Thunberg? By Jill Leonard
No One is Too Small to Make a Difference by Greta Thunberg
Greta's Story: The Schoolgirl Who Went on Strike to Save the World by Valentina Camerini

Videos:

[The Story of Malala Yousafzai](#)
[Malala Yousafzai-Children are Change Makers](#)
[Malala's Magic Pencil by Malala Yousafzai](#)
[The disarming case to act right now on climate change](#)
[What Greta Thunberg Wants for Earth](#)

Closure: Gather the class together to share what they have created. Then, facilitate a grand conversation to discuss their big takeaways and how what they learned has impacted or influenced them (thinking, taking action).

Lesson 3:

Topic: Xiuhtezcartl Martinez

Essential Question: Why is this person important to learn about? What impact did they have on our world? How do you feel about the work this person did? Why do you feel this way? Do you have any ideas about next steps to continue this work?

Introduction/Hook/Motivation: Display photos, show videos and read books about the social justice leader to introduce their work to the students.

Learning Activity: Provide time for students to view the resources and do additional research about the social justice leader. Have them use the essential questions to guide their work and conversations. Each student will create a slide, poster, artifact, or other visual representation of what they have learned about this social justice leader.

Resources/Field Trips:

[Xiuhtezcartl Martinez Compilation](#)
[Xiuhtezcartl Martinez Takes on Climate Change](#)
[Xiuhtezcartl on How to be a Teenage Activist](#)

Closure: Gather the class together to share what they have created. Then, facilitate a grand conversation to discuss their big takeaways and how what they learned has impacted or influenced them (thinking, taking action).

Lesson 4:

Topic: Robby Novak aka Kid President

Essential Question: Why is this person important to learn about? What impact did they have on our world? How do you feel about the work this person did? Why do you feel this way? Do you have any ideas about next steps to continue this work?

Introduction/Hook/Motivation: Display photos, show videos and read books about the social justice leader to introduce their work to the students.

Learning Activity: Provide time for students to view the resources and do additional research about the social justice leader. Have them use the essential questions to guide their work and conversations. Each student will create a slide, poster, artifact, or other visual representation of what they have learned about this social justice leader.

Resources/Field trips:

[A Pep Talk from Kid President](#)
[How to Change the World \(a work in progress\)-Kid President](#)
[Kid President's Pep Talk for the World](#)

Closure: Gather the class together to share what they have created. Then, facilitate a grand conversation to discuss their big takeaways and how what they learned has impacted or influenced them (thinking, taking action).

Lesson 5:

Topic: Research a Social Justice Leader on Long Island

Essential Question: Who is a person on Long Island who has had an impact for the better? Why is their work important? How did it change Long Island?

Introduction/Hook/Motivation: Share some information about some social justice leaders on Long Island from the list below. Explain who they are and what they have done to help make Long Island more equitable. Tell the students that today they will have an opportunity to research a Long Island social justice leader of their choice.

Some Long Island Social Justice Leaders/Activists:

*Tracey Edwards, Long Island Regional Director, NAACP

*Frederick Brewington, Law Offices of Frederick Brewington

*Anna Kaplan, State Senator

*Michaëlle Solages, Assembly Member

*Victoria Gumbs-Moore, Judge, Suffolk County Family Court

*Ian Wilder, Long Island Housing Services

*Lucas Sanchez, Long Island Director, New York Communities for Change

*V. Elaine Gross, Founder of ERASE Racism

*Luis Vazquez, President and CEO, Long Island Hispanic Chamber of Commerce

*Farrah Mozawalla, Executive Director, Nassau County Office of Asian American Affairs

*Sergio Argueta, Founder and Board President, S.T.R.O.N.G. Youth Inc.

Learning Activity: The students will have time to identify and research a social justice leader from Long Island. They will create a bio for their social justice leader describing who they are, what they have done to fight for Long Island, any additional accomplishments, and any other information they feel is important. They can create a portrait or print a picture to go along with the bio.

Resources/Field Trips: Teachers can add additional resources if needed.

Closure: Display the Long Island social justice leaders' photos and bios in a gallery for the students to explore. Each student can choose a leader from the gallery that had an impact on them and write a review explaining why.

Unit 5: Identifying Inequity/Proposal for Change

- *Students will be able to evaluate the inequity that exists on Long Island.*
- *Students will be able to compare and contrast their community to Long Island.*
- *Students will be able to identify and explain inequity within the U.S. and Long Island and propose solutions or ways society can improve the inequity that continues to exist.*
- *Students will be able to create an information campaign to educate others about the inequities that exist on Long Island or in their community.*

Lesson 1: *Long Island Reflections: Is it Equitable?*

Lesson 2: *Comparing Long Island and My Community: Similarities & Differences*

Lesson 3: *Community Issues: What Needs to Change?*

Lesson 4: *Community Issues: Let's Take Action*

Lesson 5: *Long Island: Information Campaign*

Lesson 1:

Topic: Long Island Reflections: Is it Equitable?

