

Identity: Students will consider their identities as (future) travelers.

Skill: Students will learn how to measure & calculate distance. (Math)

Students will learn how to cite textual evidence. (ELA)

Students will study to effects of transportation emissions (Science)

Students will study primary source documents (Social Studies)

Intellect: Students will learn facts and history of the Green Book.

Criticality: Students will identify ways African Americans experienced racial violence while traveling in the 1940s and 1950s.

Joy: Students will decide one U.S. city they would love to travel to and why.

55



Identity: Students will compare their lives to Black women suffragists.

Skills: Students will statistically quantify the number of voters that were impacted by the work of Black women suffragists. (Mathematics)

Students will research and write on one Black suffragist. (English Language Arts)

Students will engage in scientific practices to learn about the problem solving of Black women suffragists (Science)

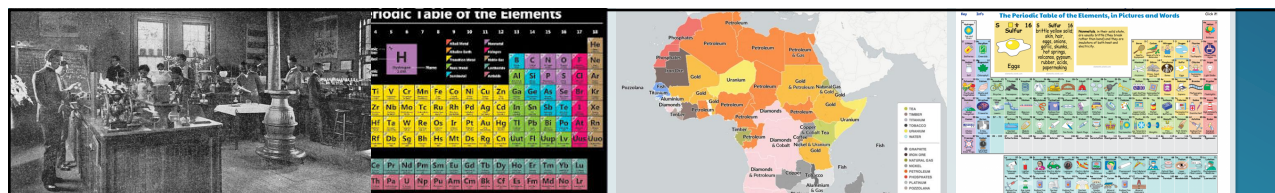
Students will question different sources during the time of the suffragist movement. (Social Studies)

Intellectualism: Students will learn about the Black women suffragist's movement.

Criticality: Students will learn about activism and anti-racism related to Black women suffragists and the neglect of Blackness of white suffragists.

Joy: Students will learn how Black women suffragists found joy in collectivism and community with one another.

56



Identity: Students will pick culturally relevant items in their lives and classify them as either an element, matter or a compound.

Skill: Students will be able to distinguish between matter, elements and compounds. **(Science)**

Students will statistically learn about the earth's rare compounds and minerals. **(Math)**

Students will write an argumentative essay about conservation. **(ELA)**

Students will learn elements and compounds found in Africa. **(Social Studies)**

Intellect: Students will one element to research its origins and use.

Criticality: Students will consider cost, value and accessibility of certain elements and who has power/control over them.

Joy: Students will make a list of the related items from the periodic table used in their lives and how they are joy-giving.

57



Identity: Students will examine how they see their histories, identities and liberation represented in their school's curriculum.

Skill: Students will calculate the cost to educate Black and white children across time. **(Math)**

Students will learn how to cite textual evidence. **(ELA)**

Students will study the brain and the neuroscience of joyful education. **(Science)**

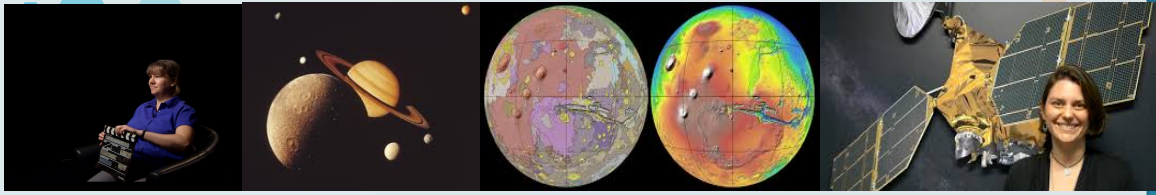
Students will study primary source documents and compare perspectives on schooling in the U.S. **(Social Studies)**

Intellect: Students will learn what is freedom and the history of Freedom Schools.

Criticality: Students will learn how Freedom Schools were connected to activism and self-determination.

Joy: Students will learn about the ways Black people experienced joy in Freedom Schools.

58



Identity: Students will think about their scientific identities and how their personalities align with practices of scientists.

Skills: Students will understand how Earth, Mars, and other rocky planets can be thought of as systems.

Intellectualism: Students will learn about the work of Planetary geologists (Sarah Noble).

Criticality: Students will learn about the underrepresentation and importance of women in STEM.

Science

Joy: Students will take a virtual field trip into space to explore.

59



Identity: Students will learn how roots of racial divisiveness and polarization has shaped their own lives.

Skill: Students will evaluate a variety of texts to understand multiple perspectives, bias and intended audience.

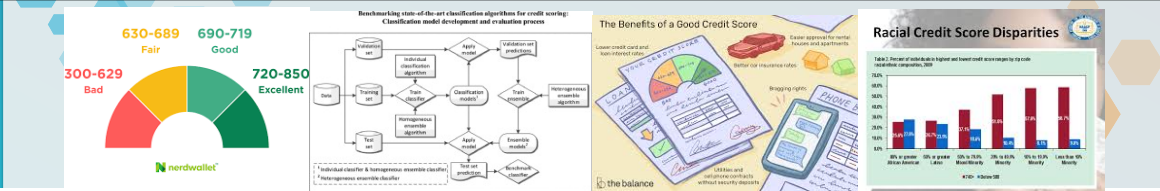
Intellect: Students will question the political motives of Lincoln's Emancipation Proclamation.

Criticality: Students will critique the motives of politicians during the 19th century.

Joy: Students will learn about importance of Juneteenth.

Social Studies

60



Identity: Students will consider if credit scores are worthwhile for their future financial lives.

Skill: Students will create an algorithm for calculating the cost of credit, based on various credit scores.

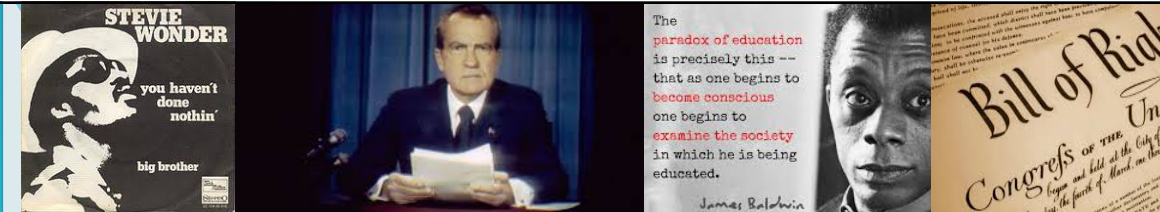
Intellect: Students will become more knowledgeable about credit scores, its history and the factors that impact it.

Criticality: Students will explore the how credit scores have perpetuated disparities.

Joy: What is your dream college, dream house, dream car?

Mathematics and Computer Science

61



You Haven't Done Nothin' (1974)-Stevie Wonder

Theme- Resistance

Identity: Students will think of themselves as activists and consider things that are in urgent need for change.

Skills: Students will compare and contrast multiple forms of activism.

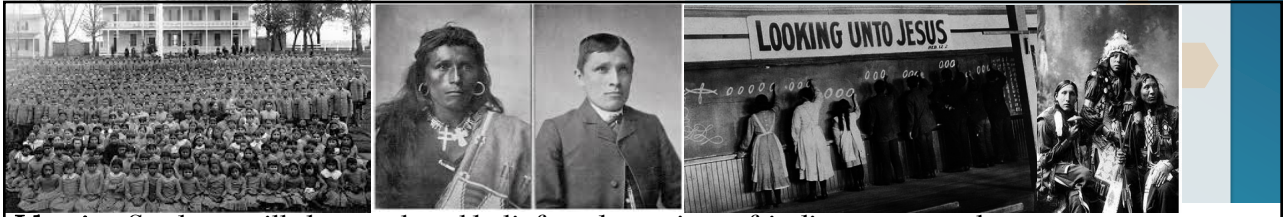
Intellectualism: Students will learn the concept and meaning of activism.

Criticality: Students will learn who Stevie Wonder “is talking to” in the song and who “hasn’t done anything” for people who have been marginalized.

Joy: Students will listen closely to the musicality of Stevie Wonder to determine how a song about resistance still gives joy. *Which parts of the song feel joyful?*

Music

62



Identity: Students will about cultural beliefs and practices of indigenous people

Skill: Students will determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

Intellect: Students will learn about indigenous boarding schools and how they were designed to strip indigenous people of their culture and identity through assimilation of whiteness.

Criticality: Students will study the resistance of indigenous people against the oppression, racism and terror of U.S. boarding schools.

English Language Arts & Social Studies

Joy: Students will learn the beauty and genius in cultures of indigenous people.

63



Identity: Students will define their perspective on restitutive justice.

Skill: Students will use the properties of exponents to interpret exponential functions and classify them as representing growth or decay. **F-IF.C.8b**

Intellect: Students will learn about reparations and quantify reparations in various historical contexts.

Criticality: Students will use quantitative reasoning to justify their perspective on economic inequality and restitution as it relates to reparations.

Joy: Students will consider how reparations can help people experience more quality lives.

Algebra II

64



Identity: Students will learn about Black women writers across different eras and compare to their own styles of writing.

Skills: Students will deeply study the style, cadence, structures and rhetoric of Black women writers across different eras.

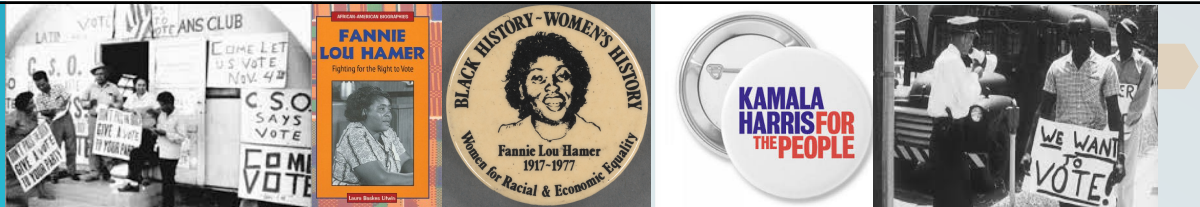
Intellectualism: Students will learn why Black women have historically written and their purposes for writing.

Criticality: Students will learn why Black women practiced resistance in their language.

Joy: Students will study Black women's joyful metaphors of writing across different eras.

English Language Arts

65



Identity: Students will understand they have a voice that can influence voting laws and other political power struggles.

Skills: Students will be able to use multiple forms of information to write a short newspaper article.

Intellect: Students will learn how voter laws can defer people from voting. Students will learn about the literacy tests during the 1850s and 1960s.

Criticality: Students will study the historical ethics of voting.

The Civil Rights Movement spanned the 1950s to 1960s. It aimed to make racial discrimination against African Americans illegal and restore their voting rights.

Joy: Students will learn how their voices can give joy and help others.

66

What Is Your Life's Blueprint?

I want to ask you a question, and that is: What is your life's blueprint?

Whenever a building is constructed, you usually have an architect who draws a blueprint, and that blueprint serves as the pattern, as the guide, and a building is not well erected without a good, solid blueprint.

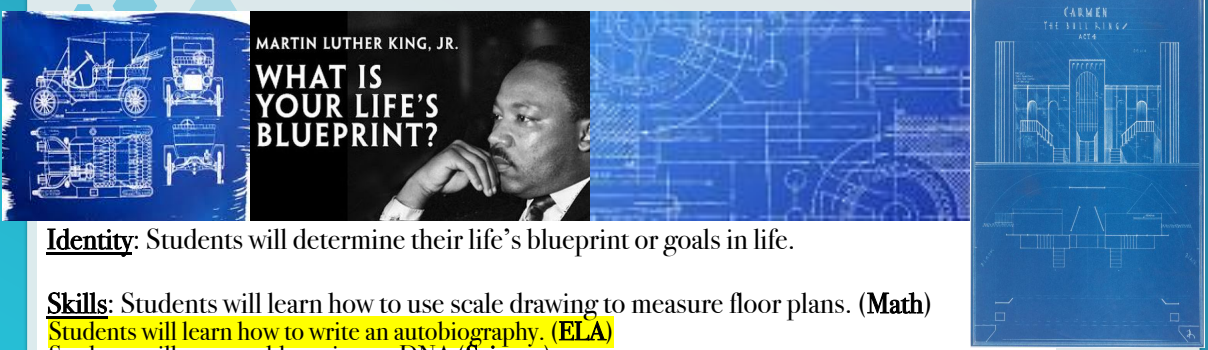
Now each of you is in the process of building the structure of your lives, and the question is whether you have a proper, a solid and a sound blueprint.

1. What is the definition of a goal? Is there just one set definition, or can it change?
2. What does 'being successful' look like?

67

Martin Luther King, Jr., "What Is Your Life's Blueprint?"

68



Identity: Students will determine their life's blueprint or goals in life.

Skills: Students will learn how to use scale drawing to measure floor plans. (Math)
 Students will learn how to write an autobiography. (ELA)
 Students will connect blueprints to DNA (Science)
 Students will study the "blueprints" of people, places and environments across history (Social Studies)

Intellect: Students will learn about architecture and the history of blueprints.

Criticality: Students will identify sociological and economic factors in life that can keep a person from reaching their goals.

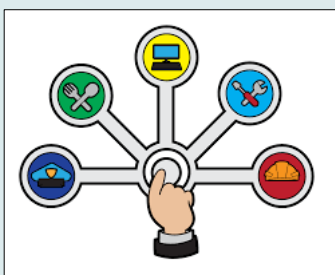
Joy: Students will explore how their own blueprints give happiness.

69

Career Exploration: Intermediate Level Unit Plan

Students will create a career plan that includes goals and steps in order to prepare for self- or family-sustaining employment.

They will demonstrate their learning by writing a career plan that incorporates the target language and information.




Career Exploration and Planning Websites:

MA Career Information Systems:
<https://masscis.intocareers.org/materials/portal/home.html>

Occupational Outlook Handbook:
<http://www.bls.gov/ooh/>

Career Zone: <http://www.nycareerzone.org/>

Integrating Career Awareness into the ABE and ESOL Classroom:
<http://collegetransition.org/publications.icacurriculum.html>
 (modified for beginner ESOL)



70

Identity, Liberation and Justice Section

- Who am I?
- Who do I desire to be?
- What is my *agenda*? Agenda building
- What social issues and problems are most urgent for change in society?
- What are my career and post-education interests?
- How do these interests connect to who I am?
- How do these interests connect to justice and liberation for self and for others?
- Do my teachers look like me and share beliefs of justice?
- How will my future goals/career path enable social change for people and communities?
- What do I plan to read to learn more about my racial/ethnic and other identities?
- What collectives will support & nurture my identities and plan?
- How are my goals joy giving?

71

<p>ESSENTIAL QUESTION(S) (optional)</p> <p>What is the definition of success?</p> <p>Should intelligence be considered the largest factor of success?</p> <p>What factors are necessary to be successful in life, at school or work?</p>	<p>BETHUNE LAST WILL & TEST</p>  <p>I LEAVE YOU LOVE. I LEAVE YOU HOPE. I LEAVE YOU THE CHALLENGE AND DREAMS. I LEAVE YOU A TRUST FOR A FUTURE YOU RESPECT FOR IT. I LEAVE YOU FAITH. I LEAVE YOU RACIAL DIGNITY. I LEAVE YOU A DESIRE TO EN- HARMONIOUSLY WITH YO I LEAVE YOU FINALLY A HELP TO OUR YOUNG PEOPLE.</p> <p><small>From "The Last Will of Bessie Coleman"</small> <small>Originally published in 1926 http://www.bessiecoleman.com/</small></p>		<p><i>"I have learned that success is to be measured not so much by the position that one has reached in life as by the obstacles which he has overcome while trying to succeed."</i></p> <p><i>Booker T. Washington</i></p> <p><small>TheSuccessPeople.com</small></p>
---	---	--	---

Identity: Students will consider the future career paths they desire.

Skill: Students will calculate salaries overtime related to this career path . (**Math**)

Students will write a personal narrative of how they have come to this career as an interest. (**ELA**)

Students will develop questions needed to be answered to plan out this career and then construct a plan for action. (**Science**)

Students will study how the career path has the potential to help people and communities (**Social Studies**)

Intellect: Students will learn different meanings of success research one career path of interest and study the history of this work.

Criticality: Students will identify sociopolitical and sociological barriers that could impede one's career pathway and learn ways to avoid and overcome.

Joy: Students will determine how the career path can be joy-giving and elevate their happiness.

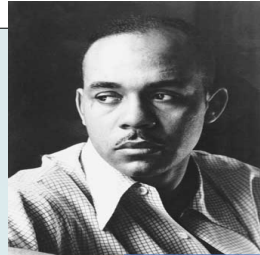
72

ELA Curriculum Example: Setting Directions (GLE 0–3.9)

- What is your name?
- Are you named after someone or does your name have a special meaning?
- What is something that you would like us to know about you that we might not know just by looking at you?
- Are you new to this area, or have you lived here for a while?
- Would you like to tell about your family?

"It is through our names that we first place ourselves in the world. Our names, being the gift of others, must be made our own... **They must become our masks and our shields** and the containers of all those values and traditions which we learn and/or imagine as being the meaning of our familial past."

-From, *The Collected Essays of Ralph Ellison*



George R. - Slave Inhabitant in the City of New Orleans, commercial by me, on the 12th day

NAME OF SLAVE OWNED	AGE	SEX	COLORED	HEIGHT	WEIGHT	HAIR	COMPLEXION	SCARS	MARKS	REMARKS
George R.	12	M	C	5' 0"	120	Black	Dark			
John R.	10	M	C	4' 6"	100	Black	Dark			
John R.	8	M	C	4' 0"	80	Black	Dark			
John R.	6	M	C	3' 6"	60	Black	Dark			
John R.	4	M	C	3' 0"	40	Black	Dark			
John R.	2	M	C	2' 6"	20	Black	Dark			

"A slave should have no sense of himself that was separate from the self the master wanted him to have. Thus it was that **no black had a name of his own**. He was given the surname of his owner, no matter how many owners he might have during his life. A Negro has got no name. I was first a Hale; then my father was sold and then I was named Reed. Without a name of his own, the slave's ability to see himself apart from his owner was lessened. **He was never asked who he was.**"

From, *To Be A Slave* by Julius Lester

73

INSPIRATION FOR NAMING YOUR BABY

The Most Popular Girls' Name In Each State

MALI popular baby names

Identity: Students will consider their names, the meanings and stories about their names; how our names connect to our identities.

Skill: Students will learn to write personal narratives about their names.

Intellect: Students will learn naming traditions across different cultures.




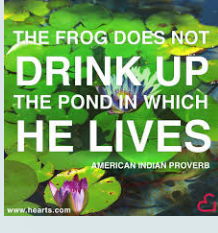
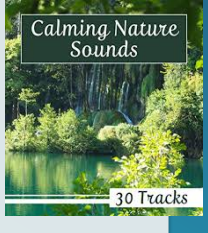
Criticality: Students will identify ways some names are treated differently (and unfairly) in society.

Joy: Students will describe the stories and memories associated with their names.

74

Purpose	In the unit students will:	ELA Curriculum Example: Our Planet, Our Choices (CLE 6–8)
	(1) build knowledge about the environmental impact of humans on Earth (2) explain how human choices and actions can contribute to improving the environment (3) select one problem facing the environment and explore solutions to protect our earth to research.	
	How might concerns facing the environment today affect our future? What are some solutions to environmental problems our planet faces, and how could they be implemented?	
Language Objectives:		
<ul style="list-style-type: none"> • Cite specific textual evidence to support analysis through close reading of teacher selected articles on environmental issues • Conduct a short research project, investigating an environmental issue and proposing solutions to it • Present claims and findings of and an environmental problem with relevant evidence and valid reasoning 		
Content Objectives:		
<ul style="list-style-type: none"> • Evaluate the influence of human activities on Earth's environment (e.g., air and water pollution, single-use plastics, fossil fuels, deforestation) • Identify actions humans can take to lessen their impact on Earth's environment • Explain the importance of man's role in decreasing its negative influence on the environment 		

75

				
<p>Identity: Students will consider their choices, roles and responsibilities regarding the Earth in order to determine the impact it has.</p>				
<p>Skill: (language objectives) Students will conduct a short research project, investigating an environmental issue and proposing solutions to it in order to present claims and findings of and an environmental problem with relevant evidence and valid reasoning.</p>				
<p>Intellect: Students will research one environment issue and define the problem, the history of the problem and the current state of the problem.</p>				
<p>Criticality: Students will identify environmental problems our planet faces in order to determine solutions.</p>				
<p>Joy: Students will name examples of the growth and progress of nature when humans make decisions that help the environment.</p>				

76

"Where Did You Hear That? Becoming Critical Consumers of News Media" is a [CCRS&E-aligned](#) unit for ABE students at GLE 4–8, adaptable for GLE 9–12.

This unit aims to support students in becoming **more discerning, critical consumers** of news media in an age where information is produced in abundance, making it difficult to sort the accurate from the false, biased, and satirical. This unit will help equip adult learners with the analytical skills, knowledge, and awareness of bias (including their own) needed in order to more critically evaluate the plethora of information they encounter.

Students will read a variety of types of articles (authentic news, satire, and biased news), analyzing the techniques and persuasive strategies employed, in order to become more critical consumers of news media. They will demonstrate their learning by working in small groups to create a newsletter that incorporates the various styles of news articles studied. Please note that some familiarity with online research may be helpful for students.

77

We wish to plead our own cause. Too long have other's spoken for us. Too long has the public been deceived by misrepresentations, in things which concern us dearly.... From the Freedom's Journal, Volume 1, No. 1, March 16, 1827

FACT



Identity: Students will consider their own criticality and how often they question what they hear in media.

Skill: Students will be able to determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints; Identify aspects of a text that reveal an author's point of view or purpose .

Intellect: Students will determine what it takes to be able to discern between truth and falsehood; Students will define reliability and learn what qualify as reliable news; Students will study the history of bias, racism and falsehood in media.

Criticality: Students will learn the racism, biases and agendas that are often at play in the media we consume.

Joy: Students will see examples of the joy that happens when truth is expressed about marginalized groups.

How False News Spreads (TED Ed video)
[https://youtu.be/cSKGa_7XJkg]

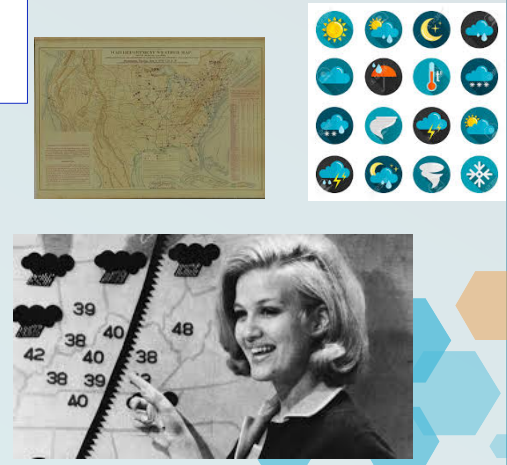
78

This contextualized lesson was designed as part of a **science unit on weather, climate, and climate change**, with the recognition that an understanding of basic probability and statistics is required to understand the scientific concepts. This lesson could also be used in a **math unit on probability** to provide a context for students to apply their math skills.

Weather Underground (wunderground.com)
The Weather Channel (weather.com)
Accuweather (accuweather.com)

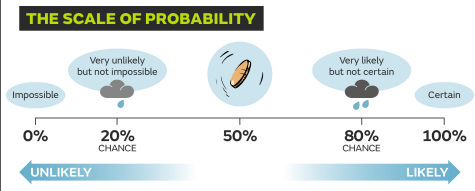

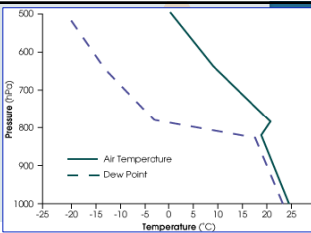
Will It Rain Tomorrow?

Early History
 The art of weather forecasting began with early civilizations using reoccurring astronomical and meteorological events to help them monitor seasonal changes in the weather. Around 650 B.C., the Babylonians tried to predict short-term weather changes based on the appearance of clouds and optical phenomena such as haloes. By 300 B.C., Chinese astronomers had developed a calendar that divided the year into 24 festivals, each festival associated with a different type of weather.



79

THE SCALE OF PROBABILITY

Identity: Students will determine how they understand weather outcomes in their personal lives.

Skill: Students will:

- understand probability as the long run frequency of an event occurring
- identify general probabilities along a spectrum from “impossible” to “certain”
- connect probabilities with benchmark fractions and percentages from 0% to 100%, multiples of 10% only
- identify different terms, symbols, and numbers common to weather reports
- interpret a weather report to make decisions

Intellect: Students will learn about the history of short-term/long-term weather prediction; Students will learn about climate change; weather effects.

Criticality: Students will study the effects of climate change/weather effects on the environment and humanity.

Joy: Students will determine the type of weather conditions that elevate their happiness and joy.

80

"The Immortal Life of Henrietta Lacks: An Introduction to Jim Crow and the Great Migrations"

Nobody asked Henrietta Lacks for consent to use her cells in research in 1951 – and, shockingly, consent is still not always required in the United States today.

The story of Henrietta Lacks illustrates the racial inequities that are embedded in the US research and health-care systems. Lacks was a Black woman.



81



Identity: Students will learn about importance of medical consent in their own lives and any discrimination they may have experienced in medical or research offices.

Skill: Students will complete a personal narrative.

Intellect: Students will learn about inhumane experiments on Black bodies and what it means to give *consent*.

Criticality: Students will learn about the racism that caused the inhumanity on Black lives regarded so-called science procedures.

Joy: Students will consider the joy that Black people sought in times of oppression .

82

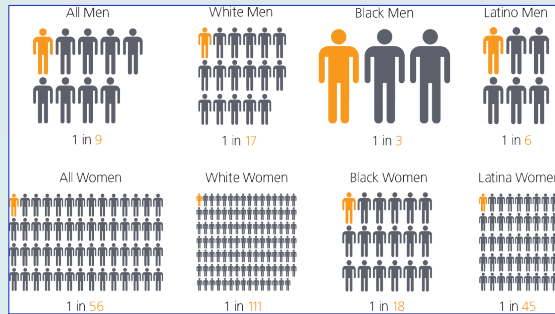
Disproportionate Incarceration: Graphing, Proportional Reasoning, and Social Justice Math Instructional Unit

Several years ago, my law office was fighting for the release of a black man who had been condemned, at the age of 16, to die in prison. Matthew was one of 62 Louisiana children sentenced to life imprisonment without parole for nonhomicide offenses. But a case I'd argued at the Supreme Court was part of a 2010 ruling that banned such sentences for juveniles, making our clients eligible for release.

Some had been in prison for nearly 50 years. Almost all had been sent to Angola, a penitentiary considered one of America's most violent and abusive. Angola is immense, larger than Manhattan, covering land once occupied by slave plantations. Our clients worked in fields under the supervision of horse-riding, shotgun-toting guards who forced them to pick crops, including cotton. Their disciplinary records show that if they refused to pick cotton — or failed to pick it fast enough — they could be punished with time in "the hole," where food was restricted and inmates were sometimes tear-gassed. Still, some black prisoners, including Matthew, considered the despair of the hole preferable to the unbearable degradation of being forced to pick cotton on a plantation at the end of the 20th century. I was fearful that such clients would be denied parole based on their disciplinary records.

Reading selected from "Prisons and Justice?" issue of *The Change Agent* <https://changeagent.nelrc.org/issues/issue-40/>

<https://slowrevealgraphs.com/special-collection-incarceration-in-the-us/>



The US Prison system is broken.

- Over 2.2 million people are currently in US jails or prisons. That's greater than the population of New Mexico.
- The US has both the highest prison population in the world, as well as the highest rate of incarceration.
- The average annual cost to incarcerate one inmate in federal prison is about \$29,000 — more than the average yearly tuition at a state university.
- The U.S. prison population has more than quadrupled since the early 1980s: when mandatory minimum sentencing laws for drugs went into effect.
- Sentencing policies, implicit racial bias, and socioeconomic inequity contribute to racial disparities at every level of the criminal justice system.

83

Slavery gave America a fair of black people and a taste for violent punishment. Both still define our criminal-justice system.

LETTER FROM BIRMINGHAM CITY JAIL by Martin Luther King, Jr.

74% of people held by jails are not convicted of any crime

Identity: Students will explore what it means to be socially just and how they have experienced social justice and injustice.

Skill: Students will understand relationships collected from graphs; Communicate relationships using graphs; Develop and/or strengthen multiplicative reasoning and connect it to visual representations

Intellect: Students will learn what is justice and what quantitative data tells and does not tell.

Criticality: Students will learn about the disparities of that exist in the incarceration system.

Joy: Students will connect *real* justice to joy.

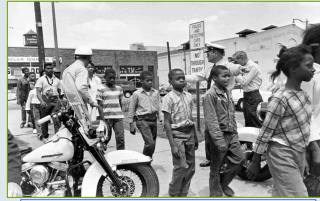
84

Who Are We?

Introductions & Personal Information Creating Our Class Community

- Create a positive learning community with shared expectations.
- Students get to know each other, and learn to ask and answer basic personal information questions while doing so.
- Students develop a sense of ownership in learning, develop strategies and tools for learning and tracking learning, and work together to create the expectations for classroom culture and behavior.

The teacher gets to know the students, assessing their knowledge, skills, interests and learning preferences.

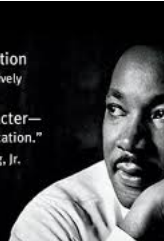


We, the undersigned, impressed with the **high importance of mental improvement** and progressive usefulness, in **obtaining a knowledge** of moral science and **literature, and believing that an active interest** in these subjects among our community would be highly conducive to this object, have associated ourselves together for the promotion of the same. (1836)

85



"The function of education is to teach one to think intensively and to think critically. Intelligence plus character—that is the goal of true education."
— Dr. Martin Luther King, Jr.



Identity: Students will think of who they are, who they desire to be, and the purpose & power of their minds and the type of education they need.

Skill: Students will write a classroom community preamble, that speaks to the true purpose of education that is responsive to their histories, identities, literacies and liberation.

Intellect: Students will learn about the purpose of education and the history of marginalization in schools.

Criticality: Students will learn about demands for education from high school and college students of color.

Joy: Students will connect joy to their voices and having spaces in schooling to have their voices heard and validated.

86

ELA Curriculum Example: The Science and Culture of Water (GLE 2-3.9)

Purpose	Water is a part of every student's life. They interact with water in everyday tasks such as drinking a glass of water and in complex ways such as paying sewer taxes and tracking the weather. Water is something that is both taken for granted (doing the dishes after dinner) and in the forefront of the news (Flint, Michigan drinking water crisis). This unit will help students to build science content knowledge as they explore concepts related to water. It will also build social studies content knowledge as they look at water's role in the culture of different societies.
Essential Questions	What is water's role in everyday life? How does water shape a society and affect how people live?

R.1.B Read Closely to determine what the text says explicitly and to make logical inference from it; cite specific textual evidence when writing or speaking to support conclusion drawn from the text.

R.2.B Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

RF.3.B Know and apply grade level phonics and word analysis skills in decoding words.

RF.4.B Read with sufficient accuracy and fluency to support comprehension.

W.4.B Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose, and audience.

87



Identity: Students will connect the significance of water to living a healthy life.

Skill: Students will read closely to determine what the text says explicitly and to make logical inference from it; cite specific textual evidence when writing or speaking to support conclusion drawn from the text; Students will define environmental justice and name the importance of water quality for humans.

Intellect: Students will investigate the water crisis across different communities in the U.S.

Criticality: Students will learn about water is life movement and the importance of having quality and clean water.

Joy: Students will make a list of how water could give one joy.

88