

## GRADE 4

# AMPLIFY CKLA DEI AND SOCIAL JUSTICE GUIDE

### How to Use the Amplify CKLA DEI and Social Justice Guides

The following guide offers an overview of the many ways that the Amplify CKLA program supports students' understanding of issues related to diversity, equity, inclusion, and social justice. The guide for each grade details how the domains (K-2) or units (3-5) align to outcomes identified in the Teaching Tolerance Social Justice Standards. This tool enables teachers to understand how students work toward these outcomes through the Amplify CKLA program. It also includes a DEI question for each domain or unit that teachers may use to further develop students' understanding of how the content area connects to these issues.

While the Amplify CKLA program is not intended to be students' only opportunity to grapple with the ideas embedded in the Teaching Tolerance standards, it does offer substantial support for progressing toward the standards' outcomes. The guide for each unit and the alignment charts for each grade band detail which standards are supported in Amplify CKLA, enabling teachers to coordinate this with curricula in other subjects to ensure that students address all standards throughout the course of the school day.



# DEFENDING EDUCATION



## Grade 4 Unit 1 *Personal Narratives*

### Summary of how this unit approaches DEI and Social Justice

This unit examines the genre of personal narratives, which consists of works of nonfiction written by a first-person narrator involved in the events being described. Each of the texts has substantial literary merit and represents a spectrum of the American experience, written as they are from a variety of racial, cultural, and geographic perspectives. Students read narratives ranging from how a woman living in New York felt seeing a guava for the first time since moving from Puerto Rico to a young girl who is quarantined when she develops polio, and who eventually must use a wheelchair. As students reflect on the stories in this unit, they discuss why it is important to hear first-person narratives—that they learn about a variety of people's experiences, and that they hear those experiences from the people themselves. Students also write their own personal narratives in this unit, applying what they have learned after each of the stories. The narratives students draft reflect on how their individual heritages, traditions, and experiences have helped shape who they are.

### DEI Question

Why is it important to read diverse stories from the people who have actually experienced the events?

### Objectives

- Students write a variety of personal narratives about themselves and their experiences. [ID.3-5.1]
- Students read a variety of personal narratives about other people and their experiences. [DI.3-5.8]
- Students discuss people who brought more justice and fairness to the world, from a child standing up for their friend to Dr. Jonas Salk and Dr. Albert Sabin, who decided to make their findings about the polio vaccine public instead of selling them for a profit. [JU.3-5.15]

### Optional Lesson Modifications

- Lesson 3
  - Please be aware that this unit makes use of the term “Negro,” an antiquated term used to refer to people of African ancestry. Ensure that students understand that this term would be considered offensive if used today, and you may or may not choose to omit this term from the texts.
- Lesson 7
  - Writing: As a Challenge, have students pair up to share a brief personal narrative about a meaningful event in their lives. Encourage students to think of a moment when they believe they helped others to learn more about a different perspective. Use the following questions to guide students' thinking: What is an event/memory in your life that was very important to you? Why? What experiences have you had that others can learn from? What unique experience would you like others to know about? Have students share in pairs, then offer an opportunity for them to share with the class.



## Grade 4 Unit 2, Part 1 *Empires in the Middle Ages, Part 1*

### Summary of how this unit approaches DEI and Social Justice

This first half of the Empires in the Middle Ages unit covers the history of the Middle Ages in Europe. Students study the lives of different classes of people throughout the Middle Ages, from serfs to kings, and how classes both helped and hindered one another through the feudal system. They also consider the lives of women, who were not given the same privileges as men in the Middle Ages but who were expected, no matter their class, to take care of the home. They learn about the word *influential*; discover figures like Charlemagne, King Henry II, and Joan of Arc; and consider the figures' backgrounds (wealthy vs. poor) and how their actions were possible because of those backgrounds. Through reading, writing, and discussion, students consider outcomes of the Middle Ages and how that time in history contrasts with their own lives today.

### DEI Question

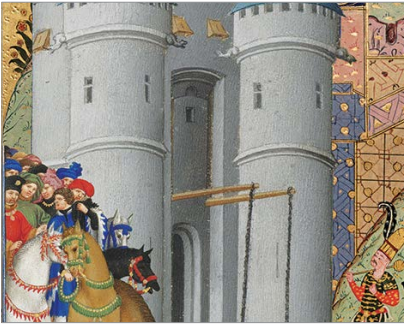
How did a person's life in the Middle Ages depend on who they were and where they were born?

### Objectives

- Students consider how their lives are similar to and different from the lives of people in the Middle Ages. [DI.3-5.7]
- Students study the feudal system and the role of women in the Middle Ages and explain why life was easier for some people and harder for others based on who they were and where they were born. [JU.3-5.14]
- Students apply the word *influential* to historical figures like Charlemagne, King Henry II, and Joan of Arc, discussing why their actions made them such influential figures during the time in which they lived. [JU.3-5.15]

### Optional Lesson Modifications

- Lesson 5
  - Advance Preparation—Universal Access: As students explore the towns and people in the Middle Ages, guide them to understand that most ethnicities/ races were represented in Europe during this period.
- Lesson 7
  - Reading: Explain to students that they will be hearing more about the Christian faith in the Middle Ages, but that it was not the only religion that was practiced in Europe during that time.



## Grade 4 Unit 2, Part 2 *Empires in the Middle Ages, Part 2*

### Summary of how this unit approaches DEI and Social Justice

This second half of the Empires in the Middle Ages unit covers the history of the Islamic Medieval Empires through informational text. In addition, students learn about historical fiction and fables and consider what morals they can learn from such stories. Students also study major historical figures, like Muhammad, and the impact those figures had on the Islamic empire throughout centuries. They consider why the Islamic civil war would have been traumatic for Muslims, as well as the treatment of Muslims by Christians during the Crusades. As students learn about these moments in history, they must consider its impact on the present: it is difficult to understand the modern world without knowing about this region and its medieval history.

### DEI Question

What factors made the Five Pillars of Islam so influential when they were first introduced?

### Objectives

- Students encounter the word *diverse* and relate it to their readings. [DI.3-5.6]
- Students discuss the differences between two major religions during the Middle Ages: Christianity and Islam. [DI.3-5.8]
- Students discuss the Crusades and their outcome as well as the unfair treatment of the Muslims by the Christians in Jerusalem. [JU.3-5.12]
- Students evaluate the reasons behind Muhammad's accomplishments and success with the poor and powerless. [JU.3-5.15]

### Optional Lesson Modifications

- Lesson 21
  - Reading: This reading states that the Mosque of Cordoba was later converted into a Catholic cathedral. You may wish to use this opportunity to expand on the religious and historical significance of the city, sharing that Córdoba was the location of some of the most influential battles among Christians and Muslims in history. Given its position in southern Spain, early Islamic expansion under the Umayyad family forced the destruction, capture, and eventual recovery of Córdoba, where they continued to rein and eventually converted the large church into the Great Mosque of Córdoba. This Muslim control of Córdoba would eventually come to an end, as the civil war within the Muslim community would drive Córdoba to become the center of contest for power. It was then, in 1236, that the Castilian king Ferdinand III would conquer Córdoba and make it a part of Christian Spain. They eventually converted the Mosque back to a church, but Córdoba continues to hold an important role in history for Christians and Muslims alike.





## Grade 4 Unit 3 *Poetry*

### **Summary of how this unit approaches DEI and Social Justice**

This unit introduces students to the study of poetry. The poems in this unit represent a wide variety of time periods, from Kshemendra's twelfth-century treatise on the responsibilities of poets to the work of living writers such as Nikki Giovanni and Harryette Mullen. We haven't chosen poems written specifically for children; we have instead selected poems all readers will enjoy. The poets come from many backgrounds and nations; they are European, Asian, African American, Native American, and Hispanic. The poems themselves are similarly diverse; some employ precise meter and rhyme schemes, while others use free verse. Uniting them all is their engagement with language and its potential. Students apply what they are learning in original poems of their own, like poems based on their memories or "I Hear My School Singing" poems based on Walt Whitman's "I Hear America Singing." They often share and discuss with classmates, further increasing their understanding of others' experiences.

### **DEI Question**

How can poetry help us better understand and relate to other people?

### **Objectives**

- Students consider their own memories, experiences, and feelings to write their own poems. [ID.3-5.1]
- Students learn about different time periods and lifestyles through poetry. [DI.3-5.8]
- Students explain how Langston Hughes's poem "Harlem" describes the declining possibilities for the people who lived in that community, which was the center of the Harlem Renaissance. [DI.3-5.10]





## Grade 4 Unit 4 *Eureka! Student Inventor*

### Summary of how this unit approaches DEI and Social Justice

This unit consists of various rounds of a fictitious game show in which students learn about inventors and inventions. Students consider various types of inventors and inventions, from George Washington Carver and his work with peanuts and soil depletion to Louis Braille, a blind inventor who invented a way for seeing-impaired people to read and write. During the show, students observe conflicts between various inventors' personalities, underscoring the conclusion that respect is an important aspect of collaboration. As students make their way through the unit, they begin to understand how the work of these inventors (and the potential work of the students) affects life today, and that by working on teams and collaborating, "invention breeds invention."

### DEI Question

How have inventions throughout history made people's lives easier or better?

### Objectives

- Students write about how inventions discussed in the unit (such as the light bulb) have affected their lives. [ID.3-5.1]
- Students form teams and collaborate on challenges throughout the unit. [DI.3-5.9]
- Students study several inventors from various points in history who changed the world for the better. [JU.3-5.15]
- Students discuss the word *collaboration* and how it relates to their work with teammates in the Eureka! game. [AC.3-5.20]

### Optional Lesson Modifications

- Lesson 1
  - Find Your Lab Clues: Airplane—first page: Create a new slip of paper with the following description: Amelia Earhart was an American aviator and the first woman to fly a plane across the Atlantic Ocean in 1932.
- Lesson 3
  - Episode Overview: To have equal race representation and expose your students to prominent figures from all races, we suggest that you introduce your students to Lewis Latimer.
  - Episode Overview: Latimer was an African-American inventor who in 1881 created the first light bulb with a carbon filament, which allowed light bulbs to last longer. He was the son of escaped enslaved people and served in the military for the Union during the Civil War.



## Grade 4 Unit 5 **Geology**

### **Summary of how this unit approaches DEI and Social Justice**

This unit explores the relationships between different geological processes and how they affect the landscape and related environments of the earth. As students study these processes, such as tectonic plates and the earth's layers, they learn about the scientists who helped discover this information, like Alfred Wegener and Inge Lehmann, and learn that science can be open to everybody. Students discover that because of the information the scientists found, we are now able to understand more about why certain natural disasters—like tsunamis and volcanic eruptions—occur. They also read about myths that people told to explain natural disasters before scientists could explain them, from the native people of Hawaii to the Klamath tribe in Oregon, helping students see that humans across cultures and regions have long tried to understand how the world works. Through this unit, students gain a greater appreciation for the geological processes on Earth, as well as the people that study them.

### **DEI Question**

How can learning about natural disasters help keep people safe?

### **Objectives**

- Students read about myths from native Hawaiian people and the Klamath tribe that explain volcanic activity. [DI.3-5.6]
- Students discuss scientists like Alfred Wegener and Inge Lehmann, who persevered with their scientific discoveries even in difficult circumstances. [DI.3-5.8]

### **Optional Lesson Modifications**

- Introduction
  - **Geology and Diversity:** Before teaching this unit, we suggest that you read the article “Race and Racism in Geosciences,” by Kuheli Dutt, Diversity Officer for Lamont-Doherty Earth Observatory of Columbia University. In the article, Dutt attempts to confront shortcomings in diversity, inclusion, and racial bias training in the geosciences, offering a new perspective to the way in which sciences are taught.
  - **Geology and Diversity:** While reading “Race and Racism in Geosciences,” we recommend that you reflect on how our individual privileges may affect the way in which geosciences and other sciences are taught. Educators can provide a more inclusive curriculum if we acknowledge our privileges and ensure that our biases do not interfere with students’ experience with the *Geology* unit.





Grade 4 Unit 6  
**Contemporary Fiction**  
*including excerpts from The House on Mango Street*

**Summary of how this unit approaches DEI and Social Justice**

This unit dives into the genre of contemporary fiction, using excerpts from Sandra Cisneros's novel *The House on Mango Street*. The novel was chosen because it combines rich, lyrical, yet accessible language with an engaging narrative and protagonist. Many students will identify with Esperanza, a young Mexican American girl trying to find her own identity in difficult circumstances. She has aspirations for the future (something students will investigate in depth), but those aspirations change. As the book progresses she becomes more mature and less "selfish." She comes to understand that her community is a vital part of who she is now and will be in the future. As students identify the theme of aspiration throughout the novel, they begin to rewrite some of the scenes they've read, eventually building up to writing their own aspirational stories.

**DEI Question**

How have your environment and heritage shaped your identity?

**Objectives**

- Students write their own aspiration stories and discuss examples of something they are really proud of in their writing. [ID.3-5.4]
- Students examine the lives of a young Mexican American girl, Esperanza, her family, and her community. [DI.3-5.6]
- Students collaborate on theatrical, text-based presentations, taking on the roles of actors, directors, and audience. [DI.3-5.9]





## Grade 4 Unit 7 *American Revolution*

### Summary of how this unit approaches DEI

This unit examines the disagreements about principles of government that led colonists in North America to seek independence from Great Britain. First, students act out scenes that review knowledge they may have already encountered about the French and Indian War. Students then learn about the unfair treatment of colonists by the British government and discuss historical figures (such as the Founding Fathers and the Sons of Liberty) who helped combat that unfairness. In addition, students read about enslaved Africans, some of whom freed themselves: Phillis Wheatley, a poet; Crispus Attucks, who died in the Boston Massacre; Elizabeth Freeman, who sued for her freedom; and Peter Salem, who served in the Continental Army. Students will also encounter two narrative texts by Washington Irving depicting fictional stories set during the time of the American Revolution. The knowledge students gain throughout this unit guides them in drafting an essay about the causes and effects of the American Revolution and helps them consider the ways in which the Revolution affected various groups of people differently.

### DEI Question

How did various groups of people fight against injustice in the American colonies?

### Objectives

- Students discuss informative and narrative texts that depict life during the time of the American Revolution. [DI.3-5.8]
- Students act out scenes narrating moments prior to the American Revolution, including a conversation between two Native American people discussing their loss of land. [JU.3-5.13]
- Students discuss historical figures who worked to achieve independence from Britain and shape a new country. [JU.3-5.15]

### Optional Lesson Modifications

- Lesson 1
  - Enact Vignettes: Emphasize to students that neither the French nor the British owned the land in the West. That land instead belonged to the Native Americans, who had been living there for many years, but Native Americans were often displaced from their land, as European nations did not respect or acknowledge Native Americans ownership of their own lands.



## Grade 4 Unit 8 *Treasure Island*

### Summary of how this unit approaches DEI

This unit examines the fiction genre through a classic novel, *Treasure Island*, providing an opportunity for students to learn about the adventure story as a unique subgenre of fiction. As students read through excerpts of the novel, they learn to use textual evidence to analyze characters, their motivations, and their trustworthiness. Students encounter Long John Silver, a pirate who uses crutches to walk, and they analyze why his use of casual speech shows that he is from a lower social class than characters like Captain Smollett, “a well-educated and proper gentleman.” As students follow the story of Jim, the protagonist, they discover with him what life is like on a ship, the effects of a mutiny, how to evaluate whether or not people are trustworthy, and the necessity of collaboration to get out of dangerous situations. Through Jim’s adventures, students learn about effective and ineffective ways people relate to each other.

### DEI Question

What can stories from another time teach us, and how do they relate to us today?

### Objectives

- Students read about Long John Silver, a pirate who walks with crutches, and discuss how his casual language identifies him and other characters as lower class. [DI.3-5.7]
- Students discuss excerpts from a fictional narrative text, *Treasure Island*, that depict the life of sailors, pirates, and tradesmen during the mid-1700s. [DI.3-5.8]

### Optional Lesson Modifications

- Lesson 1
  - Review Geography and History: Before the last bullet, insert the following text: Explain that these “new lands” were not new to the large population of indigenous communities who already had their own societies and systems of governing in North and South America. Add that while these European countries were sent out to “claim land and riches for their homelands,” they were robbing and killing many indigenous communities as they did so. In many cases, if these communities were not already burnt down or destroyed by European colonists, Europeans brought devastating diseases unbound in native land that continued to kill indigenous people for decades after colonists’ initial arrival.





# Social Justice Standards Alignment

## IDENTITY

I know and like who I am and can talk about my family and myself and describe our various group identities. [ID.3-5.1]

Grade 3	1	2	3	4	5	6	7	8	9	10	11
Grade 4	1	2, P1	2, P2	3	4	5	6	7	8		
Grade 5	1	2	3	4	5	6	7	8	9		

I know about my family history and culture and about current and past contributions of people in my main identity groups. [ID.3-5.2]

Grade 3	1	2	3	4	5	6	7	8	9	10	11
Grade 4	1	2, P1	2, P2	3	4	5	6	7	8		
Grade 5	1	2	3	4	5	6	7	8	9		

I know that all my group identities are part of who I am, but none of them fully describes me and this is true for other people too. [ID.3-5.3]

Grade 3	1	2	3	4	5	6	7	8	9	10	11
Grade 4	1	2, P1	2, P2	3	4	5	6	7	8		
Grade 5	1	2	3	4	5	6	7	8	9		

I can feel good about my identity without making someone else feel badly about who they are. [ID.3-5.4]

Grade 3	1	2	3	4	5	6	7	8	9	10	11
Grade 4	1	2, P1	2, P2	3	4	5	6	7	8		
Grade 5	1	2	3	4	5	6	7	8	9		

I know my family and I do things the same as and different from other people and groups, and I know how to use what I learn from home, school and other places that matter to me. [ID.3-5.5]

Grade 3	1	2	3	4	5	6	7	8	9	10	11
Grade 4	1	2, P1	2, P2	3	4	5	6	7	8		
Grade 5	1	2	3	4	5	6	7	8	9		

## DIVERSITY

I like knowing people who are like me and different from me, and I treat each person with respect. [DI.3-5.6]

Grade 3	1	2	3	4	5	6	7	8	9	10	11
Grade 4	1	2, P1	2, P2	3	4	5	6	7	8		
Grade 5	1	2	3	4	5	6	7	8	9		

I have accurate, respectful words to describe how I am similar to and different from people who share my identities and those who have other identities. [DI.3-5.7]

Grade 3	1	2	3	4	5	6	7	8	9	10	11
Grade 4	1	2, P1	2, P2	3	4	5	6	7	8		
Grade 5	1	2	3	4	5	6	7	8	9		

I want to know more about other people's lives and experiences, and I know how to ask questions respectfully and listen carefully and non-judgmentally. [DI.3-5.8]

Grade 3	1	2	3	4	5	6	7	8	9	10	11
Grade 4	1	2, P1	2, P2	3	4	5	6	7	8		
Grade 5	1	2	3	4	5	6	7	8	9		

I feel connected to other people and know how to talk, work and play with others even when we are different or when we disagree. [DI.3-5.9]

Grade 3	1	2	3	4	5	6	7	8	9	10	11
Grade 4	1	2, P1	2, P2	3	4	5	6	7	8		
Grade 5	1	2	3	4	5	6	7	8	9		

I know that the way groups of people are treated today, and the way they have been treated in the past, is a part of what makes them who they are. [DI.3-5.10]

Grade 3	1	2	3	4	5	6	7	8	9	10	11
Grade 4	1	2, P1	2, P2	3	4	5	6	7	8		
Grade 5	1	2	3	4	5	6	7	8	9		

## JUSTICE

I try and get to know people as individuals because I know it is unfair to think all people in a shared identity group are the same. [JU.3-5.11]

Grade 3	1	2	3	4	5	6	7	8	9	10	11
Grade 4	1	2, P1	2, P2	3	4	5	6	7	8		
Grade 5	1	2	3	4	5	6	7	8	9		

I know when people are treated unfairly, and I can give examples of prejudice words, pictures and rules. [JU.3-5.12]

Grade 3	1	2	3	4	5	6	7	8	9	10	11
Grade 4	1	2, P1	2, P2	3	4	5	6	7	8		
Grade 5	1	2	3	4	5	6	7	8	9		

I know that words, behaviors, rules and laws that treat people unfairly based on their group identities cause real harm. [JU.K-2.13]

Grade 3	1	2	3	4	5	6	7	8	9	10	11
Grade 4	1	2, P1	2, P2	3	4	5	6	7	8		
Grade 5	1	2	3	4	5	6	7	8	9		

I know that life is easier for some people and harder for others based on who they are and where they were born. [JU.3-5.14]

Grade 3	1	2	3	4	5	6	7	8	9	10	11
Grade 4	1	2, P1	2, P2	3	4	5	6	7	8		
Grade 5	1	2	3	4	5	6	7	8	9		

I know about the actions of people and groups who have worked throughout history to bring more justice and fairness to the world. [JU.3-5.15]

Grade 3	1	2	3	4	5	6	7	8	9	10	11
Grade 4	1	2, P1	2, P2	3	4	5	6	7	8		
Grade 5	1	2	3	4	5	6	7	8	9		

## ACTION

I pay attention to how people (including myself) are treated, and I try to treat others how I like to be treated. [AC.3-5.16]

<b>Grade 3</b>	<b>1</b>	2	3	4	<b>5</b>	6	7	8	9	10	11
<b>Grade 4</b>	1	2, P1	2, P2	3	4	5	6	7	8		
<b>Grade 5</b>	1	2	3	<b>4</b>	5	6	7	8	9		

I will speak up or do something when I see unfairness, and I will not let others convince me to go along with injustice. [AC.3-5.19]

<b>Grade 3</b>	1	2	3	4	5	6	7	8	9	10	<b>11</b>
<b>Grade 4</b>	1	2, P1	2, P2	3	4	5	6	7	8		
<b>Grade 5</b>	1	2	3	4	5	6	7	8	9		

I will work with my friends and family to make our school and community fair for everyone, and we will work hard and cooperate in order to achieve our goals. [AC.3-5.20]

<b>Grade 3</b>	1	2	3	4	5	6	7	8	9	10	11
<b>Grade 4</b>	1	2, P1	2, P2	3	<b>4</b>	5	6	7	8		
<b>Grade 5</b>	1	2	3	4	5	6	7	8	9		



DEVELOPING EDUCATION