Essential Question: Is Long Island a fair place to live? Does it treat all people equitably?

Introduction/Hook/Motivation: Explain that this unit will focus on a deep reflection of all we have learned about Long Island, how it compares to our local community and planning the way that we can take action and make a difference. Display a gallery of the resources you have used or created during the unit. Let the students do a gallery walk and reflect on all they have learned.

Learning Activity: The students will work independently as they reflect about the gallery walk and all they have learned about Long Island. Have them create a t-chart by folding a paper in half. On one side they can write the positive things they have learned about Long Island in terms of equity. On the other side, they can write the negative things they have learned about Long Island in terms of equity. Then, have the students go into groups of four and use their t-charts to discuss the questions:

Is Long Island equitable and is Long Island fair?

Resources/Field Trips: Use the unit's resources that have been studied.

Closure: Have the students form a discussion circle and share their reflections about how equitable Long Island is. This should be set up like a grand conversation where students can agree, disagree, or add onto each other's ideas.

Lesson 2:

Topic: Comparing Long Island and My Community: Similarities and Differences

Essential Question: How is my community the same as Long Island? How is my community different from Long Island? Is my community more equitable or less equitable than Long Island?

Introduction/Hook/Motivation: Explain to the students that today they are going to do some big synthesis work. Yesterday they reflected on whether Long Island is equitable and came up with examples. Now, they are going to reflect on their own community and all they have learned about it. Using this information, they will evaluate if their community is more or less equitable compared to Long Island.

Learning Activity: Display the big issues you have studied about Long Island such as housing, immigration, civil rights, segregation, schools, religion, employment etc. Have students choose which issue they would like to look at more closely. Create groups around each issue. Each group will use a Venn diagram or t-chart to compare and contrast their community and Long Island in terms of the issue they are focusing on (which is more equitable?).

Resources/Field Trips: Teachers can add additional resources if needed.

Closure: Each group will report out and share how their community compares to Long Island in terms of equity. Lead a discussion to build and connect these ideas.

Lesson 3:

Topic: Community Issues: What Needs to Change

Essential Question: What is an important issue in your community worth studying? What would you like to change about your community? Why?

Introduction/Hook/Motivation: Present a PowerPoint, pictures, or videos to highlight several important issues in your community. Have a class discussion about what they have viewed.

Learning Activity: The students will be able to choose an issue they would like to research further and try to change. Create research groups around the different issues. Provide time and resources for the groups to research these issues. Each group will be responsible for creating a poster chart to describe their problem and implications of that problem. These poster charts will be used for a carousel in the next lesson.

Resources/Field Trips:

[Showing Up for Conversations about Social Justice](#)

Closure: Have the students share their problem with the class and explain what they have researched about their problem. Provide time for students to ask questions or give tips to each other.

Lesson 4:

Topic: Community Issues: Let's Take Action

Essential Question: What can I do to help solve a problem in my community? How can I be an agent of change and have an impact?

Introduction/Hook/Motivation: Display the problem poster boards the students created around the room. Explain that today they will help each other come up with solutions to their problems.

Learning Activity: The students will take part in a carousel activity. They will rotate between the different poster boards with the descriptions of different

problems on Long Island. They will discuss each problem and leave at least one post-it on each chart with a possible solution to the problem. They will continue this until they have responded to each chart.

Extension: Students might write to a local official/politician to advocate for change on a particular social issue/dilemma.

Resources/Field trips:

Books:

Global Citizenship: Engage in the Politics of a Changing World (Inquire & Investigate) by Julie Knutson

Videos:

[Contest Tasks Kids to Solve Community Issues](#)

[7th Graders Solve a Community Problem](#)

[Real World Problem-Solving: Finding Solutions Through Projects](#)

[Stepping Up: The Social Justice Activist](#)

[Social Justice: From Kids to Kids](#)

Closure: The students will review the solutions their classmates put on their problem chart and write a solution to their problem using the suggestions as a guide.

Lesson 5:

Topic: Long Island: Information Campaign

Essential Question: What do you think is important for other people to know about Long Island?

Introduction/Hook/Motivation: Explain to the children that today is the day they can share all they have learned about Long Island with other people. They can get their voices out into the world through an information campaign about Long Island.

Learning Activity: The students will be able to create an information campaign using a variety of products such as a poster, Ted Talk, PowerPoint presentation, speech, public announcement, artifact etc. Remind them to share the most important information they feel needs to be shared about Long Island.

Resources/Field Trips: Teachers can add additional resources if needed.

Closure: The students can get their information out into the world. They can interact with each other's information campaigns and give each other feedback.