

2014

Differentiating the Common Core: Establishing the importance of place, population, and politics in creating a relevant and valuable curriculum

Cara La'i Ana Chaudron
cachaudron@vassar.edu

Follow this and additional works at: http://digitalwindow.vassar.edu/senior_capstone

Recommended Citation

Chaudron, Cara La'i Ana, "Differentiating the Common Core: Establishing the importance of place, population, and politics in creating a relevant and valuable curriculum" (2014). *Senior Capstone Projects*. 267.
http://digitalwindow.vassar.edu/senior_capstone/267

This Open Access is brought to you for free and open access by Digital Window @ Vassar. It has been accepted for inclusion in Senior Capstone Projects by an authorized administrator of Digital Window @ Vassar. For more information, please contact library_thesis@vassar.edu.

Differentiating the Common Core:

Establishing the importance of place, population, and politics in
creating a relevant and valuable curriculum

Cara La'i Ana Chaudron

A senior thesis submitted in partial fulfillment of the requirements for the degree of
Bachelor of Arts in Educational Studies

Vassar College

Advisor | Erin McCloskey

Spring 2014

Contents

Acknowledgments	iii
Abstract	iv
Chapter I: Background Information and Purpose	1
Chapter II: Literature Review	9
Chapter III: Place, Population, and Politics of Poughkeepsie and Honolulu	33
Chapter IV: Module 1 of the CCSS	40
Chapter V: An Adapted Curriculum	46
Chapter VI: Moving Forward	61
References	63
Appendix A	66
Appendix B	67
Appendix C	68
Appendix D	70
Appendix E	72

Acknowledgements

I would like to express my sincerest appreciation to my thesis advisor, Erin McCloskey, for her consistent guidance throughout this process. It is her genuine warmth, support, and shared excitement for this project that enabled me to produce the work that I did. I would also like to thank my housemates and closest friends for their feedback and encouragement these past few months. I owe my consistent work habits to you. To my elementary school counterparts, thank you for being interested in this project from the start and for always indulging my questions. You are my inspiration for this thesis. And to my mother, thank you for your patience—your willingness to listen to my every thought has undoubtedly kept me sane. What a rewarding process this has been.

Abstract

This thesis explores the importance of incorporating students' surrounding place, population, and politics into a relevant and valuable curriculum. I frame this analysis with an overview of the benefits and detriments of the recent Educational reform initiative known as the Common Core State Standards (CCSS). Public responses to the standardization of curriculum brought about by the CCSS are presented and reviewed. In line with the significant amount of criticism that has been voiced, I explore the elements missing from the CCSS and offer an appropriately adapted version of one module of fifth grade English Language Arts (ELA) curriculum. Throughout this curriculum I adapt existing lessons to address the place, population, and politics of students in Honolulu, Hawaii and in Poughkeepsie, New York. I use these adapted curricula as well as guiding questions for adaptations in other locations to encourage a meaningful and necessary differentiation of the CCSS.

Chapter I: Background Information and Purpose

“The Common Core State Standards (CCSS) are a big deal. Adopted by forty-five states so far, the standards represent the most sweeping reform of the K-12 curriculum that has ever occurred in this country. It is safe to say that across the entire history of American education, no single document will have played a more influential role over what is taught in our schools” (Calkins, Ehrenworth, & Lehman, 2012, p. 1). As an Education and Psychology double major as well as an aspiring elementary school teacher, the magnitude of this current reform is not one I have taken lightly. Since I began my Educational studies during my first semester at Vassar, an increasingly critical lens has affected my perspective of the American education system.

Due to the nature and timing of this reform, I have chosen to dedicate my senior thesis to a focused investigation of these Common Core State Standards (CCSS). This project will include a literature review on the current opinions, timelines, and politics surrounding the CCSS, and will culminate in two similarly adapted modules of ELA curricula that I will create addressing what I find to be missing from the CCSS. Because of the complexity of the CCSS, I have chosen to narrow my research and project to challenge the following question: how are place, population, and politics involved in creating a relevant and valuable curriculum?

Before going any further, I must explain what exactly I am referring to with “place, population, and politics.” In this case, “place” is determined through the following questions: Geographically, where is the school located? What is unique about this geographical location? What resources (or lack thereof) surround the students on a

daily basis that they should know about? How does this geography affect their population on a local and global scale?

Additionally, “population” refers to: What cultures, ethnicities, races, languages, disabilities, etc. make up the local population? Essentially, what kind of diversity are the students exposed to? Where do the students fit in among this population of people? Whom are the students coming in contact with every day?

Finally, the “politics” considered in this context are indicated by: What policies directly affect the students’ daily lives that they should be aware of? How are their educations, freedoms, and families affected by different local politics and policies? How can the students get involved to make positive changes in their community? How can students understand the impact and importance of these local, national, and global politics (to an appropriate extent)?

Keeping these definitions in mind, it is my intention to show—through two distinct examples of curricula—how having a curriculum that address the place, population, and politics of students’ lives can enhance the CCSS to create a valuable and relevant educational experience for students. More specifically, in order to demonstrate this concept I will create a sample portion of a 5th grade ELA curriculum centered in Poughkeepsie, New York and another sample curriculum centered in Honolulu, Hawaii. I have chosen Honolulu because it is my hometown and therefore I have extensive first-hand experience with the place, population, and politics affecting the current student body. Because I received a public elementary education and followed that with a private middle and high school experience, the strong memories that remain of my schooling provide me with a personal perspective of the effects that different forms of curriculum

can have on students' educational experiences. Although I recognize that my interpretations of the education I received are not accurately generalizable, I intend to use these experiences to provide a realistic lens when creating my curriculum.

Poughkeepsie is my second place of focus because I have developed a close relationship with multiple local elementary school students throughout my time at Vassar. These relationships have allowed these students to share much of their school experiences with me on a regular basis, and as such have given me perspective with which to approach relevant discussions about the place, population, and politics of Poughkeepsie. By engaging with these students on a daily basis in academic as well as personal contexts, I have established an up-to-date understanding of the types of lessons that I believe would provide these students and their peers with a relevant and valuable educational experience.

Just as place, population, and politics were defined earlier, I must clarify what I mean when I mention "relevant" and "valuable" educational experiences. In this context, the term "relevant" refers to educational practices that are community-centered and closely connected to students' daily lives and experiences. In other words, students should be able to make personal connections to the topics being discussed, allowing for their interest to increase and consequently for them to develop stronger and longer-lasting understandings of the lessons.

Building off of this definition, the term "valuable" refers to educational practices that provide students with essential and worthy skill sets and knowledge that improve their quality of life both currently and throughout the future. This includes ensuring that the curriculum being presented is developmentally appropriate for the intended age

group, as a failure to do this could severely hinder the effectiveness of the lessons being given. More broadly, “valuable” describes an educational experience that contributes to what I believe is the ultimate goal of education: to develop critical, curious, and informed thinkers that are well equipped to become functioning and contributing members of global societies. In comparison, the CCSS strive “to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers” (“About the standards,” 2014, para. 2).

Although both goals acknowledge the importance of developing necessary skills and knowledge, the CCSS emphasize college and career success while the goal I present focuses more on students’ general success as well-rounded, contributing members of society. Despite these differences, I believe that it is possible to meet both goals simultaneously with the same educational experience, which is what I do with the portions of curricula that I have created.

I have chosen to complete this project as my thesis because the CCSS have already been adopted by the majority of the United States, and so far I feel as if more could be done with these standards to help meet my ideal goal of education as well as the goal of the CCSS. Despite this belief, I must also acknowledge that the CCSS do incorporate some significant improvements in their curriculum as a whole. For example, one of the main objectives of the CCSS is to encourage students to think more deeply about fewer concepts, rather than to learn many things superficially. This emphasis on profound understanding of concepts rather than a mere regurgitation of information is a skill that students will benefit from in all walks of life, and one that I agree should be encouraged adeptly in all classrooms.

Another positive aspect of these standards is their organization. As a whole, the CCSS provide a relatively clear curriculum map that allows educators across the country as well as teachers across grade levels to access and understand the foundation behind what is being taught in other states, schools, and grades. In this sense the standardization of such a foundation is beneficial as it allows educators to frame their lessons with the perspective of what their students can or will encounter in their future educational experiences.

However, in this process of standardizing nation-wide instruction, some crucial elements have been ignored. For example, “make text-to-self connections, access prior knowledge, explore personal response, and relate to your own life” (Calkins, Ehrenworth, & Lehman, 2012, p. 25) are phrases that are not included at all in the Common Core State Standards. This lack of any emphasis on students’ personal connection to texts or lessons being taught puts teachers and students of the standards at a distinct disadvantage. As an after school program assistant teacher and a regular private tutor, I spend many hours out of my week working one-on-one with Poughkeepsie elementary school students on their homework. I hear conversations, complaints, and comments of excitement shared among the students about their experiences with their homework and their education in general. Although a few assignments inspire excitement, most of the work I watch these students complete provokes nothing but frustration and anxiety within these otherwise passionate children. Common sense and rational approaches to problems get replaced with confusing instructions, detached attitudes, and a robotic completion of tasks that exemplifies the extreme lack of intrinsic motivation and interest these students experience in their classrooms.

One particular fifth grade student that I tutor every week has been assigned numerous Common Core worksheets that have included math problems so confusing or erroneous that her frustration with math has only intensified rather than improved (See Appendix A for example images). I am confident that these isolated circumstances of perplexity are due to the typographical errors generated by the CCSS curriculum and not the student's math ability because this student demonstrates a clear understanding of math concepts and procedures in all other assignments. It is unacceptable that a rushed effort to implement and distribute the CCSS has resulted in an inordinate number of mathematical and grammatical errors that have a notable effect on students' confidence and ability to understand the very math that these worksheets are intended to explain. Furthermore, it is important to note that although this student is able to overcome these challenges and understand the intended lessons with my help, other students who do not have access to resources such as private tutors or extra help may not have this opportunity. This unfortunate reality exacerbates these errors; without outside help, it is likely that students will not recognize these typos as errors and instead will attribute their confusion and frustration to their own mathematical inabilities, needlessly perpetuating a system of disadvantage.

As further evidence, I see the students I work with adopt an "I just have to get through this" mentality, rushing through their worksheets in the least engaged manner possible. Learning is replaced by a mere completion of tasks, and as a result, information is not easily retained. Although these observations cannot be assumed to generalize every student's experience with their public school education, I am confident that my proposed

option for a solution is one that can, in fact, be generalized with much greater efficacy to the broader public elementary school student body.

Enhancing the CCSS with a culturally relevant curriculum to include math problems, reading assignments, and writing exercises (among other work) that relate to students' daily experiences and place of residence provides these students with points of reference that promote deeper connections to and interest in their work. When discussing the importance of these deeper connections, Gruenewald (2003) states:

Place-based educators do not dismiss the importance of content and skills, but argue that the study of places can help increase student engagement and understanding through multidisciplinary, experiential, and intergenerational learning that is not only relevant but potentially contributes to the well-being of community life. (p. 7)

As a private tutor I have the freedom to employ this strategy and shape my lessons in a very personally relevant manner, and I have found that in almost every instance in which I approach a problem or lesson in this way, the students engage with the material and remember it with overwhelming ease in comparison to other work-related circumstances.

My goal for this project is to address some of these issues I encounter in my daily experience working with elementary school students. Although I recognize that idealistic solutions created in a one-on-one setting cannot realistically be applied to full classroom settings, I believe that there is a comparable way to meet the CCSS while at the same time providing a valuable and relevant education by addressing place, population, and politics within standard-aligned work. I am aware that a project of this nature is difficult and complex in a manner that I may not be able to understand even after extensive research. However, the portions of curricula that I will create are not intended to be final,

all-encompassing solutions to the educational issues at hand, but rather an example of a possible direction in which positive change could occur.

Even years before the CCSS had begun to be discussed, Gruenewald (2003) offered the following observation, emphasizing the genuine need for a place-based curriculum like the one I will present. He states:

...current educational discourses seek to standardize the experience of students from diverse geographical and cultural places so that they may compete in the global economy. Such a goal essentially dismisses the idea of place as a primary experiential or educational context, displaces it with traditional disciplinary content and technological skills, and abandons places to the workings of the global market. (p. 7)

Unfortunately, this statement applies even more to present day reform efforts, as the CCSS exemplify the focus on standardization that Gruenewald refers to above. Such a reality provides an ideal platform for the adapted, location-focused curriculum I have designed in an attempt to address certain necessary but manageable adjustments within the CCSS. The module of adapted curriculum I present in further chapters outlines eight weeks of fifth grade ELA curriculum at a broad level, suggesting day to day guidelines for differentiation in reference to the already created New York State curriculum. In ideal circumstances, such a project would not be taken on by a singular person but rather by a combination of teachers, parents, education officials, and other community members who could all offer distinct knowledge about the people, place, and politics affecting their own communities. Such collaboration would promote the creation of an exceptionally relevant curriculum, while at the same time allowing the collaborators to address many more grade levels and subject areas in a more efficient manner than if one were working independently.

Chapter II:
Literature Review—What are people saying about the Common Core?

Having presented my personal attitudes surrounding the Common Core State Standards (CCSS), I will now frame the standards in a comprehensive literature review of the timelines of implementation for each state as well as the current opinions being expressed about this process. This will include reactions from parents, educators, psychologists, researchers, school directors, and students who are all affected by these standards in unique ways. Although the topical nature of the CCSS provides for an exciting and extremely relevant thesis focus, it also means that policies, opinions, and details surrounding the standards are still in the process of evolving (and will be for some time). Therefore, it is important to note that I review the existing literature with an understanding that it will be difficult to be entirely thorough, and so my review encompasses what has been said about the CCSS through April 2014.

In order to promote an effective understanding of this literature review about the CCSS, I will begin by outlining what the standards actually comprise. According to the Common Core State Standards Initiative (“Frequently asked questions,” 2014):

The Common Core State Standards Initiative is a state-led effort that established a single set of clear educational standards for kindergarten through 12th grade in English language arts and mathematics that states voluntarily adopt. The standards are designed to ensure that students graduating from high school are prepared to enter credit bearing entry courses in two or four-year college programs or enter the workforce. (para. 3)

Although national organizations such as the National Council of Teachers of Mathematics have been creating and suggesting specific subject standards for decades, this is the first time in United States history that one set of core standards has been created and published with such a wide reaching response towards implementation.

Before the release of these standards, each state determined and controlled their own curriculum, although many states took suggestions from standards created by national education organizations (“Common Core State Standards 101,” 2013). Since its release in 2010, currently “forty-five states, the District of Columbia, four territories, and the Department of Defense Education Activity have adopted the Common Core State Standards,” (“Standards in your state,” 2014, para. 1). Although states are not required to adopt these standards, forty-four out of forty-five of these states had already adopted the CCSS by the end of 2010, the first year they were released (“Common Core State Standards 101,” 2013). Despite this encouraging statistic, framing this overwhelming endorsement of the standards within the proper political context is crucial to understanding the incentives behind these rapid adoptions. Klein (2014) draws an important connection in a recent article published in *Education Week* discussing the Common Core:

The Obama administration gave common-core states an edge in the high-profile Race to the Top grant competition, and directed \$360 million in federal stimulus funds to two consortia of states to develop tests that align with the standards. And the department made adoption of college- and career- ready standards a requirement for states that wanted a waiver from the No Child Left Behind Act. Common core fit the bill... (para. 8)

In other words, although states have technically adopted the CCSS voluntarily, competition for Race to the Top funding has provided a glaring incentive to hasten the process of embracing these standards. Understanding this reality helps to frame New York and Hawaii’s individual processes of adopting the standards in a more informed context.

New York

New York State officially adopted the CCSS on July 19, 2010, but the standards were not fully implemented until the 2012-2013 school year (“Standards in your state,” 2014). During the 2011-2012 school year leading up to the full adoption of the CCSS, teachers were expected to include one unit of CCSS aligned instruction in their year’s curriculum. However, all other instruction, as well as all assessments for this year, was derived from the New York State Learning Standards and CCSS in ELA and Mathematics that had been in effect since 1996, with the mathematics portion revised in 2005. Some educator resources pertaining to the evolving curriculum shifts were available by the summer of 2011, and even more specific resources (such as curriculum units and modules) were available by the summer of 2012 (“Background and context,” 2012).

According to the Engage NY website (“Changes to NYS standards, curricula, and assessments: ELA and Mathematics,” 2013), teacher’s methods of instruction will be affected in specific ways with the adoption of the new standards:

In ELA, these shifts will be characterized by an intense focus on complex, grade-appropriate non-fiction and fiction texts that require the application of academic vocabulary and other key college- and career-readiness skills. In mathematics courses, the Common Core State Standards demand that teachers focus their instruction on fewer, more central standards, thereby providing room to build core understandings and linkages between mathematical concepts and skills. (p. 4)

When “full” implementation of the standards occurred in the 2012-2013 school year, all ELA and Mathematics instruction for grades 3-8 became aligned to the Common Core Learning Standards (CCLS) in the manner described above. As a result, the ELA and Mathematics assessments for grades 3-8 also shifted in focus, marking the first year that these assessments measured the CCLS in the state of New York. Despite

these changes, the grade 11 ELA Regents assessments as well as the Algebra I, Algebra II, and Geometry assessments remained aligned with the 1996 and 2005 New York State Learning Standards (“Changes to NYS standards, curricula, and assessments,” 2013).

The current 2013-2014 school year marks further changes in curriculum and assessment standards, converting the grade 11 ELA Regents exams as well as the Algebra I Regents exams to measure the CCSS. These changes are accompanied by appropriate shifts in curriculum, meaning that this is the first year that high schools are also fully aligned with the CCSS. More specifically, any student that enters grade 9 during this school year (or any year after) must be enrolled in a high school English course that is aligned with the CCSS. Furthermore, any student beginning commencement-level math instruction at this time must also be enrolled in a CCSS aligned mathematics course that corresponds to the student’s current level of mathematical ability (“Changes to NYS standards, curricula, and assessments,” 2013).

Additional Regents exams will become aligned with the CCSS during the 2014-2015 school year, with even more shifting focus in the 2015-2016 school year. One of the main differences in this 2014-2015 shift is the possible involvement of the Partnership for the Assessment of Readiness of College and Careers (PARCC) in the development of the assessments. Starting in the 2014-2015 school year, PARCC will be releasing Common Core aligned ELA and Mathematics assessments for grades 3-11, which the New York Board of Regents will later have to decide to adopt or not adopt (“Changes to NYS standards, curricula, and assessments,” 2013). The following table provides a visual representation of New York’s plan for transitioning to Common Core aligned assessments:

New York State Assessment Transition Plan: ELA and Mathematics

As of April 22, 2013 (Subject to Revision)

Assessment – Subject / Grade	2011-12	2012-13	2013-14	2014-15	2015-16
ELA¹					
Grades 3-8	Measures the 1996 Standards and 2005 Core Curriculum	Measures the Common Core Learning Standards (CCLS)		PARCC ²	
Grade 11 Regents	Measures the 1996 Standards and 2005 Core Curriculum		Regents Exam Measures the Common Core / PARCC ^{2,3}		
Math					
Grades 3-8	Measures the Common Core Learning Standards (CCLS)		PARCC ²		
Algebra I	Measures the 2005 Revised Standards and Core Curriculum	Regents Exam Measures the Common Core / PARCC ^{2,3,4}			
Geometry		Regents Exam Measures the Common Core / PARCC ^{2,3,4}			
Algebra II		Measures the 2005 Revised Standards and Core Curriculum	Measures the 2005 Revised Standards and Core Curriculum	Measures the 2005 Revised Standards and Core Curriculum	Regents Exam Measures the CCLS / PARCC ^{2,3,4}
Additional State Assessments					
NYSAA ²	Measure the 1996 ELA Standards and 2005 Math Standards		Measures the Common Core Learning Standards (CCLS)		
NYSESLAT ⁵	Measure the 1996 Standards	Measurement Change: Phase One	Measurement Change: Phase Two		

(Table taken from Engage NY website, 2013. For a full description of this timeline, see the *Common Core Implementation Timeline* found on the Engage NY website: <http://www.engageny.org/resource/common-core-implementation-timeline>)

Hawaii

Although the state of Hawaii officially adopted the CCSS on June 18, 2010 (“Standards in your state,” 2012), only about a month before New York’s adoption, Hawaii and New York have seen distinct implementation processes. One of the major factors I predict to explain this disparity is the extreme difference in population between the states. While New York State is estimated to have almost 20 million residents as of 2013, Hawaii’s 2013 estimate reports a population of about 1.5 million people—only 7.5% of New York’s population (“State and county quick facts”, 2014).

The 2012-2013 school year marked the first year in Hawaii in which grades K-2 and grades 11-12 experienced the full implementation of the standards in ELA and Mathematics (specifically Algebra II for grades 11-12), as well as the CCSS Literacy Standards which set requirements for literacy in History/Social Studies, Science, and Technical Subjects. During this time, all other grade levels were still in the process of transitioning to the CCSS, with the Hawaii Content and Performance Standards III (HCPS III) determining curriculum in all content areas and grade levels not yet in line

with the CCSS. Despite full implementation of the ELA and math standards in some grade levels, the Hawaii State Assessment in Reading and Mathematics --aligned with HCPS III-- was still used to assess all students (“Standards Toolkit,” 2012).

Moving about a year behind New York’s timeline of action, the current 2013-2014 school year is the first year in which all K-12 students in Hawaii have been taught with the CCSS curriculum in both ELA and Mathematics. Additionally, History/Social Studies, Science, and Technical Subjects courses in grades 6-12 currently address the CCSS Literacy Standards. All other content areas remain aligned with the HCPS III. This framework is set to continue through the 2015-2016 school year, which is as far as Hawaii’s published timeline addresses at this point (“Standards Toolkit,” 2012).

In terms of testing, Hawaii has decided to join the Smarter Balanced Assessment Consortium (SBAC), which represents a distinction from New York’s possible cooperation with the PARCC assessments. As the present 2013-2014 school year is the first year that Hawaii has fully implemented the CCSS across grades K-12, this year’s Hawaii State Bridge Assessments in Reading and Mathematics will only test content and skills that overlap between the HCPS III and the CCSS. However, assessments for the 2014-2015 school year (as well as in the years that follow) will come from the SBAC and will be aligned with the CCSS in ELA and Mathematics. These assessments will be administered with computers and will include a wide range of question formats that vary from multiple choice response to performance tasks (“Standards Toolkit,” 2012). For full access to resources regarding Hawaii’s Common Core implementation, please visit the *Standards Toolkit* page found on the Hawaii Department of Education’s website: <http://standardstoolkit.k12.hi.us/common-core/>.

Who Created the CCSS?

The relatively rapid embracing of such a monumental document described in the timelines above raises the question: *who created these standards?* According to a comprehensive summary of the CCSS created by the Alliance for Excellent Education in 2013, the concept of the Common Core State Standards was founded in 2008 by “Achieve (an organization led by governors and business leaders), the Council of Chief State School Officers (CCSSO), and the National Governors Association (NGA)” (Rothman, 2013, p. 3). In the years that followed, these organizations received funding from corporations such as the Bill and Melinda Gates Foundation and began to reach out to “committees of educators and subject-matter experts to develop the standards, using criteria developed by a ‘brain trust’ consisting of representatives from Achieve, ACT, the College Board, the National Association of State Boards of Education, and the State Higher Education Executive Officers” (Rothman, 2013, p. 3).

Although the official authors listed on the CCSS Initiative website (<http://www.corestandards.org/about-the-standards/>) are the National Governors Association Center for Best Practices and the Council of Chief State School Officers, it is difficult to know exactly who the individual people were behind the creation of the document. Nevertheless, *Pathways to the Common Core* (2012) authors Calkins, Ehrenworth, & Lehman state that David Coleman and Sue Pimentel declared themselves, post publication, “the” authors of the document. Additionally, an article published in the Teachers College Record critiquing the CCSS also lists Coleman and Pimentel, as well as Jason Zimba, as main contributors to the document (Pennington, Obenchain, Papola, & Kmita, 2012), supporting the notion that these individuals were heavily involved in the

process. Furthermore, many sources also claim that the standards were reviewed and contributed to by educators, professionals, and other general community members. Although the complexity and enormity of the CCSS makes it nearly impossible to pinpoint precisely who was involved with what, understanding where and with whom the foundational concepts originated helps to place the document in perspective.

In theory the standards, as quoted by authors Calkins, Ehrenworth, & Lehman (2012):

...leave room for teachers, curriculum developers, and states to determine how those goals should be reached and what additional topics should be addressed... Teachers are thus free to provide students with whatever tools and knowledge their professional judgment and experience identify as most helpful for meeting the goals set out in the Standards. (p. 2)

All states involved with the standards have adopted them in various ways either starting with a few grades at a time, implementing them all at once, or even creating their own extensive curriculum maps to fill in the gaps that the CCSS leave open for adaptation. Regardless of the different processes of implementation, these standards have provoked fairly polarizing reactions from individuals involved with the standards in a variety of ways. Due to the broad range of reactions as well as the countless platforms modern technology provides for people to voice their opinions, it will be impossible to include every praise and every critique that has been expressed. However, I will attempt to expose the wide scope of these reactions by highlighting the key commendations and criticisms that are being voiced in response to the CCSS.

Positive Responses to the CCSS

According to the analysis presented in a recent book by Calkins, Ehrenworth, & Lehman (2012), the CCSS are well organized and extensive, covering all grade levels and providing easy-to-read charts for the progression of each standard across the grades. This

is a particularly important when considering the complexity of the document itself, as it could easily be misused or misinterpreted if not organized or set up properly.

Additionally, the standards emphasize high-level and critical thinking in all subjects, which the authors argue is especially significant considering that these standards are essentially replacing No Child Left Behind, an attempt at reform that did not place enough weight on the importance of higher level comprehension skills.

In the wake of such inadequate reform attempts, Calkins, Ehrenworth, and Lehman (2012) argue that the Common Core State Standards provide an opportunity for true improvement that has been long overdue:

It is no longer okay to provide the vast majority of America's children with a fill-in-the-blank, answer-the-questions, read-the-paragraph curriculum that equips them to take their place on the assembly line... the United States needs to provide all students with a thinking curriculum, with writing workshops, reading clubs, research projects, debates, think tanks, Model UN, and the like. (p. 9)

Ironically, many of the critiques of the CCSS agree with this very statement, however they point out instead that the CCSS actually decreases the ability for students to engage in such creative activities because teachers are not given time to adequately prepare to teach the standards, much less adapt them to fit their students' needs. Despite this fact, the praises offered by Calkins, Ehrenworth, and Lehman (2012) are given much more attention than their critiques, making it clear throughout the book that the authors, for the most part, find the standards to be an incredible addition to our education system.

Even greater support for the CCSS has come from business leaders of companies all across the country such as Boeing, BP America, GE, General Mills, and Microsoft Corporation, to name just a few. In fact, based on the consistent release of positive statements since the day the standards were officially released, it seems as if business leaders have been some of the strongest supporters of the standards from day one. In a

collective letter to the public published in the New York Times on February 12, 2013, seventy-three business leaders (including those mentioned previously) released a statement announcing their overarching support for the implementation of the new standards. The article stated:

The CCSS serve as a necessary foundation for making the changes needed to improve student achievement and ensure the United States' educational and economic preeminence... These standards will better prepare students for college and the workplace, something of critical importance to the nation's employers. The changes now under way in America's schools hold great promise for creating a more highly skilled workforce that is better equipped to meet the needs of local, state and national economies. ("Business speaks for the Core," 2013, n.p.)

Similar letters with almost identical phrasings were signed and released by countless other companies and business organizations, all emphasizing the importance of today's students being challenged by rigorous expectations that align with the expectations of the business community ("Business speaks for the Core," 2013, n.p.).

In terms of support from individuals and groups more closely connected to actual students and classrooms, responses have been varied. The National PTA president Charles J. "Chuck" Saylor (2010) published a letter stating that, "The National PTA enthusiastically supports the adoption and implementation by all states of the Common Core State Standards..." (para. 1) In the letter he speaks strongly and confidently of the standards' ability to prepare students successfully for college and careers, as well as the standards' capacity to create a better economic future for our country through these prepared students. Although these sentiments reflect those of other CCSS supporters, it is important to recognize that this letter was actually published the day the standards were officially released in their final form, which calls into question what provided the foundation for Saylor's support of such a document.

Other organizations voicing their support of the Common Core State Standards include: The Council for Exceptional Children, American Council on Education, The College Board, Council of Administrators of Special Education, and the National Association of Secondary School Principals, to name a few. Compiled letters and statements of support can be found on the Common Core State Standards Initiative website under *Statements of Support* (<http://www.corestandards.org/other-resources/statements-of-support/>).

Even more closely affected by the standards, teachers who have been forced to adopt the CCSS have voiced varying opinions. In their Common Core brief, the Alliance for Excellent Education referred to a survey conducted by the American Federation of Teachers in March 2013 that “found that 75 percent of that union’s members approve of the standards, although a large minority of the teachers said that districts had not done enough to prepare teachers to teach the standards” (Rothman, 2013, p. 7). This lack of proper preparation is a common critique shared by many other teachers, which I will discuss further in the coming paragraphs.

According to the MetLife Survey of the American Teacher conducted in 2013, “80 percent of principals and 70 percent of teachers are confident that the standards will increase student achievement and improve preparation for college and the workplace,” (Rothman, 2013, p. 8). Additionally, the teachers and principals that understand the standards best are the ones that were said to have more confidence about the positive effects the standards will have on students (Rothman, 2013).

Some of the teachers who have this sense of confidence about the standards are quoted on AchievetheCore.com (<http://achievethecore.org/common-core-intro-for->

parents). Joseph Almeida, a Massachusetts teacher says, “I can now focus. No longer do I have to cover ‘a mile wide’ range of standards. For example, I can now spend a month helping my students develop fluency in adding and subtracting within 20, whereas I may have only taken two weeks before Common Core (“Teacher support for the Common Core”, 2013, para. 1).” David Riesenfeld, a secondary school teacher in New York, says:

My work is now embedded in the idea that literacy must be the primary vehicle for learning historical content. Though this began as a crisis of ideology for me, it has proven to enhance my students’ learning of history while bolstering amazing advances in their reading of complex texts and their use of sound, text-based evidence in their writing. (“Teacher support for the Common Core,” 2013, para. 10)

Based on the concepts presented above, it is clear that some of the teachers in the United States have adopted these standards with generally optimistic attitudes and positive outcomes. Ones who have seen improvements since the adoption of the standards have especially appreciated how they are able to slow down their lessons, focus on concepts more in depth, and promote true independent critical thinking processes in their classrooms. In general it is clear that the standards have brought to light many critical skill sets that deserve time and energy to be devoted to their improvement.

Parental Reactions to the CCSS

Nonetheless, evidence for parental support of the standards is scarce. Articles discussing parents’ dismay over the new CCSS overwhelmingly outnumber any sources that even hint at a positive reaction. However, according to the National Survey of Parents and Educators: Common Core Standards (School Improvement Network, 2013), conducted by an online professional development and teacher training company, the uniformity of the curriculum that the standards provide for the students is the primary reason for parental support. Out of 500 parents surveyed (only those with school-age

children who were aware of the CCSS were surveyed), 62 percent of parents support the CCSS where only 22 percent oppose it. As for the standards actually having a positive impact on students' college and career readiness, up to fifty percent of parents reportedly believed that they would (School Improvement Network, 2013). Although these numbers may not seem too extreme at first glance, these high percentages of parental supporters seem to contradict the general media surrounding public parental opinion of the standards.

In fact, when examining the different components of critique against the CCSS, it is the parents who seem to be the most determined to speak against their worth and in support of their eradication. Along with parents of school-age children, voices of opposition include those of educators, students, administrators, psychologists, education historians, and even some statewide and national organizations. Due to the countless platforms for expression that exist in this technological era, these critiques of the CCSS have taken various forms including, but not limited to: statements delivered directly to officials, YouTube videos, researched presentations, public speeches, published articles, blog posts, online comments, and organized education advocacy groups.

One particular instance of opposition that has received a fair amount of publicity was lead by passionate parents and educators in Poughkeepsie, New York. After New York State Commissioner of Education, John King, gave a presentation about the CCSS to an audience of concerned citizens, the individuals in attendance were invited to make short statements responding directly to Commissioner King. It was clear from the moment the first speaker took the floor that the energy in the room was powerful and that the people in attendance were determined to have their voices heard. Critical questions

and statements expressing dismay towards different aspects of the Common Core were met with loud cheers and applause from the audience, while attempts from Commissioner King to interject were met with even louder demands for silence and for proper turns to speak. One mother, Joann, presented a statement that was met with overwhelming applause:

Like all children, my children embrace things that are meaningful and a result they learn, grow, and develop. But you, the Board of Regents, and the Governor have taken that from them. You have stolen their right to a meaningful, strong education and that makes me mad. It actually makes me very sad too. [Joann starts to tear up] The Common Core State Standards are not developmentally appropriate. You are asking my children to learn things that their growing brains cannot comprehend. You are forcing their teachers to train them without any regard to their individual needs, learning styles, or interests. (Melfa, 2013, 19:20)

Responses to King's presentation reflected a variety of critiques of the CCSS but the general perspectives in the room addressed issues of the standards' implementation, lack of supporting research, lack of teacher preparation, developmental inappropriateness, funding, assessments, mismanagement, and the stifling of creativity. Overall, of those few individuals who were given a chance to speak, the underlying theme of most of the parents' and teachers' concerns seemed to be the lack of appropriate preparation that went in to the creation of the standards. Eleanor, who spoke first and seemed to be a math teacher, addressed the confusion that many parents shared by confronting Commissioner King with the following questions:

Where's the research that supports the lessons that are being developed? How can you expect math teachers to adopt or adapt a 1,000-page curriculum released days before it must be taught? Who has considered the age appropriateness of topics such as completing the square in grade 9? How do you expect us to prepare students for a mystery exam you have not even written? Why did you take this top down approach without making the effort to get stakeholders on board? And sure, how do you expect this plane to fly when engine parts are still not working? I challenge you to bring the experts who have developed this curriculum into the classrooms to teach their lessons to our confused students, maybe if they get a

firsthand look at the havoc that is being wreaked then we can stop this mess.
(Melfa, 2013, 4:00)

The reactions to King's presentation were so impassioned and hostile towards him that he, along with the PTA who was co-organizing the event, decided to postpone and later cancel the remaining four forums he had scheduled around New York (Cody, 2013). More public forums were eventually rescheduled and held in the final months of 2013, but King was met with similarly critical reactions at those as well (Baker, 2014).

Diane Ravitch, a professor of education studying educational reform at New York University, author of many education-related books, as well as an education historian spoke out in support of the frustrated parents, educators, and citizens whose voices were essentially dismissed at the CCSS public forums. In an article published on CNN's Opinion website (<http://www.cnn.com/2013/11/25/opinion/ravitch-common-core-standards/>) Ravitch (2013) summarizes the major critiques that have been circulating regarding the CCSS:

Experts in early childhood education say the standards for young children are developmentally inappropriate. Teachers say that they have not had the training or resources to teach the new standards. Field-testing would have ironed out many of the bugs, but promoters of the standards insisted on fast implementation. (para. 8)

These concerns that Ravitch raises are echoed by many other critics of the standards, as are the other issues she highlights. Much of the backlash against the CCSS started coming when parents discovered that unrealistic assessment standards meant that their children were receiving incredibly misguided feedback about their academic abilities from their CCSS test scores. Because the test standards had been created so that only about 30% of students would pass, most children appeared to have dropped drastically in academic performance when in reality the only variable that changed was the manner in which the scores were evaluated. In addition, Ravitch points out that “[U.S.

Secretary of Education Arne Duncan] likes to boast that the Common Core standards were adopted by 45 states, but neglects to mention that the states were required to adopt ‘college-and-career-ready standards’ to be eligible for \$4.35 billion in the education secretary's signature program called Race to the Top” (Ravitch, 2013, para. 6).

Misrepresentation of this information paints misguided pictures of states’ support of the CCSS, impeding citizens from developing fully informed opinions about their state’s new standards.

Ravitch speaks firmly in opposition to all of these factors, but she draws most attention to one flaw in particular: the fact that the CCSS were released with no previous field testing or research to support their content.

No one knew in advance whether they would improve achievement or depress it, whether they would widen or narrow the achievement gap among children of different races. It is hard to imagine a major corporation releasing a new product nationwide without first testing it among consumers to see if it is successful. But that is what happened with the Common Core standards (Ravitch, 2013, para. 7).

Many parents and educators alike echo this sentiment resisting the hasty implementation of the standards due to the lack of researched involved with their creation. These individuals disagree with testing the validity of such a major reform on their children for fear of their educations being compromised during this phase of uncertainty. Madeline, another citizen who spoke in response to Commissioner King’s presentation shared a concern similar to Ravitch’s regarding the lack of preparation that preceded the standards’ employment:

I’m not saying that teachers can’t work on the fly because I know they can. But I know that most people wouldn’t run marathons, perform open-heart surgery, or any of their own professional tasks without preparation. So why are we asking teachers in our district to do this without preparation? (Melfa, 2013, 6:30)

This double standard that Madeline points out reflects a general concern for the lack of preparation that officials allowed before the CCSS were brought into the classrooms.

Evolving Adjustments to Implementation

Concerns about the faulty nature of this massive reform movement have manifested in a variety of ways, but one particularly notable form of resistance has been the withdrawal of support from the New York State Teacher's Union, whose reconsideration was also echoed by the American Federation of Teachers' president Randi Weingarten (Strauss, 2014). Although both organizations originally voiced their support for the CCSS, they met in January of 2014 and agreed to approve a resolution that calls for a multitude of changes including but not limited to: a completion of all curriculum modules and adequate time for teachers to review them, increased resources for implementation of the standards to all students, full transparency in state testing, and a delay on the high-stakes consequences that students and teachers receive from standardized testing results (Strauss, 2014).

Due to the extremely polarizing responses to the CCSS such as the one described above as well as others expressed by parents, educators, and business leaders, the New York State Board of Regents P12 Education and Higher Education Committees recently (on February 10, 2014) released a detailed statement announcing several adjustments that will be made to the CCSS implementation plan. In this report, the Board acknowledged the challenges that have come with implementing such a significant reform so quickly; particularly the issue of excessive testing that has been negatively affecting students all over the state ("Regents adjust Common Core implementation", 2014).

Overall, the document reveals that New York State will be delaying a truly full implementation of the Common Core Standards until the year 2022. Wade Norwood, the Rochester area Regent who chaired the work group that decided these adjustments said, “The changes we've made protect teachers and students from unforeseen and unintended consequences of the implementation without damaging the foundation we've built to help our students succeed in the 21st century” (“Regents adjust Common Core implementation”, 2014, para. 4). One of the most prevalent changes involves multiple efforts to reduce local testing of students. The Board decided to implement such changes after recognizing “that a variety of pressures at the state and local level may have resulted in students in some districts being tested more than needed or rote standardized test preparation that crowds out quality instruction” (“Regents adjust Common Core implementation”, 2014, para. 6). As a result of this realization, various measures have been put into place to ensure that students are not being subjected to unnecessary testing related to teacher evaluations or repetitive assessments (“Regents adjust Common Core implementation”, 2014).

One approach to solving this issue has been to cap “the instructional time that can be used for local assessments used to inform teacher evaluations” at one percent (“Regents adjust Common Core implementation”, 2014, para. 7). Ideally this will allow for more time in the classroom to be devoted to teaching meaningful curriculum, rather than having the pressure of teacher evaluations and local assessments controlling students’ educations. Additionally, Commissioner King announced that PARCC assessments will only be field tested during the 2013-2014 and 2014-2015 school years (“Regents adjust Common Core implementation”, 2014), which will allow states,

schools, educators, and students to preliminarily experience the PARCC assessments before concrete decisions are made about their long-term implementation.

Along with these revisions, two possible future changes were also announced. One involves renewing the State's waiver from No Child Left Behind, in which the "[State Education Department] will ask [the U.S. Department of Education] to allow students with severe disabilities who are not eligible for alternate assessments to be tested at their instructional level rather than their chronological age level, and allow English Language Learners to be tested in their native language for their first two years of assessments" ("Regents adjust Common Core implementation", 2014, para. 10). If approved, this would mark a meaningful and necessary acknowledgement of the diversity of New York's student body and the disservices that rigidly standardized curricula can create for these diverse groups of students.

Another potentially positive adjustment could be the legislature's approval of the Core Instructional Development Fund, which describes a three year, \$525 million fund that would be "aimed at providing increased professional development for Common Core implementation, and to provide increased funding to reduce field testing, allow for the release of more test items, and support the development of native language arts assessments for English Language Learners" ("Regents adjust Common Core implementation", 2014, para. 10). Once again, if approval for such a fund were granted then New York State would be able to use these resources to become much more adequately equipped to adopt such an extensive reform initiative as the CCSS. Although the fresh nature of this announcement makes it difficult to elaborate on how this will all

unfold, it also presents an exciting opportunity to follow New York's progress closely and in real time.

For access to the full report (and any coming updates), please visit NYSED.gov at the following link: <http://www.oms.nysed.gov/press/regents-adjust-common-core-implementation.html>

Are the CCSS Developmentally Appropriate?

Dr. Megan Koschnick, a psychologist that specializes in child development and anxiety at the University of Notre Dame, spoke out against the blatant neglect of consideration for child development in the creation of the CCSS curriculum. Because the standards are intended for children starting in Kindergarten and the goal of the CCSS is to prepare students for college and careers, there is a considerable disconnect between the objectives of the standards and the goals that should be guiding a Kindergarten curriculum.

Instead of thinking about what's developmentally appropriate for a kindergartener, they're thinking, this is where we want that kindergartener to wind up, let's track this all the way back down to Kindergarten and have them work on those skills in a Kindergarten way. There are some major, major flaws with that. (American Principles Project, 2013, 8:30).

This statement echoes the previously quoted sentiments of other parents and educators that shared their criticisms of the CCSS.

Parents and teachers are watching as their children and students become more and more disillusioned with school and less and less creative. Now the younger grades aren't dedicated to creative explorations or constructive play, but to learning operations and grasping concepts that are actually too advanced for brains that young to process or understand. Mikey, a father present at Commissioner King's presentation, described his young son's drastic loss of creativity and attributed this change to the "clinical and boring

and confusing” (Melfa, 2013, 12:35) manner in which teachers are being forced to teach the new curriculum.

These critiques of the CCSS relating to developmentally inappropriate curricula and lack of teacher preparedness can be traced back to issues with the creation of the standards. Naturally, understanding which individuals and larger organizations contributed to the writing and funding of the standards can help to shed light on some of the underlying issues that exist with this reform. Researchers Pennington, Obenchain, Papola, & Kmitta (2012) question the effect that the method of creation of the CCSS may have on the manner in which the standards are implemented in the coming years. The authors present two diagrams that map individuals’ as well as company’s involvements with the CCSS initiative, highlighting how despite their attempt to suggest a grassroots movement, in reality funding for the reform came from corporations as big as General Electric and the Bill and Melinda Gates Foundation.

More critically, “Based on the [chart that can be found in Appendix B], it appears that individuals who framed the current crisis in education also crafted the solution via the creation of the CCSS, dissemination of instructional materials, and will subsequently be largely connected to assessing student (and teacher) achievement” (p. 4). In other words, the diagrams reveal that, a) only a few individuals along with some larger corporations were involved in creating the standards, and b) these individuals and corporations are all linked to one another in a manner that places them (those who were involved in the creation) in positions to gain significantly from the implementation of these standards (Pennington, Obenchain, Papola, & Kmitta, 2012).

Ravitch (2013) revealed this corruption in her critique as well, pointing out that the technology industry will benefit greatly from the CCSS because the assessments being created for the standards will be required to be taken on computers, just as many supplemental resources for teachers and students will also require additional technology. This is especially disheartening for public schools that struggle with funding, as budgets for current resources are already scarce as it is (Ravitch, 2013). Interestingly enough, the Bill and Melinda Gates Foundation happens to be one of the largest contributors to the CCSS funding, meaning that the technology industry is funding, through “donations,” the development of curricula and assessments that will consequently require more technology to be purchased in the years that follow.

This truth was reiterated by Patrick Richardson, a sixteen-year old high school student from Arkansas who became involved with Arkansas Against Common Core through his expertise with technology, but remained invested in the cause because of his aggravation with the flaws he discovered relating to the CCSS. Grace Lewis, founder of Arkansas Against Common Core, originally approached Richardson asking him to create a functional website for her education advocacy group, but Richardson ended up developing a website that was not only well researched, but also organized and informative (<http://www.arkansasagaincommoncore.com/>) During his process of website development, Richardson became cognizant of the ways in which the Common Core was affecting his education on a daily basis, both directly and indirectly (Vision Liberty, 2013, [YouTube video description]). Addressing the financial corruption that Ravitch touched on, Richardson presents the following analysis about the estimated costs

of the Common Core State Standards at the House and Senate Joint Education Committee Interim Study on Common Core:

This is a basic cost analysis that was done over the next seven years. And it'll cost the United States almost 16 billion dollars. And you can see that a majority of that, more than half, is spent on professional development and technology all within the first two to three years before the standards actually start. So obviously, for players in the technology field like Bill Gates, this was a big deal to dump an extra six billion dollars into his industry. Also for textbooks its a total of over two billion dollars over the course of seven years but you can see from this chart that textbooks and professional development materials combined was seven billion dollars, which would be the market that Pearson and companies like that are in. So for companies in those two markets, it was a big financial gain for them to make sure that this goes through. (Vision Liberty, 2013, 9:10)

The presentation and related website that Richardson created and presented to the public (see “About us” and Vision Liberty references for website and presentation) provides another example of the forms of opposition that exist surrounding the standards and their implementation. Although Patrick Richardson represents the voice of one high school student, he is directly associated with and supported by the Arkansas Against Common Core education advocacy group, whose main objective is to reverse the adoption of the standards.

Made up of students, parents, citizens, and teachers Arkansas Against Common Core has developed their website as a platform for people's voices who do not have a chance to get heard in these discussions otherwise. The website provides summaries of the issues related to the standards along with resources for increasing one's knowledge on the standards' complexities. Opportunities for involvement are also advertised on the website, which include everything from becoming educated, to liking social media sites, to contacting legislators and governors (“About us,” 2014).

The fervent resistance that is demonstrated through sources such as this one, other online outlets, organized speeches, and even direct public responses to individuals in

power reflects a need for reexamination of these standards that would benefit every party involved, including those who fully support the CCSS. Thanks to the rapid and continued development of technological resources and platforms, individuals with varying perspectives about the CCSS have had the opportunity to express their opinions and beliefs in a manner that would not have been possible in previous generations. Although the breadth of these reactions makes it difficult to fully acknowledge every argument that exists for and against the CCSS, this literature review has attempted to express a wide range of the existing perspectives. Understanding the present attitudes that the public holds towards the CCSS provides a more educated context in which I can now frame my own analysis of the standards and my subsequent adjustments of existing curricula.

Chapter III: The Place, Population and Politics of Poughkeepsie and Honolulu

Now that I have provided a summary of the technicalities as well as the positive and negative opinions surrounding the Common Core State Standards (CCSS), I will introduce my own attempt at modifying the standards in a contextually relevant manner. In order to ensure that I maintain true to my goal of creating a relevant and valuable curriculum, I will utilize this chapter to first outline the place, population, and politics of both Honolulu and Poughkeepsie. This information will provide a significant and educated foundation for the curriculum that will follow, addressing the importance of my original question as it unfolds: how are place, population, and politics important in creating a relevant and valuable curriculum?

As previously described in the introduction, “place” refers to the physical aspects of each city such as geography, climate, and natural resources. “Population” refers to the diverse characteristics of the people that live in each city, and “politics” refers to the structural elements and general politics that affect the people and the culture of each city. Much of the information I present regarding these details comes from my personal experience having lived in both locations, but in order to remain as accurate as possible, the majority of the information offered comes directly from online sources such as the U.S. Census Bureau (2014).

Place

The city of Honolulu is located on Oahu, one of the eight main islands in the Pacific island chain that makes up the state of Hawaii. Located in the middle of the Pacific Ocean near the Equator, Honolulu, like the entire state of Hawaii, is the “most isolated population center on the face of the earth” (“Hawaii facts and trivia,” 2014, n.p.). Despite being isolated, Honolulu’s geography and position in the ocean makes it an ideal

location for ports. In fact, the city is home to a few significant harbors such as the Honolulu Harbor and the very historic Pearl Harbor.

With a humid, semi-tropical climate all year round, Honolulu experiences the smallest change between summer and winter temperatures than anywhere else in the United States. Due to this appealing climate and location, Honolulu's main industry is tourism, which draws international and domestic visitors at all points throughout the year. Also appealing to others are Hawaii's main export crops, which include pineapple, sugar, and flowers ("Natural resources of Hawaii," 2012). Because of these beneficial agricultural conditions, Hawaii is also the only state in the United States that grows coffee ("Hawaii facts and trivia," 2014, n.p.).

Although the volcanic material that makes up the islands does not allow for the development of natural resources such as oil, gas, or minerals, Hawaii's unique environment contributes to many other wonderful natural resources. Fertile land and soil; lava and geothermal steam; clean water, wind, and air; and other geologic features all contribute to Hawaii's distinctive natural resources ("Natural resources of Hawaii," 2012).

In stark contrast, Poughkeepsie, New York is located on the northern east coast of the United States, about 72 miles north of New York City. New York State is bordered by numerous other states as well as by three different bodies of water on certain sides: the North Atlantic Ocean, Lake Ontario, and Lake Erie. The town of Poughkeepsie sits on the east bank of the Hudson River, which is an area rich with natural resources such as mature woodlands, wetlands, plant and wildlife habitats, and even farmlands ("Poughkeepsie Town Plan," 2007).

The climate in Poughkeepsie fluctuates much more than that of Honolulu, resulting in four distinct seasons each year, with an average of 43 inches of snowfall every winter (“Climate in Poughkeepsie,” 2013). Despite these cold winters, one of the main exports of the area around Poughkeepsie is the apple industry that is thriving in the lush Hudson Valley (Bradshaw, 2010). Poughkeepsie’s location also contributes to its rich American history, with many cultural and historic sites in and around the town of Poughkeepsie serving as tourist attractions for visitors (“Poughkeepsie Town Plan,” 2007).

Population

Known to be a melting pot of cultures, Hawaii does not actually have any racial or ethnic majorities; everyone on the islands is a minority (“Hawaii facts and trivia,” 2014). However, Asians make up about 43% of the population, meaning that Japanese-Americans, Filipino-Americans, Chinese-Americans, and Korean-Americans constitute a large part of the Honolulu community. Caucasians have the next highest population, followed by Native Hawaiians/Other Pacific Islanders, and then Hispanics/Latinos. There is a small percentage of Blacks/African Americans and American Indians/Alaskan Natives in Honolulu, but a large number of citizens (about 22%) identify as being of two or more races (“State and county quick facts,” 2014).

Due to the high level of racial diversity as well as the substantial tourism, Honolulu is also rich in language diversity. Commercial text (store signs, menus, etc.) is often displayed in both English and Japanese (most commonly), and about 28% of citizens speak a language other than English at home (“State and county quick facts,” 2014). These languages include Japanese, Chinese, Korean, Spanish, and Hawaiian, with

many others in smaller amounts as well. Hawaii Creole English (known in Hawaii as *Pidgin*) is also spoken regularly throughout the islands, although more so in smaller towns and not as much in bigger cities like Honolulu.

With regards to socioeconomic status, 9.6% of Honolulu residents live below the poverty level. Homelessness is a very prevalent issue in Honolulu (and Hawaii), and according to (“Hawaii homelessness,” 2013) there are currently estimated to be about 9,781 homeless people in Honolulu. Unfortunately this number continues to grow, making this issue a high priority with the local government.

Once again at a complete contrast to Honolulu, a little over half of Poughkeepsie’s population is made up of individuals who identify as “white only.” The next highest population is Blacks/African Americans, followed by Hispanics/Latinos, and then Asians, with a very large disparity between the percent of Hispanics/Latinos and the percent of Asian individuals. Even smaller still are the percentages of American Indians/Alaskan Natives and Native Hawaiians/Other Pacific Islanders, and in this case only about 4.5% of citizens consider themselves to be of two or more races (“State and county quick facts,” 2014).

Despite having fewer individuals with mixed ethnicities, 21% of people living in Poughkeepsie speak a language besides English at home (“State and county quick facts,” 2014) which, from my experience, is very likely to be Spanish. Although homelessness does not seem to be as predominant of an issue in Poughkeepsie as it is in Honolulu, a much higher percentage (25.9%) of Poughkeepsie citizens are living below the poverty level. It is clear that Honolulu and Poughkeepsie have fundamental differences in their

populations, but it is important to keep in mind the full extent of their differences when discussing any disparities between these statistics.

Politics

Because local politics are constantly evolving, I believe outlining the differences between Honolulu and Poughkeepsie's histories will provide an important foundation of knowledge crucial for understanding any political issues that may arise for discussion. After all, it would be doing students a grave disservice to ignore the implications that these various historical events have had on current political matters.

For example, before Hawaii's annexation to the United States, the chain of islands were officially the Kingdom of Hawaii, ruled by generations of Native Hawaiian monarchs. Unfortunately, the overthrow of the Kingdom of Hawaii by American citizens put a forceful end to this monarchy and marked the beginning of the continual appropriation of the Hawaiian Islands. These complex historical events as well as the history of the Hawaiians that preceded it must not be ignored when creating curriculum for students living in Hawaii, although such lessons would surely never be included in any nationally standardized curriculum.

Similarly, the attack on Pearl Harbor by the Japanese military that marked the U.S.'s entrance into World War II is a particularly important event for students in Hawaii to focus on, especially from the perspective of being Hawaii citizens. Other political topics that are relevant and valuable to Hawaii students include issues surrounding tourism, cultural appropriation, endangered wildlife, and even disputes over the unfair sequestration of Native Hawaiian land.

Alternatively, Poughkeepsie (as well as New York) has a history rich with American pride. As the 11th of the original 13 colonies, it is clear that New York has had an important part in making American history from the very beginning. Perhaps the most notable historical event to take place in Poughkeepsie was when New York ratified the United States Constitution in a courthouse on Market Street (“Poughkeepsie town plan,” 2007). The fact that this courthouse still stands today provides an incredible opportunity for students in Poughkeepsie to come face to face with an important part of history, ideally making such a distant event seem just a little bit more real.

In addition to having this courthouse, Poughkeepsie and the surrounding areas also have other historical landmarks such as the Franklin Delano Roosevelt residence, Locust Grove, the Bardavon Opera House, IBM headquarters, and even Vassar College. Each landmark represents a different time in American history, and also serves to highlight the contrasting historical frameworks that have shaped the Hawaiian Islands and the state of New York.

Current political topics relevant to students of Poughkeepsie district schools include (but are by no means limited to): the endangered nature of the Hudson River Valley and its natural resources due to industrialization, the controversial separation of Spackenkill and Poughkeepsie school districts, and also the high percentage of Poughkeepsie City households that experience food insecurity in some capacity (“Food insecurity in Poughkeepsie,” 2014).

Understanding the differences described in the previously listed categories supports the need for a more relevant curriculum for each state that addresses all of these individual characteristics of a place. Students living in such vastly dissimilar places

cannot possibly benefit uniformly from one standardized curriculum that doesn't take into account any of these unique elements, so this is what my adjusted curriculum will attempt to resolve.

[Please see Appendix C for the comprehensive chart detailing the full elements of these categories.]

**Chapter IV:
Module 1 of the Common Core State Standards—A Brief Overview**

Due to the extensive nature of the Common Core State Standards, I have chosen to focus my curriculum development and analysis on one portion of the current 5th grade ELA standards. Both New York and Hawaii have structured their 5th grade ELA curricula into the six different modules presented in the NYS Common Core Aligned Curriculum Map (“Grade 5 Curriculum Map,” 2013). Of these six modules teachers teach four, deciding between 2A or 2B and 3A or 3B, with options B offering some supplemental curricula that assess additional standards not necessarily included in options A. In this model each module represents eight weeks of instruction, which is broken up into three shorter units and includes seven assessments, the last of which is a performance task (“Grade 5 Curriculum Map,” 2013).

In order to promote consistency between the two curricula I create, I will be basing my adapted curricula on Module 1 of this curriculum map, which focuses on “becoming a close reader and writing to learn” by exploring stories of Human Rights. The following tables break down Module 1 exactly as it is presented in the Grade 5 NYS Common Core ELA Curriculum Map, including the corresponding unit-level assessments that are outlined (“Grade 5 Curriculum Map,” 2013):

Grade 5 New York State Common Core ELA Curriculum: Module 1 Overview	
Focus	Becoming a Close Reader and Writing to Learn
Module Title	Stories of Human Rights
Description	What are human rights, and how do real people and fictional characters respond when those rights are challenged? Students read closely the introduction and selected articles of the Universal Declaration of Human Rights (UDHR), paired with firsthand accounts of real people facing human rights challenges. They then study Esperanza Rising, applying their new learning about human rights as one lens through which to interpret character and theme. Finally, students revisit the text and themes of the UDHR and Esperanza Rising as they prepare and perform a Readers Theater.

Texts (central text(s) in bold)	<ul style="list-style-type: none"> • The Universal Declaration of Human Rights (RI, 1695L) (excerpts only) • “Background on the UDHR,” excerpted from <i>Human Rights: Here & Now</i>, edited by Nancy Flowers (RI, 1690L) • The Universal Declaration of Human Rights—Plain Language Version (RI, 1520L) • “A Short History of the UDHR,” adapted from <i>Human Rights Here & Now</i>, edited by Nancy Flowers (RI, 930L) • “Teaching Nepali to Read, Plant, and Vote,” Lesley Reed (RI, 930L) • “From Kosovo to the United States,” Isau Ajeti and Blanche Gosselin (RI, 560L) • Esperanza Rising, Pam Munoz Ryan (RL, 740L) • “Readers Theater Script: American Heroes” (RL, 660L)
Lexile	Common Core Band Level Text Difficulty Ranges for Grades 4–52: 740–1010L
Performance Task	Readers Theater Script and Performance of Scenes from <i>Esperanza Rising</i> (W.5.3, W.5.4, W.5.5, W.5.9, W.5.10, W.5.11, SL.5.6, and L.5.6) scaffolded script writing and dramatic presentation

[This chart has been adapted directly from Expeditionary Learning’s (2013) Grade 5 Common Core Aligned Curriculum Map. For access to the full chart as well as further resources related to NYS Common Core curriculum, please visit: <http://www.engageny.org/resource/grade-5-ela-curriculum-map>]

According to the NYS Common Core ELA Curriculum, “The overarching focus for all modules is on building students’ literacy skills as they develop knowledge about the world” (“Grade 5 Curriculum Map,” 2013, p. 1). This addresses my thesis question (How are place, population, and politics involved in creating a relevant and valuable curriculum?) in that it places students in the context of the rest of the world. However, as I argue throughout my thesis, encouraging students to develop knowledge about their own place, population, and politics situates their education in a relevant context, which enhances their learning about the world as a whole.

I have chosen to use this grade and module of curriculum as the foundation for my adapted curriculum for the following reasons: I work closely with 5th grade students

on a regular basis and therefore are most acquainted with their content level and educational experiences; Module 1 is the first (and therefore foundational) portion of ELA curriculum that students receive in their 5th grade year; and finally, the study of stories of Human Rights provides a perfect context with which to emphasize the distinct experiences of students living in different states. [See Appendix D for a chart outlining the specific standards that are addressed in Module 1 of this 5th grade curriculum.]

A Closer Look at Module 1: Units 1, 2, and 3

In addition to the general curriculum map for all Grade 5 ELA modules, Expeditionary Learning (2013) also provides a full lesson-by-lesson breakdown of every unit incorporated in the Grade 5 ELA modules. Found on the Engage NY website (<http://www.engageny.org/>) these detailed unit outlines include the lesson plans, standard-aligned targets for students, ongoing assessments, and any supporting materials (such as worksheets, activities, and assessments) that are to be used with the instruction of each unit. [For access to the complete Expeditionary Learning documents that outline all instruction in Module 1 of the Grade 5 ELA curriculum, please visit Engage NY via the following link: <http://www.engageny.org/resource/grade-5-ela-module-1>]

Unit 1 of the first module of ELA instruction focuses on exploring the basic facts surrounding Human Rights. This unit spans about two weeks of instruction and is broken down into 11 separate lessons. Throughout this unit, “Students will begin to build knowledge about human rights through a close read of the introduction and selected articles of the Universal Declaration of Human Rights (UDHR), paired with short firsthand accounts of people around the world who currently face human rights challenges” (“Grade 5: Module 1: Overview,” 2012, p. 1). Students will mainly develop

their reading standards for informational text during this unit, as well as certain writing standards.

Unit 2 makes up a larger portion of Module 1 as it spans about three weeks of instruction and is made up of 18 separate lessons. The instructional focus of this unit is an extended study of the book *Esperanza Rising* (Ryan, 2000), which allows the students to develop their reading literature and writing standards by incorporating their knowledge of human rights with their analysis of the characters and themes presented in the novel. This unit also involves developing background knowledge about Mexican immigration and other topics discussed in the novel, which is necessary when students combine informational text with the literature to answer in-depth questions (“Grade 5: Module 1: Overview,” 2012, p. 12). In terms of literacy standards, the focus of this unit is on “supporting understanding through quoting directly from text, inferring theme, and comparing and contrasting how different texts address the topics and themes of human rights. Students will write an analytical essay in which they describe how a character in the novel responds to challenges” (“Grade 5: Module 1: Overview,” 2012, p. 1).

Unit 3 is the final unit of Module 1, and instruction throughout this portion is centered on creating and performing a Readers Theater related to the novel *Esperanza Rising* (Ryan, 2000). This unit takes up about two weeks of class time and is outlined in 12 separate lessons. Throughout these two weeks, students revisit the UDHR as well as portions of the novel in order to draw connections and synthesize related themes into a Readers Theater script. This process encourages students to compare the qualities of a novel versus a script, connect text passages to real life issues of human rights, and

ultimately draft, edit, and perform a script of their own—activities that mainly address reading literature and writing standards (“Grade 5: Module 1: Overview,” 2012, p. 13).

What, how, and why will adaptations be suggested?

Such extensive unit descriptions are available to the public in order to provide New York teachers (as well as other states’ teachers) with CCSS aligned lesson plans to be adapted according to teachers’ needs and preferences. Although such in-depth frameworks for CCSS aligned curriculum offer teachers many valuable academic resources, the absence of emphasis on personal connection and the lack of standards and instruction relevant to student experience cannot be ignored.

Due to the extensive nature of the current curriculum, the suggested adaptations that I present in the following sections inevitably take shape in much broader descriptions. I follow the framework of an adaptation rather than substitution; therefore, the changes that I present will not dismiss the current curriculum in its entirety, but rather build on and adjust its content to address the relevant place, population, and politics of students’ lives in Poughkeepsie and Honolulu. Incorporating local understandings to strengthen these units allows the students to deepen their knowledge of the content by making connections between the material being taught and their own lives.

Featured in the Expeditionary Learning (2012) Grade 5: Module 1: Overview is a *Week at a Glance* (p.11-13) breakdown that explains the three units of ELA Human Rights curriculum in a summarized, week by week fashion. In keeping with this concise, accessible model of curriculum presentation, my adapted curriculum will seek to build on the foundational concepts and standards presented in these charts while simultaneously expanding the instructional focus to address the relevant student experiences that I have

argued are necessary components of meaningful and valuable curricula. Overall, the described changes will present options for personalizing discussions of human rights to connect to the students' current town (or state) politics, the town's (or state's) history, and the cultures or countries that contribute to the students' individual identities.

An overview of the first module of adapted curriculum is presented in a detailed chart in the coming chapter. This chart is formatted in three columns with the first and the third columns outlining the curriculum as it has been adjusted for students in Honolulu and Poughkeepsie, respectively. The middle column offers guiding questions that may be used to promote differentiation by facilitating teachers to employ relevant adjustments to fit their own student populations, regardless of where they may be teaching. These questions pertain to the people, the politics, or the place of the students intended to receive the lessons, and they stem from the original questions used during the process of differentiating the curriculum for Honolulu and Poughkeepsie. The goal behind this column of guiding questions is to highlight the importance of people, place, and politics in creating a relevant and valuable curriculum. Additionally, the accessible nature of the questions is intended to emphasize the genuine possibility of adjusting a standardized curriculum in a manner relevant to any given student population. Following this module of curriculum, I will present an adapted version of a specific lesson from Unit 1, which will include further suggestions for culturally relevant differentiation and adjustment but at a more detailed level.

Chapter V: An Adapted Curriculum – Grade 5: ELA: Module 1

- Color key: black = same as original, NYS curriculum, red = I added it/adapted it and it's the same for both states, blue = I added it/adapted it and it's different for each state
- In the Guiding Questions for Differentiation column, [pe] represents a question intended to acknowledge the *people* of any specific location, [po] represents a question intended to acknowledge the *politics* of any specific location, and [pl] represents a question intended to acknowledge the place itself where the students are attending school.
- In this module of curriculum, Unit 1 is presented in a slightly different format than Units 2 and 3 because the content in Unit 1 called more for specific, frequent adaptations to the original lessons instead of the more overarching adaptations that Units 2 and 3 called for.
- All of the documents I refer to (i.e. the original curriculum) can be found at the following link:
<http://www.engageny.org/resource/grade-5-ela-module-1>

UNIT 1: What are Human Rights? (Weeks 1-2, 11 sessions)

Week	Instructional Focus: Honolulu, Hawaii	Guiding Questions for Differentiation	Instructional Focus: Poughkeepsie, New York
1	<ul style="list-style-type: none"> ▪ <u>Introduction to “human rights”</u> <ul style="list-style-type: none"> - discuss and define “human rights” - introduce UDHR: who, what, when, where, why (brief for context): Hawaii was a territory of the US at this time but not yet a US state - analyze article 1 of the UDHR (close reading): what does it mean, what do authors want - define “human rights” again; why do we need UDHR 	<ul style="list-style-type: none"> • How can you connect the making of the UDHR to your town? Did someone local have a role in the drafting of it or part of the process? [pe] Did an important event occur (in the state) around the same time that the UDHR was written? [no pl] Were there 	<ul style="list-style-type: none"> ▪ <u>Introduction to “human rights”</u> <ul style="list-style-type: none"> - discuss and define “human rights” - introduce UDHR: who, what, when, where, why (brief for context): Eleanor Roosevelt chaired the UDHR drafting committee (FDR house is in Poughkeepsie) - analyze article 1 of the UDHR (close reading): what does it mean, what do authors want - define “human rights” again: why do we

<p>- <i>Homework</i>: Choose independent reading book (from a list of suggested books) that relates to human rights in a way that is personally relevant to you</p> <ul style="list-style-type: none"> ▪ <u>Short history of human rights</u> <ul style="list-style-type: none"> - UNICEF “For Every Child” video - revisit & flesh out details of UDHR history (make timeline) - Routine writing: can you think of any events that have happened in Hawaii that the UDHR is meant to protect against? - <i>Homework</i>: Reread “A Short History of the UDHR”; make notes on it; talk about it at home; ask if, how, why people in HI and people from your family might have connection to UDHR ▪ <u>Vocabulary: human rights</u> <ul style="list-style-type: none"> - start class by sharing (in pairs & then to class) any connections students might have made between their own lives/states/families to the UDHR - continue with background lesson centered on learning vocab & reading texts closely - <i>Homework</i>: finish vocabulary flashcards; add any extra words that you think are relevant to your experience of human rights ▪ <u>Close reading of introduction of UDHR</u> <ul style="list-style-type: none"> - start class by sharing any extra words anyone may have added to flashcards (what & why) - as a class: read and breakdown paragraph 1 - as a class: read and breakdown paragraph 2 	<p>any local people who were noticeably affected by its creation in any way? [pe]</p> <ul style="list-style-type: none"> • To create an interesting, relevant book list consider including books that address the following: Where do your student’s families come from? [pe] What issues/ new stories have been relevant to your town in recent months (that your students may have heard about)? [po] What unique historical events has your town/people in your town experienced that relate to human rights? [pl] What extracurricular interests do your students have (that could relate to characters in books)? [pe] • Are there any specific events that have occurred in your state that students can recall to help them relate to the UDHR? [po] • How can you help your students feel personally invested in, interested in, 	<p>need UDHR</p> <p>- <i>Homework</i>: Choose independent reading book (from a list of suggested books) that relates to human rights in a way that is personally relevant to you</p> <ul style="list-style-type: none"> ▪ <u>Short history of human rights</u> <ul style="list-style-type: none"> - UNICEF “For Every Child” video - revisit & flesh out details of UDHR history (make timeline) - Routine writing: can you think of any events that have happened in New York that the UDHR is meant to protect against? - <i>Homework</i>: Reread “A Short History of the UDHR”; make notes on it; talk about it at home; figure out why people in NY might have special connection to UDHR; ask if, how, why people from your family might have connection to UDHR ▪ <u>Vocabulary: human rights</u> <ul style="list-style-type: none"> - start class by sharing (in pairs & then to class) any connections students might have made between their own lives/states/families to the UDHR - continue with background lesson centered on learning vocab & reading texts closely - <i>Homework</i>: finish vocabulary flashcards; add any extra words that you think are relevant to your experience of human rights ▪ <u>Close reading of introduction of UDHR</u> <ul style="list-style-type: none"> - start class by sharing any extra words anyone may have added to flashcards (what &
---	---	---

	<ul style="list-style-type: none"> - more independently: read and breakdown paragraphs 3-5 - for paragraphs 1, 2, & 5: provide (brief) relevant example of current or past event that makes these concepts real for students (e.g. how can students around the world promote & defend their rights?) - <i>Homework</i>: finish note catcher for paragraphs 1-2; review vocab words using flash cards ▪ <u>Mid-unit assessment: human rights vocabulary & common prefixes</u> <ul style="list-style-type: none"> - review introduction note catcher - creating group visuals of word meanings - take assessment - debrief about change in knowledge of human rights 	<p>and/or connected to learning about the UDHR? [pe]</p> <ul style="list-style-type: none"> • What current (or past) locally relevant events can you call upon to ground the introduction paragraphs in contexts that the students can understand? [po, pl, pe] • What connections can you and your students draw between these introduction paragraphs and your students' daily lives? [pe] (e.g. Paragraph 5 can be explained in the context of sports/extracurricular activities; students learn & uphold rules of the game just like rights should be understood and defended.) 	<p>why)</p> <ul style="list-style-type: none"> - as a class: read and breakdown paragraph 1 - as a class: read and breakdown paragraph 2 - more independently: read and breakdown paragraphs 3-5 - for paragraphs 1, 2, 5: provide (brief) relevant example of current or past event that makes these concepts real for students (e.g. how can students around the world promote & defend their rights?) - <i>Homework</i>: finish note catcher for paragraphs 1-2; review vocab words using flash cards ▪ <u>Mid-unit assessment: human rights vocabulary & common prefixes</u> <ul style="list-style-type: none"> - review introduction note catcher - creating group visuals of word meanings - take assessment - debrief about change in knowledge of human rights
<p>2</p>	<ul style="list-style-type: none"> ▪ <u>Close reading: unpacking specific articles of the UDHR (detailed adapted lesson can be found in Appendix E)</u> <ul style="list-style-type: none"> - give one, get one activity to share what students think rights should be - discuss as a class: how are these opinions/choices of rights affected by where we live/ where our families come from/ how we grew up? How would these change if we grew up in different circumstances? - close reading of articles 2 & 3: unpacking, 	<ul style="list-style-type: none"> • How are opinions/choices of rights affected by where we live [pl]/ where our families come from [pl, pe]/ how we grew up [pe]? How would these change if we grew up in different circumstances? [po, pe] • What locally relevant issues can you draw from to help 	<ul style="list-style-type: none"> ▪ <u>Close reading: unpacking specific articles of the UDHR(detailed adapted lesson can be found in Appendix E)</u> <ul style="list-style-type: none"> - give one, get one activity to share what students think rights should be - discuss as a class: how are these opinions/choices of rights affected by where we live/ where our families come from/ how we grew up? How would these change if we grew up in different circumstances? - close reading of articles 2 & 3: unpacking,

<p>defining, & summarizing both articles in own words</p> <ul style="list-style-type: none"> - have students come up with imaginary or real examples of instances when they or people they are familiar with would need to defend these specific rights (help provide accessible examples if needed—e.g. immigrants getting access to education, Hawaiians being able to keep their land, etc.) - <i>Homework:</i> finish notes for articles 2 & 3; have discussion at home about these rights and why they are important – can parents/guardians tell stories of any examples that they know of when someone had to defend these rights? <ul style="list-style-type: none"> ▪ <u>Close reading: becoming experts on specific articles of the UDHR</u> - jigsaw protocol to analyze specific articles - share knowledge about specific articles with class - go over all the articles discussed so far with the class - as students are sharing what they’ve learned, ask if they can think of any examples of when this right may have been upheld or broken in history → introduce the overthrow of the monarchy as a circumstance where human rights were not upheld (briefly, will come back to it) ▪ <u>Comparing the original UDHR and the “plain language” version</u> - interactive words - repeated words & phrases in the UDHR 	<p>provide accessible examples of instances when people your students are familiar with would need to defend these specific rights? [pe, po]</p> <ul style="list-style-type: none"> • How can you take advantage of homework assignments to encourage parental involvement? What can students’ parents/guardians add to these discussions that might further capture students’ interests? [pe] • What historical events have occurred in or around your town/state that can be connected to issues of human rights? [po, pl] • What historical events have occurred to the different populations of citizens now living (or having lived) in your town/state that can be connected to issues of human rights? [pe] 	<p>defining, & summarizing both articles in own words</p> <ul style="list-style-type: none"> - have students come up with imaginary or real examples of instances when they or people they are familiar with would need to defend these specific rights (help provide accessible examples if needed—e.g. immigrants getting access to education, Iroquois being recognized and respected as independent people, etc.) - <i>Homework:</i> finish notes for articles 2 & 3; have discussion at home about these rights and why they are important – can parents/guardians tell stories of any examples that they know of when someone had to defend these rights? <ul style="list-style-type: none"> ▪ <u>Close reading: becoming experts on specific articles of the UDHR</u> - jigsaw protocol to analyze specific articles - share knowledge about specific articles with class - go over all the articles discussed so far with the class - as students are sharing what they’ve learned, ask if they can think of any examples of when this right may have been upheld or broken in history → introduce the Triangle Shirtwaist Factory fire as a circumstance/example where human rights were not upheld (can also discuss history of Native American peoples in the Northeast & how their story is relevant to issues of human rights; can also discuss realities of immigrant families living in the states or even
---	---	---

<ul style="list-style-type: none"> - comparing plain language version to original UDHR - opinion writing: what is lost and gained with plain version? <ul style="list-style-type: none"> ▪ <u>Analyzing a firsthand account of human rights</u> - students will read article about Fukushima Daiichi Nuclear Power Plant accident exposing children of Fukushima, Japan to radiation - close reading of the article and unpacking of the vocabulary - as a class: what have we learned about human rights around the world from this story? <ul style="list-style-type: none"> - Homework: How does this account of human rights in Japan affect me and the people I live with day to day? (talk with adult/someone at home) ▪ <u>Analyzing a firsthand account of human rights for connections to specific articles of the UDHR</u> - pair share & then as a class: how are we all connected to the story about Fukushima that we read about yesterday? Why should we care about stories of human rights from around the world? <ul style="list-style-type: none"> - connect Fukushima story to specific articles of the UDHR (use text-based evidence to make connections) - discuss as a class: how is this story an important example of human rights being upheld and/or broken? (Use text based evidence to support opinions.) Who is affected by this story? 	<ul style="list-style-type: none"> • What story of human rights being defended or violated can you present to your students that will connect with them in some way? Is there a big population of immigrant students in your class? [pe] Is your classroom very racially diverse? [pe] Are most of your students' families from a different country? [pl] Is anything happening in your town/state that can be seen as an issue of human rights? [pl, po] Does whatever story you use have a grade-appropriate version of the news story to read? Are there different versions (more detailed vs. the basic details) of the story to accommodate every type of reader? [pe] • How will your class connect to the story about human rights? Why should we all 	<p>Poughkeepsie or New York)</p> <ul style="list-style-type: none"> ▪ <u>Comparing the original UDHR and the “plain language” version</u> <ul style="list-style-type: none"> - interactive words - repeated words & phrases in the UDHR - comparing plain language version to original UDHR - opinion writing: what is lost and gained with plain version? <ul style="list-style-type: none"> ▪ <u>Analyzing a firsthand account of human rights</u> <ul style="list-style-type: none"> - students will read article about farmworkers in NYS and how they are fighting for their rights to be protected (can also read about other cases of human rights in “Speak Truth to Power” depending on student population) - close reading of the article and unpacking of the vocabulary - as a class: what have we learned about human rights around the world from this story? <ul style="list-style-type: none"> - Homework: How does this account of farmworkers' rights affect me and the people I live with day to day? (talk with adult/someone at home) ▪ <u>Analyzing a firsthand account of human rights for connections to specific articles of the UDHR</u> <ul style="list-style-type: none"> - pair share & then as a class: how are we all connected to the story about Farmworkers' rights that we read about yesterday? Why should
---	--	--

<p>Are there similar things happening around the world?</p> <ul style="list-style-type: none"> - Opinion writing: what human rights were upheld or challenged? - <i>Homework</i>: review close reading steps & process for assessment tomorrow (can give story about Nepal from existing curriculum for practice) ▪ <u>End of Unit 1 Assessment: on-demand analysis of a human rights account</u> <ul style="list-style-type: none"> - give assessment where students read story about young boy from Kosovo and determine what human rights are being challenged and upheld in the story - debrief about human rights: “I used to think human rights were _____. Now I know they are _____.” 	<p>care about stories of human rights from around the world? Who is affected by this story? [pe, pl, po]</p>	<p>we care about stories of human rights from our state around the world? Is this happening anywhere else in the world?</p> <ul style="list-style-type: none"> - connect Farmworkers’ rights story to specific articles of the UDHR (use text-based evidence to make connections) - discuss as a class: how is this story an important example of human rights being upheld and/or broken? (Use text based evidence to support opinions.) Who is affected by this story? Are there similar things happening around the world? - Opinion writing: what human rights were upheld or challenged? - <i>Homework</i>: review close reading steps & process for assessment tomorrow (can give story about Nepal from existing curriculum for practice) ▪ <u>End of Unit 1 Assessment: on-demand analysis of a human rights account</u> <ul style="list-style-type: none"> - give assessment where students read story about young boy from Kosovo and determine what human rights are being challenged and upheld in the story - debrief about human rights: “I used to think human rights were _____. Now I know they are _____.”
---	--	---

UNIT 2: A Character's Story (Weeks 3-6, 18 sessions)

- [General text for Honolulu, Hawaii: *Kaiulani: The People's Princess, Hawaii, 1889* by Ellen Emerson White; Age 9 – 12 years; Lexile 940L; 240 pages](#)
- (Alternative choice for Honolulu, Hawaii: *Early Sunday Morning: The Pearl Harbor Diary of Amber Billows, Hawaii 1941* by Barry Denenberg; Age 9-12 years; Lexile 930L; 158 pages)
- [General text for Poughkeepsie, New York: *Hear My Sorrow: The Diary of Angela Denoto, a Shirtwaist Worker, NYC 1909* by Deborah Hopkinson; Age 9 – 12 years; Lexile 740L; 190 pages](#)
- (Due to the increasingly large population of Mexican immigrants in Poughkeepsie, the original novel offered by the NYS Grade 5 ELA curriculum, *Esperanza Rising* by Pam Muñoz Ryan, could be an appropriate alternative choice, depending on a specific classroom's student demographics.)
- Note: Both versions of this unit will follow a very similar format to that of the original NYS Grade 5 ELA: Module 1: Unit 2 curriculum. The main adaptations of this unit include the change in general texts as well as the corresponding change in background information to the texts that the students will learn and discuss.

Week	Instructional Focus: Honolulu, Hawaii	Guiding Questions for Differentiation	Instructional Focus: Poughkeepsie, New York
3	<ul style="list-style-type: none"> ▪ Students will read <i>Kaiulani: The People's Princess</i> by Ellen Emerson White over the course of this unit; this book will guide discussions of fictional and related non-fictional stories of human rights, as well as the corresponding writing and reading activities that will accompany each chapter. ▪ Students will learn the background information concerning Hawaii's history at the time right before, during, and after the book is taking place (book's timeline = 1889-1893) 	<ul style="list-style-type: none"> • In choosing a novel: What types of students make up your class? [pe] What populations of people have settled your town? [pe, pl] What populations of people lived in your town throughout history? [pe, po] What populations of people have immigrated to your town? [pe] Are there any relevant novels that have 	<ul style="list-style-type: none"> ▪ Students will read <i>The Diary of Angela Denoto</i> by Deborah Hopkinson over the course of this unit; this book will guide discussions of fictional and related non-fictional stories of human rights, as well as the corresponding writing and reading activities that will accompany each chapter. ▪ Students will learn the background information concerning New York's history at the time right before, during, and after the book is taking place (1909) <p>- A wave of immigrants came to NYC between</p>

<p>- David Kalakaua “The Merry Monarch” ruled from 1873-1891; controversial reign; signed treaty in 1876 with US guaranteeing Hawaii a sugar market fueled by American money; in 1887 treaty renewed and Pearl Harbor was leased to the USⁱⁱ</p> <p>- Bayonet Constitution - 1887ⁱⁱⁱ</p> <p>- Queen Liliuokalani (Kalakaua’s sister) took over the throne in 1891^{iv}</p> <p>- Liliuokalani overthrown in 1893 by American-led revolution (goal was annexation to U.S., but didn’t happen right away; annexation to U.S. happened in 1898); overthrow = illegal intervention, U.S. violated international law and sovereignty of Hawaiian Kingdom^v</p> <p>- Sanford B. Dole became Hawaii’s 1st territorial governor → creation of pineapple canning industry started by his cousin, James D. Dole^{vi}</p> <p>- growth of tourism in 1936 (because of inauguration of commercial air service)^{vii}</p> <ul style="list-style-type: none"> ▪ Connect informational text to literature to build relevant background information <p>- Use UDHR to support/examine issues of human rights occurring in the text; what rights are being challenged?; what are the characters doing to deal with these challenges? (may have to revisit this when more is revealed further along in the book)</p> <ul style="list-style-type: none"> ▪ Get to know Kaiulani (within context of historical events) ▪ Make inferences about characters based on 	<p>been written by either local authors or authors with similar backgrounds to those of your students? [pe]</p> <ul style="list-style-type: none"> • What background information about the book do your students have to know to fully understand the context and the importance of the book? [po] 	<p>1880-1924^{viii}</p> <p>- Living conditions (tenements = multifamily dwellings) in NYC were cramped and not sanitary or safe because of so many people; diseases spread, but NYC was still better because of the job opportunities in factories, etc.^{ix}</p> <p>- Uprising of the 20,000: in 1909, 1/5 of Triangle Shirtwaist Factory workers (mostly women) walked out in spontaneous strike to protest awful working conditions; workers (mostly women) in other garment industry shops all over Manhattan also walked out at the same time to strike for the same reasons^x</p> <p>- The Women’s Trade Union League (WTUL) supported the strikers: made up of an alliance of working, wealthy women</p> <p>- the uprising and strike lasted 14 weeks</p> <p>- International Ladies Garment Workers Union (ILGWU) negotiated settlement with many factory owners for better conditions and wages, but owners of Triangle Shirtwaist Factory refused to sign it^{xi}</p> <p>- Triangle Shirtwaist Factory fire broke out in March, 1911: top 3 floors of ten-story NYC building; 500 workers (mostly immigrant women) there at the time; some escaped, 146 people died because of the fire (most deadly industrial safety incident in NYC)^{xii}</p> <p>- Because of the fire: reforms started happening to make working conditions & worker safety better, unions became stronger, people stepped</p>
---	---	--

	<p>response to challenges</p>		<p>up to make changes, American Society of Safety Engineers in NYC was founded^{xiii} - Tenements reformed in 1920^{xiv}</p> <ul style="list-style-type: none"> ▪ Connect informational text to literature to build relevant background information - Use UDHR to support/examine issues of human rights occurring in the text; what rights are being challenged?; what are the characters doing to deal with these challenges? (may have to revisit this when more is revealed further along in the book) ▪ Get to know Angela (within context of historical events) ▪ Make inferences about characters based on response to challenges
<p>4 - 5</p>	<ul style="list-style-type: none"> ▪ Students will keep building on and enhancing their reading and analytical abilities with a continued close read of Princess Kaiulani’s story. ▪ Students will explore how historical facts/events are portrayed in the book (using direct quotes as supporting evidence) and discuss how the narrator’s identity affects the portrayal of these events. <p>- How could the author’s identity affect the way these events are presented in the book? How is the author connected to Hawaii’s history? (brief thing to think about, not intended for extensive research)</p> <ul style="list-style-type: none"> ▪ Based on evidence and information 		<ul style="list-style-type: none"> ▪ Students will keep building on and enhancing their reading and analytical abilities with a continued close read of Angela’s story. ