

1st Grade

Beaverton School District K-5 Elementary Social Sciences



This unit was prepared by Past Present Future Consulting & Media in response to directives and feedback from representatives of the elementary curriculum leaders of Beaverton School District (BSD).

The construction of this curriculum adheres to the requirements and guidance provided by:

- The [Oregon Department of Education K-5 ALT1-Knowledge themes and state standards](#) including requirements and resources for [Tribal History](#) and [Ethnic Studies](#);
- [BSD Social Sciences Program Position Paper](#);
- [BSD learning targets](#) related to state standards;
- The needs of Dual Language and non-Dual Language tracks within the district;
- Research-based [best practices](#) for developmentally appropriate elementary social sciences curriculum design that is culturally relevant and rigorous as outlined by the [National Council of Social Studies](#) and the [C3 Framework](#); and
- [Picture book resource sets](#) purchased by the district in alignment with the district's strategic goals, mission, and vision.

The theme of each grade level highlights an important skill needed to contribute and thrive in a diverse democracy: respecting each other; building a healthy community; expressing ourselves; stewarding resources; recognizing and repairing harm; and governing through rules, rights, and responsibilities. Each grade level offers three inquiries connected to its theme through which students engage with a rich array of primary and secondary sources as well as engaging, interactive activities to learn information that will help them make a claim. In inquiry units, the goal is not that every student answers the essential question in the same way. Instead, students are supported to marshal creative and critical thinking to demonstrate that they are capable of offering a reasoned, well-evidenced justification for their position.

1st Grade
 My School & My Family: Building Strong Community /
 Mi escuela y mi familia: Construyendo una comunidad fuerte

Unit 3: My Communities of Identity / [Mis comunidades de Identidad](#)

Who am I? What communities do I belong to? / [¿Quién soy yo? ¿A qué comunidades pertenezco?](#)

<p>Overview</p> <p>Unit Intro Video</p>	<p>Through this inquiry, students will explore the following general ideas:</p> <ul style="list-style-type: none"> • Everyone is part of different communities of interest, kinship, and identity. • Some of these are communities we choose to be part of and others are not; we have chosen identities and assigned or inherited identities. • Some of our identities of interest and identity we share with kinship networks (vertical identity) and some we do not (horizontal identity). • There are ways for communities to show belonging and be welcoming and there are ways for communities to be exclusive. • Sometimes, it is appropriate and helpful for people to be with others like them in affinity groups. • Other times, rules about who can belong to an identity, interest, or kinship group are exclusionary and hurtful.
<p>Supporting Questions</p>	<ul style="list-style-type: none"> • What are communities of interest? / ¿Qué son las comunidades por afinidad de interés? • What do different kinship communities look like? / ¿Cómo son las diferentes comunidades de parentesco? • What are communities of identity? / ¿Qué son comunidades de identidad? • How do we know we belong in a community of interest/kinship/identity? / ¿Cómo sabemos que pertenecemos a una comunidad por afinidad de interés/parentesco/identidad?
<p>Vocabulary</p>	<p>Unit 1 Glossary/Glosario Unit 2 Glossary/Glosario Unit 3 Glossary/Glosario Resources for teaching vocabulary</p>
<p>Standards &</p>	<p>1.10 Understand that families have a past.</p>

Learning Targets

- I can explain that families have stories that share their past.
- Puedo explicar que las familias tienen historias que reflejan su pasado.

1.11 Identify, affirm, respect, and explain the diverse cultural heritage, songs, symbols, and celebrations of my community and the diverse social and ethnic groups in Oregon and the United States of America.

- I can research and explain the cultural heritage of my community and different ethnic groups in Oregon and the United States.
- I can share the importance of celebrations from different communities and the people that celebrate them.
- I can explain why celebrations are special and important for everyone to know.
- Puedo investigar y explicar la herencia cultural de mi comunidad y de los diversos grupos étnicos en Oregon y en Estados Unidos.
- Puedo compartir la importancia de las celebraciones de diferentes comunidades y las personas que las celebran.
- Puedo explicar por qué es importante y especial conocer las celebraciones.


1.12 Describe how individual and group characteristics are used to divide, unite, and categorize racial, ethnic, and social groups.

- I can explain how our identities are used to unite or divide us as a community.
- Puedo explicar cómo nuestras identidades son usadas para unir o dividirnos como comunidad.

1.13 Examine and understand your own self-identity and how it fits with the identity of the family, school, and the local community.

- I can explain my role within my family.
- I can explain how I am a member of our classroom community.
- I can identify my role in our community.
- Puedo explicar mi rol dentro de mi familia.
- Puedo explicar cómo soy un miembro de nuestra comunidad del salón.
- Puedo identificar mi rol en nuestra comunidad.

1.14 Identify and explain the perspectives of racial, ethnic, and social groups in our community on local issues including individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian,

	<p>Pacific Island, Chicano/a, Latino/a, or Middle Eastern descent; individuals from all religious backgrounds; and individuals from traditionally marginalized groups.</p> <ul style="list-style-type: none"> • I can learn about and from the perspectives of racial, ethnic and social groups in our community. • Puedo aprender las perspectivas de diferentes grupos sociales, raciales y étnicos en nuestra comunidad. <p>1.16 Develop and analyze a simple timeline of important family events in sequential order.</p> <ul style="list-style-type: none"> • I can use time and/or sequence words to compare an (the) order of events. • I can build a timeline about important events. • Puedo usar palabras relacionadas con el tiempo (pasado, presente) para comparar una serie de eventos. • Puedo crear una línea de tiempo acerca de eventos importantes. <p>1.18 Generate questions about a particular historical source (such as photo, letter, or document) as it relates to a family's history.</p> <ul style="list-style-type: none"> • I can ask questions that help me to think about a family's history. • Puedo hacer preguntas que me ayudan a pensar sobre la historia de una familia.
Play Station / Art Ideas & Extension Activities	<ul style="list-style-type: none"> • Create your name art activity • Life size self portraits with communities of identity inside + outside • Tinfoil sculptures/statues • Masks (paper plates) • Paper dolls • Banned book action (students may choose to do something that is not art related)
Assessment	<p> Check for understanding throughout the unit by using formative assessments. Summative Assessment / Culminating Activity -</p> <p>"All About Me" / "Todo acerca de mí" books using Book Creator (All About Me Book Teacher Instructions) All about Us / Todo acerca de nosotr@s class bulletin board (teacher instructions)</p>
Connections to Dr. Gholdy Muhammad's Framework	

Identity: How will your teaching help students to learn something about themselves and/or others? How will you honor and leverage your students' full linguistic and sociocultural repertoires? / *Identidad: ¿Cómo ayudarás a tus estudiantes a aprender algo acerca de sí mism@s y/o de los demás? ¿Cómo honrarás y fomentarás los repertorios lingüísticos y socioculturales de tus estudiantes?*

Skills: What skills and content learning standards are you teaching? / *Habilidades: ¿Qué habilidades y estándares de contenido estás enseñando?*

Intellect: What will your students become smarter about? / *Intelecto: ¿En qué crecerán intelectualmente tus estudiantes?*

Criticality: How will you engage your students in thinking about power, equity, and anti-oppression in the text, in society and in the world? / *Criticalidad: ¿Cómo harás que tus estudiantes reflexionen y se involucren en el análisis de temas/asuntos de poder, igualdad y anti-opresión en los textos, sociedad y en el mundo?*

Joy: How will the lessons bring joy for students? What experiences can we share with students? *What family connections can I incorporate? *Alegría: ¿Cómo las lecciones traerán alegría a tus estudiantes? ¿Qué experiencias podemos compartir con l@s alumn@s? *¿Qué conexiones familiares puedo incorporar?*

Integration Ideas & Connections

There are natural connections between Social Science and other content areas. You may choose to integrate these across the day (during social science, playful inquiry, during reading/writing workshop, morning meeting, etc.) There are many ways to do this throughout this unit, and some ideas to get started are indicated by the icons below:



Language Arts

Another important consideration are the Habits of Mind and how they may come up as you explore with your students. All of the HoM could connect to many of the lessons, depending on the student and their learning curves.

Be on the lookout for how the Habits of Mind may come up during KIC/SS lessons and how you can elevate them!



Important Teacher Background Read before teaching this unit!

As with each of the inquiry units in social studies in the BSD curriculum, these resources and activities were designed to provide opportunities for every student to experience what literacy scholar [Rudine Sims Bishop \(1990\)](#) calls windows and mirrors. For some students, it is an opportunity to learn about people whose experiences are different from their own. For others, it is an opportunity to affirm and validate their experiences. As with any inquiry, there will be times when such students will want to share about these personal connections—and times when they do not. Knowing your students and having relationships with their families helps you make wise pedagogical decisions about how best to respond to or spark students' questions. In addition, the more background knowledge you have about the issues and content connected to this inquiry, the better able you will be to navigate dilemmas as they arise and leverage teachable moments in the form of kids' questions, current events, etc. Familiarity with what the standards require Oregon's 1st grade students to learn (e.g., the experiences of traditionally marginalized groups, identity, etc.) will also help support students in the inquiry and communicate with families about their children's educational experiences. If you are feeling confused or concerned about teaching this unit, these are especially important resources for you to review—and we encourage you to reach out to the district for additional professional development and support.

This specific unit provides an opportunity to celebrate every student in the class and to learn about each other's similarities and differences as it relates to their interests, their kinship networks, and their identities. While there's nothing more directly relevant to students than these topics, each is not without potential for controversy. For example, you may have students who are transgender, gender non-conforming, or gender non-binary and/or families that include members of the LGBTQIA+ community. These are important people in children's lives who they will want to share about, and should! It's also likely, of course, that there will be children coming from families who are teaching them that at home that any type of queerness or trans identity is immoral. If families have moral concerns, they will have to address these with their children at home as this is a *public* school with a professional and ethical commitment to teaching students about the *public*. This does not mean denigrating any student's family, but it also does not mean excluding or avoiding learning about one family in order to defer to another family's discomfort. With your grade-level team, brainstorm responses if students share that their families hold anti-LGBTQIA+ beliefs in class—and practice them. These can be powerful teachable moments to alert students to the existence of these beliefs as a way to analyze them. For example, one response could be "You know, there are people in our community who believe that—thank you for bringing that to our attention. We will have a chance to learn more about how that belief has impacted people's families in the past and today" and then add a note on an anchor chart or take time there to segue to an activity explicitly addressing discrimination against LGBTQIA+ families. Remember, the state standards *explicitly require* Oregon's public schools to teach about diverse identities as well as issues of discrimination and exclusion (e.g., exploring how individual and group characteristics are used to divide and unite). In addition to the teacher resources

mentioned in this unit, there are other supports for educators including the decades-old documentary [It's Elementary: Talking About Gay Issues in School](#) (you can watch much of this film on YouTube [here](#)) and [Rethinking Sexism, Gender, and Sexuality](#), the Rethinking Schools publication with teacher-written essays. If you are in need of additional professional development as you teach this unit, please reach out to the district for support. Again, the purpose of this unit is for students to self-reflect on and learn more about who they are (interest, kinship, identity), and that each one of them is a beloved, important member of the class as well as members of communities of interest, kinship, and identity who love and support them.

Unit at a Glance

Unit 3: My Communities of Identity

Who am I? What communities do I belong to? / ¿Quién soy yo? ¿A qué comunidades pertenezco?

Supporting Question 1: What are communities of interest? / ¿Qué son las comunidades por afinidad de interés?

Activity		Send Home / Prep	Connections to Explore
1	Belonging and Communities -review types of community and belonging -engage in a shape sort activity and conversation to consider many ways of belonging	-Send home: Kinship Community Interview / Entrevista letter	-use paper plates to make masks showing one of their communities of interest -use the masks for dramatic play
2	Communities of Interest -examples of ways people connect over shared interests		
3	"Community of Interest" book page -students create this page in their "All About Me" book	-In class: "All About Me / Todo acerca de mi " book page - interest communities	

Supporting Question 2: What do different kinship communities look like? / ¿Cómo son las diferentes comunidades de parentesco?

4	Inquiry into Kinship Communities -read alouds about families -follow analysis protocol to analyze historical and present photo primary sources -extension: how did families document connections before photographs existed? -read aloud introducing how kinship and interest overlap -read aloud about family connections when families are separated for various reasons -explore family photos	-Bring from home: Invite students to bring in photos or draw pictures of their kinship community to display in the classroom -In class: "All About Me / Todo acerca de mi " book page -how kinship and interest communities overlap -kinship community	-make paper dolls matching their family or kinship community -use paper dolls in play
5	Naming Traditions -investigate where last names come from through read		

	alouds and video -gallery walk of naming traditions around the world -students interview one another about their names		
6	My Name / Mi Nombre -students write a reflection about their name -optional name art		
7	Timelines -introduction to timelines -create timeline of daily schedule		
8	Mango, Abuela and Me -read aloud and create timeline for story		
9	The Most Beautiful Thing -read aloud -ancestors and descendants	-In class: "All About Me / Todo acerca de mi " book page: ancestors	
10	Family Interviews and Artifacts -share artifacts -create timelines	-Return to school: Kinship Community Interview / Entrevista letter and bring artifacts	
Supporting Question 3: What are communities of identity? / ¿Qué son comunidades de identidad?			
11	Our Favorite Day of the Year -read aloud -examples of communities of identity		
12	Horizontal and Vertical Identity -read alouds to illustrate examples of identities -what is race?		
13	How I See Myself / How Others See Me -iceberg image -"inside" and "outside" identities		

14	Self Portraits -create portraits reflecting "inside" and "outside" identities	-In class: "All About Me / Todo acerca de mi " book page: communities of identity	
Supporting Question 4: How do we know we belong in a community of interest/kinship/identity? ¿Cómo sabemos que pertenecemos a una comunidad por afinidad de interés/parentesco/identidad?			
15	Can I Join Your Club? -read aloud the book and discuss the ideas of exclusion and belonging in clubs / spaces		
16	Affinity Groups -learn about affinity groups	-In class: "All About Me / Todo acerca de mi " book page: being part of affinity groups	
17	Powwow Day -when people can and cannot participate in communities of interest because of identity		
18	Breaking Barriers -based on student interest, read and explore topics where people have broken barriers / stereotypes to participate		
19	Historic Wedding Photos -examine historic photos; what do you notice and wonder?; create timeline -read A Case for Loving		
20	Censorship -define -students reflect on what they think about censorship		
21	Banned Books -examples of censorship -explore books in our classroom that are banned in other places		
Culminating Activity			

- finish All About Me books
- create an All About Us bulletin board

Home Connection

At the start of this unit, send the [Kinship Community Interview / Entrevista letter](#) home to families to give them ample time to do these activities with students if they are able (the due date should be around when you think you will get to activity 10).

Before sending it home, you can let students know they will be interviewing their adults by showing them a StoryCorps story for inspiration: [Kevin Fredericks, Isaiah Fredericks, and Josiah Fredericks – StoryCorps](#) (English) and [Entrevista con mi abuelo](#) (español).

Ongoing Project: All About Me / [Todo acerca de mí](#) Book (using Book Creator)

Throughout this unit, students will have the opportunity to make pages in an All About Me / [Todo acerca de mí](#) book using the app Book Creator. (You can choose a different title if you wish, such as “This is Me / [Soy Yo](#)”).

One option for a culminating activity is to print, create covers, and display/share these books. Students will then share their books with each other for a class bulletin board: All About Us / [Todo acerca de nosotr@s](#).

Part 1: Activities 1 - 3

Supporting Question 1: What are communities of interest? ¿Qué son las comunidades por afinidad de interés?

Activity 1: Belonging and Communities

[Glossary / Glosario](#): Add your own visuals by co-constructing with your students.

Vocab: (review from Unit 1)

Belonging / [pertenencia](#)

Interest / [interés](#)

Kinship / [parentesco](#)

Identity / [identidad](#)

Resources & Materials:

- Circumstance v. Community Heuristic ([English](#) / [español](#)) from Unit 1
- [Shape Sort Activity](#)

Start the unit with students by introducing the essential question: *What communities do I belong to?* Tell students we will be working on answering this question and creating “All About Me” books as we go through the unit. Introduce the “All About Me” book and Book Creator.

Remind students of the definition for [belonging/afiliación](#) from Unit 1. Remind students of the Circumstance v. Community Heuristic from Unit 1. On page 2 of the Circumstance v. Community Heuristic, look at [Interest / interés](#) and [Identity / identidad](#) and [Kinship / parentesco](#). Add these to the word wall and make three anchor charts where students can post sticky notes with questions or wonderings they have about each. Encourage them to post at least one sticky note in each anchor chart. They could do this in partners or individually, or even as a whole class depending on how much support and scaffolding you think your students need. Keep track of their questions so that you can be sure to address them throughout the inquiry unit, connecting them to prepared resources and gathering additional materials to help them with the questions they have.

Have them work in pairs or small groups to determine which shapes “belong” together and which don’t using the [Shape Sort Activity](#). Of course, it’s intended to be a bit of a trick question because there are MANY different ways the shapes can be

combined—and they are all shapes, so they actually could form one big community of belonging. A variation of this activity could be an object sort with all sorts of objects (e.g., plastic water bottle, mug, plastic pen, pencil, gum wrapper, straw, etc.)—anything that students could decide to sort using different categorizations (e.g., made of the same material, used for the same purpose, are the same color, etc.).

This activity should raise more questions for the class than offer any answers. Who gets to decide what belongs together? How do people determine if they belong? What happens if they don't belong? This will also offer a concrete way to think about our identities later on in the unit in connection with *intersectionality*—we may be the same age as others and experience ageism, but be in different social classes or be different genders. We all have something in common with each other, but many differences that impact how we experience the world.

NOTE: Our definition of “belonging” from Unit 1 describes other group members recognizing you as part of a group, but it can be more complicated than that. Sometimes, we know we belong or could belong even if other people don't recognize that. We will come back to these questions throughout the inquiry.

SQ 1: What are communities of interest? ¿Qué son las comunidades por afinidad de interés?

Teacher Background Information

Teacher Resources:

[Great Questions – StoryCorps](#)

Activity 2: Communities of Interest

Vocab:

Community of Interest / [comunidad por afinidad de interés](#)

Resources & Materials:

- [Star Bound: StoryCorps](#) (Para subtítulos en español, haga click en el ícono de YouTube en la esquina derecha, y escoja "Spanish" bajo la opción de "settings" y "subtitles/CC")
- [La música de antes v. la música de ahora](#)
- [Never Too Old To Be Happy](#)

Share the definition of community of interest / [comunidad por afinidad de interés](#) and add it to the word wall/display it in the room.

There are many resources, picture books, etc. you can use to introduce students to examples of communities of interest. Ultimately, students need the opportunity to explore examples of how people who may not have anything else in common connect over their common interest, what indicates belonging in a community of interest (e.g., language, symbols, etc.), and what rules might exist about who can belong and why. Consider using these ideas:

- Share about your own experience with a community of interest, bringing in artifacts and explaining what that community of interest means to you, how you became a member of that community, etc. For example, maybe you are a super fan of a sports team or have a unique hobby.
- Watch the video [Star Bound: StoryCorps](#). Ask students, how do we know that Jerry and his Uncle Joey are part of a community of interest? What kinds of connections do we feel in communities of interest? What is special or fun about a community of interest? For example, people from all different walks of life and backgrounds and ages, etc. can come

together because they share an interest.

- One example that may make kids laugh is watching younger people and older people listening to different kinds of music—they all enjoy music, but some like different music. [La música de antes v. la música de ahora](#) (video en español) On the other hand, all kinds of different people may like the same song: [Never Too Old To Be Happy](#). Have students brainstorm what makes them happy—what interests and hobbies do they enjoy, and how has that helped meet or connect with people they may not have otherwise?

SQ 1: What are communities of interest? *¿Qué son las comunidades por afinidad de interés?*

Activity 3: "Community of Interest" Book Page

Vocab: No new vocab

Resources & Materials:

- Create your own example of a page in your "All About Me" / "Todo acerca de mí" book related to communities of interest

Show students your example "My Communities of Interest" / "Mis comunidades por afinidad de interés" book page(s) and then give them time to work on their own. Depending on what works best for you and your students, you could show your students your page with your communities of interest listed and then ask for suggestions for other details to add. The page should include drawings and labels of different communities of interest with important symbols and other information about each community.

Give students time to work on their page and explore these questions:

- 1) What indicates that they belong? (special knowledge, symbols, slang words, etc.) / *¿Qué indica que pertenecen? (conocimiento especial, símbolos, palabras de argot, etc.)*
- 2) What rules exist about who can belong? / *¿Qué reglas existen sobre quién puede pertenecer?*
- 3) Was there any stereotype they had to overcome? / *¿Hubo algún estereotipo que tuvieron que superar?*
- 4) Who have they met that they wouldn't otherwise because of their shared interest? / *¿A quién han conocido debido a su interés compartido que de otro modo no conocerían?*
- 5) Are there special words or moves or other signals that indicate you know about that interest? / *¿Hay palabras o movimientos especiales u otras señales que identifiques con ese interés?*

Give them time to share what they're working on with a classmate.

Give students time to present about what they think their most unique interest is in a gallery walk or "Interest Fair" / "*Feria de Interés*" to teach the rest of the class about their hobby / community of interest.

Pacing Note: This could happen on the same day as they make their pages, or at another time.

SQ 1: What are communities of interest? [¿Qué son las comunidades por afinidad de interés?](#)

Optional Connections to Explore Workshop

Activities 1-3

Vocab: Observe for examples of vocabulary as they come up in students' play / explorations. Share those during reflection.

Resources & Materials:

- Craft supplies to make masks
- Junior versions of [SET](#) or [Apples to Apples](#)

Art/Play Station activity: Students use paper plates to make masks showing one of their communities of interest. Depending on what materials are available in the classroom, they could use yarn, foil, colored paper to make the masks more 3-D or use crayons and markers to draw on them. They can glue a popsicle stick to the bottom of the mask and all the masks could go in a bin for students to use for dramatic play. (e.g., Lego head mask for the Lego Club, wrestling mask for wrestling, face paint for their favorite soccer team, etc.).

Other game students would enjoy playing that connects to this concept of belonging is the [junior version of SET](#) or the junior version of [Apples to Apples](#).

Part 2: Activities 4 - 14

Supporting Question 2: What do different kinship communities look like? / ¿Cómo son las diferentes comunidades de parentesco?

Teacher Background

Educator Resources:

[Family Diversity Projects](#) (traveling virtual and F2F exhibits available)

[Portland Is A Haven for LGBTQ Families](#)

[It's All Relative: Throughout Canada's Past, Families Have Taken Different Shapes](#)

NOTE: There are *many* beautiful picture books about family structures and kinship. For a regularly vetted booklist of diverse children's literature, check out [Early Childhood: Learning About Family Structures](#).

Activity 4: Kinship Communities

Vocab:

Community of Kinship / [comunidad de parentesco](#)

Chosen Family / [familia elegida](#)

Resources, Materials, and Books:

- All listed / linked below

Note: The following is a menu of read alouds and photo analysis activities about topics related to kinship communities, that can be used in any order or combination. The goal is to learn about kinship communities / families by sharing a diverse array of examples and thoughtfully representing your students. See more detailed plans about each set of activities by clicking on the topic title.

You can use these read alouds across your day as well, to allow for more time.

At the end of your inquiry into each topic, students will create or add to pages in their All About Me books.

Families / Kinship Networks

Click link to see the activity details

Diverse Family Structures:

- *Papa, Daddy, and Riley* (in book bin)
- *My Papi Has a Motorcycle / Mi papi tiene un moto* (in book bin)
- *Hair Twins* (in 2nd grade book bin)
- Other picture books about diverse family structures

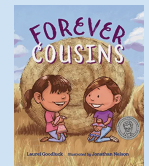


Use the Family Photo Analysis with:

- Family Photo Analysis Images
- Oregon History Family Photos
- Say Cheese! Photo activity
- Extension: First Family Portraits slidedeck and teacher instructions for crafts

Family Separation:

- *The Invisible String / El hilo invisible* by Patricia Karst (in book bin)
- *Forever Cousins* by Laurel Goodluck (in book bin)
- *Nosotros Means Us* by Paloma Valdivia
- *The Star People: A Lakota Story* by S.D. Nelson
- *El Hilo Invisible* by Miriam Tirado
- *Oregon History Family Photos* (review again with the lens of separation)
- Lists of picture books that correspond to family separation: immigration and deportation, death, divorce, incarceration, deployment, hospitalization, etc.

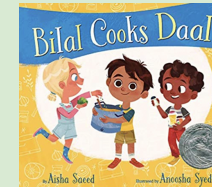


Overlap of Families and Interests

Click link to see the activity details

Read Alouds:

- *Bilal Cooks Daal* by Aisha Syed (in book bin)
- *In My Family / En Mi Familia* by Carmen Lomas Garza (in book bin)
- Other picture books about sharing with or being introduced to interests by family members



Create "All About Me" book pages to represent:

- Overlap of kinship and interest communities

Create “All About Me” book pages to represent

Family / Kinship Networks:

Introduce the word kinship community / comunidad de parentesco and add it to the word wall. Start the focus on family by playing [Sesame Street: Kelsea Ballerini Sings a Song About Families!](#) ([La canción de familias](#) is another option from Sesame Street in Spanish). Stress that there is no one “normal” or “traditional” family—kinship networks or families always have and will be different, so what is it that makes a community a family? Choose books from the bin and/or your personal connection that reflect a diverse array of kinship networks.

- Read aloud *Papa, Daddy, and Riley*. Ask students what kinship communities they noticed in the book.
- Read aloud *My Papi Has a Motorcycle* / *Mi papi tiene un moto* by Isabel Quintero and ask students what kinship community they noticed in this book. Write down all of their ideas on the piece of chart paper. Introduce the word chosen family / familia elegida and add it to the word wall. You can specify that non-biologically related means that they are not related by birth, but are committed to each other through love. Ask who the narrator’s chosen family is. How do we know?
- Read aloud [Hair Twins](#) and have students talk about who in their kinship network helps them with getting ready to go out. What traditions are involved?

Family Photo Analysis:

Follow the instructions for the [Family Photo Analysis](#). Show students historic examples of photographs of different kinship networks (e.g., [Family Photo Analysis Images](#) and/or [Oregon History Family Photos](#)). Have students make observations and pose questions from the images. Consider bringing in pictures of your own family from today and the past to share with students.

NOTE: The absence of photos sometimes tells as powerful a story as the presence of pictures. This will come up again in the unit, but it’s worth noting to students. For example, because of death or divorce or deportation, there may not be a picture of someone’s entire family together.

Have students read [Say Cheese!](#) (or read aloud together as a class) and discuss the questions in small groups. As a whole class, brainstorm what they think the family photo of the future will be.

Optional Extension: This is also an opportunity to bring in examples of how families documented their connections before photographs existed (e.g., [portraits were primarily for wealthy people pre-photography](#)). As an art extension, consider showing the very first art depicting families from caves around the world using this [First Family Portraits slidedeck](#) and [instructions](#) for crafts.

Family Separation:

- Acknowledge that sometimes families are separated from each other—a kinship community does not need to be in the same place and often is not. Read [The Invisible String / El hilo invisible](#). As a class, make a list on an anchor chart of all the reasons they know about or experienced that can keep kinship networks physically apart.
- Return to the [Oregon History Family Separation Photos](#) to spark more questions and for students to make connections to the idea of family separation. There are also many beautiful picture books that correspond with the topic of family separation (e.g., [immigration and deportation](#), [death](#), [divorce](#), [incarceration](#), [deployment](#), [hospitalization](#), etc.—these links take you to vetted children’s booklists about the topic). Based on whichever reasons are striking a chord with your students, share some of these books. For example, death is a reason every kinship community past and present experiences separation. As students raise questions like how kinship communities have dealt with death in different cultures at different times, gather resources to help answer their questions.
- [The Star People: A Lakota Story](#) by S.D. Nelson
- [El Hilo Invisible](#) by Miriam Tirado
- [Death is not the end: Fascinating funeral traditions from around the globe](#)

Show students your example “My Kinship Community” page and have students complete their pages on kinship community / [comunidad de parentesco](#). At the very least, they should have a page that includes a drawing of their kinship community with labels for who is part of that community, who is near or separated from some reason, and important things they do together to show love and care (e.g., celebrations, foods, languages, rituals/routines).

Overlap of Families and Interests:

- As students explore kinship communities, note that they often connect with communities of interest because sometimes we learn a hobby or become interested in a topic because a family member has taught us or invited us. Ask students to share an interest they have that they learned or enjoy sharing with a member of their family. Spark conversations with books including *Bilal Cooks Daal* by Aisha Saeed or *In My Family / En Mi Familia* by Carmen Lomas Garza (or both, depending on what is the best fit for your class). Ask students what foods, celebrations, routines, and rituals are important in their kinship community.
 - **NOTE:** There are many other beautiful picture books that highlight this from across the book bins and/or your library or the local library. For suggestions, check out this [Grandparents and Elders recommended booklist](#).

Give them time to add a page to their book about how their community of interest overlaps with their community of kinship. Ask them what family celebrations they are curious to learn more about from around the world (e.g., birth, birthday, weddings, etc.) and gather resources to help answer their questions.

Home Connection:

Encourage students to bring in a photo or to draw a picture of their kinship community in some way. If students bring in photos, have them share with each other and/or hang them on the wall so students are surrounded by loved ones during the day. If this already exists in the classroom, do a gallery walk of students' families so they can introduce their members to the class. Is there anyone missing from the photo they want to shout out? / *¿Falta alguien en la foto que quieran resaltar?*

Optional Connections to Explore Workshop

Vocab: Observe for examples of vocabulary as they come up in students' play / explorations, and share those during reflection.

Resources & Materials:

- [Paper dolls](#)
- Materials for making paper dolls

Art / Play Station activity: Students can make paper dolls matching their family or kinship community by cutting out the dolls and clothes and coloring and drawing on them with crayons, colored pencils, markers, or paints. Paper dolls can be kept in envelopes or ziploc bags for all students to play with.

SQ 2: What do different kinship communities look like? / ¿Cómo son las diferentes comunidades de parentesco?

Teacher Background

Teacher Resources:

[Name Stories](#) (more mentor texts available if you feel that would be helpful for your students)

NOTE: Kindergarten also focuses on names in terms of pronunciation and appreciation. This unit's focus on names should more deeply explore naming *traditions* and the ways names signify *belonging* to a kinship community.

Activity 5: Naming Traditions

Vocab:

Surname / [apellido](#)

Nickname / [apodo](#)

Namesake / [homónimo](#)

Resources & Materials:

- [Naming Traditions / Tradiciones](#)
- Where Does Your Last Name Come From? (video en español [parte 1](#) [parte 2](#) [parte 3](#)) / Where Do Last Names Come From? (video in [English](#))

Books:

- *Alma and How She Got Her Name*/ *Alma y cómo obtuvo su nombre* (in Kindergarten book bin and MLD book collections)

Explain that a special part of belonging to a family has to do with naming new members of the family. Ask students what they already know and want to know about naming traditions on a connections/questions anchor chart.

Read aloud: *Alma and How She Got Her Name*/ *Alma y cómo obtuvo su nombre*. Consider additional read alouds with the recommended optional books listed above.

Play Where Does Your Last Name Come From? (video en [español](#)) / Where Do Last Names Come From? (video in [English](#)).

Define [surname](#) / [apellido](#) and add it to the word wall. Then, have students rotate through a gallery walk exposing them to [Naming Traditions / Tradiciones](#) in different cultural communities. Give them two colors of sticky notes to add to each with questions and connections they can make to each naming tradition, to add to the class anchor chart and/or the traditions/tradiciones papers.

Name Interviews:

Have students interview each other about the story of their name. Consider modeling by sharing the origin story of a name that is special to you (e.g., first or middle name meanings, possible last name changes, how chosen families often bestow a nickname, all of the above). Let them know they can choose the name they want to share about—they might prefer to focus on a nickname or their chosen name. Define [nickname/apodo](#) and [namesake/homónimo](#) and add them to the word wall. Connect back to communities of interest to note that many nicknames come from communities of interest as signs of affection and belonging (e.g., sports team nicknames). Generate examples of nicknames and namesakes (e.g., maybe your school or something in the neighborhood is named for someone). Consider sharing about your own nicknames.

If they don't know/want to share how they got their name, other potential prompts are:

- What is your favorite thing about your name? / [¿Qué es lo que más te gusta de tu nombre?](#)
- What does your name mean? / [¿Qué significa tu nombre?](#)
- Would you change anything about your name if you could? / [¿Cambiarías algo de tu nombre si pudieras?](#)
- What might be different for you if you had been given a different name? / [¿Qué podría ser diferente para ti si te hubieran dado un nombre diferente?](#)

Depending on the literacy level of your students, you may want to go over all the questions together or post them on the board. If possible, model interviewing someone with another adult (if no other adult is available, you can prepare a student to help you model by asking you the interview questions). Ask students what they noticed about the interview you modeled and remind them that it's okay to pass or say "I don't want to share that."

NOTE: Circle back to the idea of nicknames when discussing exclusion later in the unit as nicknames can also be used to exclude or hurt people.

Additional books to explore this topic:

- [*I Am René the Boy / Soy René*](#) el niño by Rene Colato Lainez
- [*Always Anjali*](#) by Sheetal Sheth
- [*Thunder Boy, Jr.*](#) by Sherman Alexie
- [*My Name Is María Isabel*](#) by Alma Flor Ada

SQ 2: What do different kinship communities look like? / ¿Cómo son las diferentes comunidades de parentesco?

Activity 6: My Name / Mi Nombre

Vocab: No new vocab

Resources & Materials:

- “All About Me” / “Todo acerca de mí” book and teacher example page
- Teacher example of “My Name” / “Mi Nombre” reflection ([exit slip template](#))

After students interview each other, they can write a reflection on their name using an [exit slip template](#). Tell them the title is “My Name” / “Mi Nombre.” You can write your own version and share it with students as a mentor text (or see other examples linked as a Teacher Resource above). Some sentence starters (if needed) are:

- My name reminds me of../ [Mi nombre me recuerda a...](#)
- I wish my name../ [Ojalá mi nombre...](#)
- My favorite thing about my name is../ [Mi parte favorita de mi nombre es...](#)

Ultimately, they need to explain how something about their name connects them to their kinship community. Though the kinship connection is the focus of this inquiry, there may be other meaningful stories connected with their name that they want to share (e.g., mispronunciations that bother them, etc.). When students are finished with their writing, they can add their name story to their “All About Me” / “Todo acerca de mí” book.

Art extension: students can “create their name” using any art supplies, paper scraps, or other objects in the classroom. They can choose a color of construction paper and then create their name (whatever they like to be called) on the paper using art supplies. These can go with their name stories and/or be photographed to be the cover or part of their “All About Me” / “Todo acerca de mí” books. [Here are potential examples](#) to show students if needed or you can make your own as an example and to share/display with your students’ names.

SQ 2: What do different kinship communities look like? / ¿Cómo son las diferentes comunidades de parentesco?

Activity 7: Timelines

Vocab:

Timeline / [línea de tiempo](#)

Resources & Materials:

- Chart paper with a pre-drawn timeline
- [Timelines are Terrific](#) from ABC Mouse / [Línea de tiempo](#) video

Ask students if they have heard of a timeline before. Call on students to share what they know about a timeline. They will have practiced timelines in Kindergarten, but may need some reminding! If timelines are new to your students, show them this read aloud so they can see some examples: [Timelines are Terrific](#)/[Línea de tiempo](#). Have them practice putting the school day into chronological order on a timeline by printing off the schedule and cutting it into pieces.

NOTE: There are ample math connections to be made here for students to practice creating a timeline with designated units of time (e.g., measurement).

SQ 2: What do different kinship communities look like? / ¿Cómo son las diferentes comunidades de parentesco?

Activity 8: Mango, Abuela, and Me

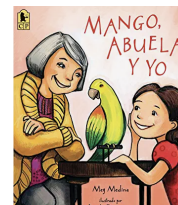
Vocab: No new vocab

Resources & Materials:

- Chart paper with a pre-drawn timeline

Books:

- [Mango, Abuela, and Me](#) / [Mango, Abuela, y yo](#) (in DL book bin)



Read or play [Mango, Abuela, and Me](#) / [Mango, Abuela, y yo](#). As review of previous concepts in the unit, ask students who is in Mia's kinship community AND what communities of interest are in this story. Go back to the page with the photograph of Mia's Abuelo when he was young. Think of a list of questions Mia could ask related to that photo (how old was Abuelo, what was his job, how did you meet, etc). Make a timeline with students to reflect the events in the book using the pre-drawn timeline on the chart paper. Ask students what happened before the story started (Abuela met Abuelo, Abuela had a parrot) and say, *Since those events happened first, we will put them at the top of our timeline. We don't know exactly when they happened, so we will not write a date even though we usually see dates on timelines.*

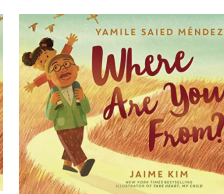
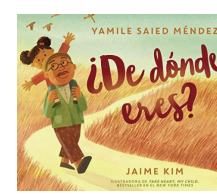
SQ 2: What do different kinship communities look like? / ¿Cómo son las diferentes comunidades de parentesco?

Activity 9: The Most Beautiful Thing

Vocab: No new vocab

Books (in book bin):

- *The Most Beautiful Thing* / *La cosa más bella* by Kao Kalia Yang
- *Where Are You From?* / *¿De donde eres?* by Jaime Kim



Read *The Most Beautiful Thing*. Tell students we are going to think about questions we want to ask about our family's history, too. Give students time to brainstorm questions the book sparked for them about their own families during or after the read aloud.

Additional books to read include *Where Are You From?* / *¿De donde eres?* (Note that when students read this book in Kinder, they also defined the words ancestors / antepasados and descendants / descendientes (definitions available here in the Kinder Unit 2 [Glossary / Glosario](#)). Ask students how their ancestors might affect their communities of identity (ethnic group, race, nationality). Another beautiful book to help students understand their family's long histories is [Where We Come From](#). ([español](#)).

Have students return to their "All About Me / [Todo acerca de mi](#)" book to add a page depicting their ancestors.

SQ 2: What do different kinship communities look like? / ¿Cómo son las diferentes comunidades de parentesco?

Activity 10: Family Interviews and Artifacts

Vocab: No new vocab

Resources & Materials:

- Example “My Kinship Community History” / “La historia de mi comunidad de parentesco” page on [Book Creator](#)
 - Sticky notes pre-written for each event for your example kinship community timeline
 - Your family historical artifact
- Students artifacts/family interview questions (sent home at the beginning of the unit)
- [DocsTeach](#) - optional resource to help students find historical family artifacts as needed ([online tools page](#) - no account needed)

Tell students we are going to reflect on our kinship community history by asking questions about our family artifacts and making our own timelines that will be part of our “All About Me” books. Show students your family historical artifact and some of the questions you had about it. Say, *these questions helped me think about what to include on my kinship community history timeline*. Have sticky notes pre-written for each event and show students how you arrange them in order.

You can also show them an example on Book Creator if that is how you’d like them to create their timelines (or they can make physical ones using sticky notes and take a photo to add to their books on Book Creator). Some example events: my grandparents/parents immigrated to the United States/met/got married, my mom moved here, I was born, my sibling was born, I moved to _____, I started teaching (at this school), I got my pet, etc. Remind students that they learned about ancestors and descendants in Kindergarten (definitions available here in the K Unit 2 [Glossary / Glosario](#)).

Pass out the family artifacts students brought in. Tell students to think of at least three questions that are related to the artifact. Give them time to think of questions and then have them share with a partner. Next, give students sticky notes to make their own timelines based on the family interviews that went home at the beginning of the unit and their own recollections. Leave your

example up as a guide. Depending on students' literacy levels, you may want to offer the option of drawing pictures to symbolize an event. Share your Teacher example page. It should include a timeline, family artifact, related questions, and anything else you/students want to share.

Students can take photos of their timeline to include on their kinship community history page, as well as a photo of the family artifact and their related questions.

NOTE: If students don't bring anything in for their family historical artifact, you can use the [online tools](#) from [DocsTeach](#) to try to find something that might be relevant to their family's history or give them the option of creating something themselves (drawing a picture, writing a letter to an ancestor)

Part 3: Activities 11 - 15

SQ 3: What are communities of identity? / ¿Qué son comunidades de identidad?

Teacher Background

Teacher Resources::

[Exploring Identity: Learning for Justice](#)
[Families and Identity](#)

Activity 11: Our Favorite Day of the Year

Vocab:

Community of Identity / [comunidad de identidad](#)

Books (in book bin):

- *Our Favorite Day of the Year* by A. E. Ali

Resources & Materials:

- Chart paper



Make sure that [Community of Identity](#) / [Comunidad de identidad](#) is posted on the word wall. Ask students what are some different categories of identity they know or remember from Kindergarten or already know about. Create an anchor chart with two columns where you keep track of:

- 1) Identity categories that students brainstorm
- 2) Their ideas and questions for why communities of identity can be important to people (e.g., Why would people want to spend time with others who share their identity? Why is that an important community for some people and not for others? / ¿Por qué la gente querría pasar tiempo con otras personas que comparten su identidad? ¿Por qué es una comunidad importante para algunas personas y no para otras?).

Read *Our Favorite Day of the Year* to help students generate more ideas for the anchor chart and notice examples of communities of identity in the book (e.g., religion).

NOTE: In Kinder, they are introduced to the identity categories of language, ethnicity, religion, race, gender, and ability, so you can prompt students or simply remind them if they don't come up with all of those. You can also add age, nationality, documented status, and anything else your students come up with! The [K Unit 2 Glossary/Glosario](#) is a helpful resource if students are new or need review or clarification.

SQ 3: What are communities of identity? / ¿Qué son comunidades de identidad?

Activity 12: Horizontal and Vertical Identity

Vocab:

Horizontal Identity / identidad horizontal

Vertical Identity / identidad vertical

Resources & Materials:

- [What Is Race? | How To Talk To Kids About Identity And Race | Circle Time with Khan Academy Kids](#), watch from 9:34- 15:30

Books:

- [Elmer](#) (English) / [Elmer](#) (español) by David McKee
- *Our Skin* (in Kindergarten book bin)

Watch [What Is Race? | How To Talk To Kids About Identity And Race | Circle Time with Khan Academy Kids](#) 9:34- 15:30 (stop before read aloud), or simply use what these teachers do as a model in the video for how you want to introduce the idea of “inside” and “outside” identities with your students. Have students do the following activity to think about their “inside” and “outside” identities. Ask students to think about the questions below (you can model thinking through them yourself with parts of your identity that you are comfortable sharing).

- What identities do I share with my family? What identities do I have that are different from my family? / *¿Qué identidades comparto con mi familia? ¿Qué identidades tengo que son diferentes a mi familia?*
- How do I perceive myself? Is it the same way others perceive me? / *¿Cómo me percibo? ¿Es la misma forma en que otros me perciben?*

To dig in further with the first question, introduce the words vertical identity / identidad vertical and horizontal identity / identidad horizontal. Vertical identity is an identity that connects you with your ancestors and that you will pass along to your descendants—it’s like one long line from top to bottom. This might include cultural or religious identities or even some biological traits (e.g., hair color, skin color, height, etc.). Consider picking a book from your personal library that stresses the connection of what identities someone shares with their family (examples from the newly ordered science read alouds: *I’m Just Like My Mom* / *Me parezco tanto a mi mamá*

by Jorge Ramos, and *Beautiful You, Beautiful Me* by Tasha Spillett-Sumner and Salini Perera).

Horizontal identities are ones you share with people like chosen family and friends. These are parts of your identity that you probably do *not* share with members of your family (e.g., sexual orientation, disability, gender expression, communities of interest, etc.). Model for students examples of your own horizontal and vertical identities. Remind students that these differences can be wonderful and that families still love each other across these differences. A read aloud that would help here is the classic [Elmer](#) (English) / [Elmer](#) (español). At the very least, it shows that Elmer is still an elephant even if he is patchwork. Though it doesn't show him sharing his patchwork-ness with other animals, it does show his family appreciating his differences. If you have other books in your library that work to highlight this point of difference with family, read those!

NOTE: Sometimes, it helps to look at our personal libraries through a new lens—there may be a book that you hadn't thought of using for social studies before that actually is a great connection to the concepts or vocab. This article about using [Jon Klassen's hat books for economic thinking](#) might spark some ideas about how you can apply children's literature you've been using for years in new ways throughout all of the inquiry units. In addition, partnering with the school counselor may yield additional resources and activity ideas to help spark and answer students' questions about identity.

SQ 3: What are communities of identity? / ¿Qué son comunidades de identidad?

Activity 13: How I See Myself / How Others See Me

Vocab: No new vocab

Resources & Materials:

- [Iceberg Image](#) (English + español)
- How I See Myself/How Others See Me [Venn Diagram](#)

Read Alouds:

- [Marisol McDonald Doesn't Match/ Marisol McDonald no combina](#) by Monica Brown (in MLD book collection)

Dig further into the second question from above about how others perceive us vs. how we perceive ourselves. Show students this [Iceberg Image](#) to help them think about the parts of them others might not or can't see. Share whatever about yourself you're comfortable sharing that people may not be able to see or wouldn't know about you if you didn't want to share it. Watch this bilingual read aloud of [Marisol McDonald Doesn't Match/ Marisol McDonald no combina](#) by Monica Brown and ask students what parts of their identity "don't match."

Have students fill out a How I See Myself/How Others See Me [Venn Diagram](#). You can pre-write the titles in each circle and make photocopies that way and/or choose one with lines or without lines depending on whether your students might want to draw or write more. Some identities students can think about include ethnic group, age, ability, race, gender, language, and religion.

SQ 3: What are communities of identity? / ¿Qué son comunidades de identidad?

Activity 14: Self Portraits

Vocab: No new vocab

Resources & Materials:

- Butcher paper or smaller portrait versions from [one of these templates](#)

Using rolls of paper, students can work together to trace outlines of each other's bodies. Then, they can write their "inside" and "outside" identities. The "inside" identities are things that people cannot see about them on the outside and should be written inside the outline of their life size portrait. The "outside" identities are things people can see about them on the outside and will be written outside their body outline. Students can use craft materials in the classroom (paper scraps, foil, yarn, buttons, etc) and paint to create their life size self portrait. If the life size portraits are too big of a project, students can also create a smaller version using [one of these templates](#).

NOTE: Consider taking photos of these portraits to use as the cover page for All About Me / Todo acerca de mí books.

Show students your example communities of identity page(s). It should include drawings of your different communities of identity (e.g., ethnic group, age, ability, race, gender, language, religion - whatever you are comfortable sharing!). Ask students: What communities of identity do you belong to that are important to you? What communities of identity do you share with your classmates/school/our local community? What communities of identity make you unique? / ¿A qué comunidades de identidad perteneces que son importantes para ti? ¿Qué comunidades de identidad compartes con tus compañer@s/escuela/nuestra comunidad local? ¿Qué comunidades de identidad te hacen único?


Give time for students to create their own pages for their books.

Part 4: Activities 15 - 21

Supporting Question 4: How do we know we belong in a community of interest/kinship/identity? ¿Cómo sabemos que pertenecemos a una comunidad por afinidad de interés/parentesco/identidad?

Teacher Background

Teacher Resources:

 [Affinity group print out Bulletin Board Display](#)

[The Lovings: A Marriage That Changed History](#)

[Who Could Marry? Black in Oregon](#) and [Act to Prohibit the Intermarriage of Races, 1866](#)

[Multnomah County Marks Loving Day](#)

Oregon History Project [Same-Sex Marriage](#) (hover over link, click the "copy" button, and paste in the browser)

[All Eyes on Oregon: The Legalization of Same-Gender Marriage](#)

[Here are photographs from Oregon's first same-sex marriages](#) (hover over link, click the "copy" button, and paste in the browser)

[Creating Monuments of Our Classroom Rules After Charlottesville](#)

[You Can't Say You Can't Play - Teach Peace Now](#)

[How to Teach Your Child to Be An "Includer" - PBS](#)

[How to Talk With Parents about Cliques and Exclusion](#) - Responsive Classroom

NOTE: Students will explore the history of exclusion much more deeply in 4th grade. This is to lay a foundation of the concept related to identity and community.

SQ 4: How do we know we belong in a community of interest/kinship/identity? ¿Cómo sabemos que pertenecemos a una comunidad por afinidad de interés/parentesco/identidad?

Activity 15: Can I Join Your Club?

Vocab:

Exclusion / exclusión

Books (in book bin):

- *Can I Join Your Club?* (en [español](#)) by John Kelly



Resources & Materials:

- Chart paper

Books:

- *Strictly No Elephants* by Lisa Mantchev

Introduce the vocabulary word exclusion/exclusión and add it to the word wall. Ask students: *Have you ever felt excluded or left out? When? How did that feel?* Return to the idea of Community of Interest / Comunidad por afinidad de interés and read aloud *Can I Join Your Club?* Debrief by asking students questions to point out examples of belonging and not belonging in the book.

NOTE: There are other good books addressing general exclusion in an ahistorical way like *Strictly No Elephants*. The idea is to choose a book that gets at the idea of exclusion before moving into more concrete examples of how this has happened.

Ask students: When is it okay to tell someone a group/space is not for them? And when is it not okay to say that? / ¿Cuándo está bien decirle a alguien que un grupo/espacio no es para ellos? ¿Y cuándo no está bien decir eso? Give students time to discuss each question in small groups and share their ideas. Record their answers on chart paper. Next, share that some spaces are not for everyone. For example, certain religious ceremonies or spaces are limited only to people who share that faith and are official members. Or you might go to an all-girls camp. A family reunion might only be for family members. Certain tournaments or games might only be for people who already know how to play at a certain level.

NOTE: This [short video](#) is helpful for teachers that builds on Rudine Sims Bishop's (1990) idea of [mirrors and windows](#). In it, [Debbie Reese](#) explains why the metaphor of a curtain is also very important, especially for Indigenous People. If you have been sharing the idea of windows and mirrors with students, this metaphor would be helpful to include with them here.


SQ4: How do we know we belong in a community of interest/kinship/identity? ¿Cómo sabemos que pertenecemos a una comunidad por afinidad de interés/parentesco/identidad?

Activity 16: Affinity Groups

Vocab:

Affinity Group / [grupo de afinidad](#)

Resources & Materials:

-  [Affinity group print out Bulletin Board Display](#)
 - **NOTE:** This has answers to some questions your students might have, but it also contains a lot of text for 1st graders. Use this as a teacher resource.

Introduce the vocabulary word [affinity group/grupo de afinidad](#) and add it to the word wall. Explain to your students that an affinity group is only for members of that group so it can be a safe place to share your experiences with people who share, respect, and honor that identity. Sometimes, it is the only time a certain group gets to be in the majority (for example, some schools have GSAs or predominantly white schools have groups for BIPOC students). Brainstorm class commitments (or sentence starters for conflict resolution) based on how the students want to work through when it's important to welcome everyone and when it is okay to have rules about belonging.

Consider inviting people who are part of affinity groups to talk about why those groups are important to them, and how they know when it's okay to have those rules and when it isn't (e.g., mom support group, network for business women, religious leaders talking about special ceremonies, Tribal leaders talking about who can be a member of a tribal nation, teachers' lounge where kids aren't supposed to go, etc.).

For their All About Me / [Todo acerca de mí](#) book, consider having them create a page about when they like to be part of an affinity group and when they like to be part of a diverse group. Some students may also want to write about times they've felt excluded or when exclusion has impacted their families. Allow students flexibility to make the books reflect what is most important to them while also demonstrating their understanding of these core concepts.

SQ4: How do we know we belong in a community of interest/kinship/identity? ¿Cómo sabemos que pertenecemos a una comunidad por afinidad de interés/parentesco/identidad?

Activity 17: Powwow Day

Vocab: No new vocab

Resources & Materials:

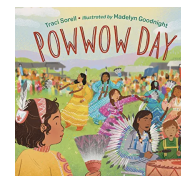
- [*What is Racism?*](#) From [Coming Together: Celebrating Every Child's Race, Ethnicity, and Culture!](#) / [Breves: "¿Qué es el racismo?"](#)

Books (in book bin):

- *Powwow Day* by Traci Sorrel

Other Books:

- [Those Shoes by Maribeth Boelts](#)



There is a long history of people being told they cannot join a community of interest or even a kinship community because of something about their identity even if they share that interest / have the requisite skills and knowledge or love and care for people. Highlight that this is the convergence of two kinds of identities they're learning about. Explore this idea with videos and books that touch on exclusion based on different parts of kids' identities that you have explored (e.g., Tribal membership, racial identity, ethnicity, social class, religion, gender expression, gender identity, nationality, etc.). There are many other resources to use as examples—if you have books in your personal library or there are particular identities that would be super salient for your students, seek out videos or books that touch on them in age appropriate ways.

- Read *Powwow Day* by Traci Sorrel. Ask students how River felt when she couldn't dance? What happened to make her feel like part of the celebration again? ¿Cómo se sentía River cuando no podía bailar? ¿Qué pasó para que se sintiera parte de la celebración nuevamente? Powwows are very important to River's community. How might she feel if other kids or kids at school don't know about powwows? / ¿Cómo se sentiría ella si otros niñ@s en la escuela no saben acerca de los powwows?
- Watch *What is Racism?* From *Coming Together: Celebrating Every Child's Race, Ethnicity, and Culture!* If your students are comfortable enough with you and each other, invite them to share if they have ever experienced a time when someone has made up a rule that they couldn't play. If you have a story to share, that could also help.

- Watch the read aloud: [Those Shoes by Maribeth Boelts](#) Ask: Why did the main character feel left out? Why did he feel like he was not part of his class? *¿Por qué el personaje principal se sintió excluido? ¿Por qué sentía que no era parte de su clase?* Again, if your students are comfortable enough with you or each other, invite them to share any personal connections they can make to this story. As always, invite them to offer up questions or things the story made them wonder.

NOTE: Economic inequality will be addressed further in 3rd grade and exclusion as part of xenophobia and racism is the focus of a unit in 4th grade. This unit helps lay the foundation for that work.

SQ4: How do we know we belong in a community of interest/kinship/identity? ¿Cómo sabemos que pertenecemos a una comunidad por afinidad de interés/parentesco/identidad?

Activity 18: Breaking Barriers

**This will most likely be done over several days. Choose any of the options below, or a different topic, connected to your students' interests, questions & ideas. Pacing will vary.*

Vocab: No new vocab

Resources & Materials:

- See each topic below for possible resources, videos and books
- [Illustrated Breaking Barriers / Rompió barreras Exit Slip](#)

Consider surveying the class to see what communities of interest are most interesting to them and then collect resources for them to explore about people who broke those barriers and who overcame those stereotypes or rules that they couldn't belong in some type of community. Have students document their learning with an [Illustrated Breaking Barriers / Rompió barreras Exit Slip](#) about what rule was unfair and how the person overcame it. General biography anthologies like 101 Changemakers and [Nuestra América](#) (not in the book bin) or *Be Bold! Be Brave! 11 Latinas who made U.S. History* (in 3rd grade book bin) can be helpful resources. NOTE: There are *many* other pictures across the book bins or available online / in the public library about someone being excluded because of their identity.

Examples include (choose one or several, or a different topic):

Baseball (could pair with playing a game of baseball all together):

- [The William Hoy Story: How a Deaf Baseball Player Changed the Game](#)
- [Mamie on the Mound: A Woman in Baseball's Negro Leagues](#)
- [Players In Pigtails](#)
- [She Loved Baseball: The Effa Manley Story](#)
- [¡Béisbol! Pioneros y leyendas del béisbol Latino](#)

Reading (could pair with a special reading day):

- Waiting for the [Biblio Burro / Esperando el biblioburro](#) by Monica Brown
- *Sembrando Historias: Pura Belpré, bibliotecaria y narradora de cuentos* by Anika Aldamuy Denise
- [My Name is Gabriela: The Life of Gabriela Mistral / Me llamo Gabriela: La vida de Gabriela Mistral](#) by Monica Brown

Running (could pair with a run outside):

- [The Girl Who Ran](#)
- [Fauja Singh Keeps Going: The True Story of the Oldest Person to Run A Marathon](#)

Music (could pair with making a class mixed tape)

- [My Name is Celia: The Life of Celia Cruz / Me llamo Celia: La vida de Celia Cruz](#) by Monica Brown
- [Selena: Queen of Tejano Music](#)
- [When Marian Sang](#)
- [Drum Dream Girl: How One Girl's Courage Changed Music](#) (which could pair with Nandi Bushell's drum battle with Dave Grohl ([video 1](#) and [video 2](#)))

Dance (could pair with a class dance party)

- [¡Danza! Amalia Hernández y el Ballet Folklórico](#) by Duncan Tonatiuh
- [Finding My Dance](#) by Ria Thundercloud
- [When Langston Dances](#) by Kaija Langley
- [The Story of Misty Copeland](#) by Frank Berrios (could pair with [How Misty Copeland Broke Ballet Glass Ceiling](#) video)
- [Black Irish Dancer Breaks Barriers](#) video
- [Gender-fluid dancer breaks barriers](#) video
- [Ballet Dancer With No Arms](#) video
- [This Dancer Is Breaking Down Barriers With Her Body Positivity](#) video

SQ4: How do we know we belong in a community of interest/kinship/identity? ¿Cómo sabemos que pertenecemos a una comunidad por afinidad de interés/parentesco/identidad?

Teacher Background

Teacher Background:

[Portland is one of the cities with the most interracial marriages](#) (Pew Research)

[Portland has the third most same-sex couple households of any city in the U.S.](#) (The Oregonian)

Activity 19: Historic Wedding Photos

Vocab: No new vocab

Resources & Materials:

- Historic Wedding Photos ([English](#) / [español](#))

Books:

- [The Case for Loving](#)

Return to the Community of Kinship / Comunidad de parentesco and note that there has even been exclusion related to families. Ask students what they have heard about exclusion and families. Some may already be familiar with some of this history because it impacts their family.

Show students samples of old-fashioned wedding pictures from Oregon [here](#) (search for "Wedding Photos"). What do they notice? Then, have students examine these [Historic Wedding Photos](#) and ask them what they notice and what questions they have. Why are there "missing" photos? / ¿Por qué hay fotos "faltantes"?

Create a timeline at the front of the room to mark important dates for students about marriage equality. Note for students that Oregon made it illegal for couples from different racialized groups to get married in 1866. It wasn't until 1951 that they were allowed to get married in Oregon and 1967 for the whole country. Read or play the picture book [The Case for Loving](#).

Just like Bayard and Walter (in photos above), some marriages have not been legal, which also impacts who can adopt children. In 2004, county workers in Multnomah County granted marriage licenses to same sex couples. People who didn't like that protested and got a judge to stop them, canceling all the marriages that had been approved. In 2005, a judge ruled it was illegal. In 2014, another judge said it was legal. And in 2015, the U.S. Supreme Court made it legal.

NOTE: This activity was inspired by the work of educator [Corey Sell](#).

SQ4: How do we know we belong in a community of interest/kinship/identity? ¿Cómo sabemos que pertenecemos a una comunidad por afinidad de interés/parentesco/identidad?

Teacher Background

Teacher Resources

[Episode 20: The Power of Affinity Groups “It’s Not Just a Club” featuring Rosetta Lee — Eraced Podcast](#)
[Affinity Group Resource Page - Rosetta Lee](#)
[Connecting Mirrors, Windows, Doors, Curtains, Telescopes, and Banned Books](#)
[Peek Inside July Language Arts - National Council of Teachers of English](#)
[Critical indigenous literacies: Selecting and using Children’s Books about indigenous Peoples](#)
[The Most Banned Picture Books of 2022 - PEN America](#)
[Pa. school board member opposes children's book 'All Are Welcome'](#)
[Banned Books 2022 - All Because You Matter - Marshall Libraries](#)

Activity 20: Censorship

Vocab:

Censorship / [censura](#)

Resources & Materials:

- [Exit slip template](#)

A special form of exclusion that has to do with our learning in schools is called censorship. Define [censorship/censura](#) and add it to the word wall. Acknowledge that sometimes adults disagree about what kids should learn, and some adults do not want little kids to learn about certain communities of interest, identity, or kinship. Have students work in small groups or as a whole class to make an anchor chart with reasons why adults might want kids to learn about all different kinds of communities and why some adults do *not* want them to. What examples have they heard of or that they know about? What questions do they have about this?

Ask students to write an exit slip about what they think and what questions they have using the [exit slip template](#). What do they

want adults to know who support censorship of their learning? Do they support them, oppose them, and why? / *¿Qué quieren que sepan los adultos que apoyan la censura de su aprendizaje? ¿Los apoyan, se oponen a ellos y por qué?*

Collect these to review to ensure you are addressing questions and making space for a range of student opinions and to follow up on students' questions.

SQ4: How do we know we belong in a community of interest/kinship/identity? ¿Cómo sabemos que pertenecemos a una comunidad por afinidad de interés/parentesco/identidad?

Activity 21: Banned Books

Vocab: No new vocab

Resources & Materials:

- [Syracuse author speaks out about book banning | WRVO Public Media](#) until 0:51
- [this image of some banned books](#) (top of article)
- [this site with pictures of banned books](#)
- [Photo of example posters by 4th graders](#) (for teacher background, see this article: [Free Our Books! Says Fourth Graders After Studying Representation and Book Bans](#))

Future Book:

- *The Great Banned Books Bake Sale* by Aya Khalil (publishing August 2023)

One example of censorship that is happening right now is the banning of books in elementary schools. Ask students to raise their hands if they have heard of banning books. Explain that banning books means that there are places in the country where kids are not allowed to read some of the books we read. Those books are banned or not allowed in their school or library. Listen to [Syracuse author speaks out about book banning | WRVO Public Media](#) until 0:51. Tell students, we read *Papa, Daddy, and Riley* in our classroom, but some kids are not allowed to read it in their classrooms.

Show students [this image of some banned books](#) in York, PA or [this site with pictures of banned books](#). Ask *What do you notice about the books that have been banned?* Students will probably notice that the second site has mainly Black characters or characters of color. Share with students that other books we read this year that have been banned in other states in the U.S. are: (if possible, gather the physical books and display them for students to see).

- *Papa, Daddy, and Riley*
- *All Are Welcome*
- *Thank You, Omu!*
- *Islandborn*

- *Where Are You From?*
- *My Papi Has a Motorcycle*
- *Bilal Cooks Daal*
- *Alma and How She Got Her Name* (video read aloud)
- *Those Shoes* (video read aloud in previous lesson)

Ask: What do you notice about the books that have been banned? Why might someone want to ban these books? / *¿Qué notas sobre los libros que han sido prohibidos? ¿Por qué alguien querría prohibir estos libros?* Give students time to talk in pairs or small groups about this and then each pair/group can share one idea. Show them these posters as an example of students taking action against book bans: [Photo of example posters by 4th graders](#) (for teacher background, see this article: [Free Our Books! Says Fourth Graders After Studying Representation and Book Bans](#)).

If students want to, give them time to take some kind of action on their own (e.g., writing letters to the newspaper or school districts who are banning books, writing a class book about this issue to raise awareness, etc.).

As an addition for their All About Me / *Todo acerca de mí* book, consider having students create a page that explains what they are especially proud about themselves that they want other little kids to know.

Unit Question: Who am I? What communities do I belong to? / ¿Quién soy yo? ¿A qué comunidades pertenezco?

Culminating Activity

Resources & Materials:

- Bulletin board materials
- [teacher instructions](#)

After students have time to finish their All About Me / Todo acerca de mí books, create some kind of an opportunity or event for them to share with each other and/or their families and school community. Give students a chance to learn about each other through the reading of their books to create the "All about we" / "Todo acerca de nosostr@s" bulletin board ([teacher instructions](#)).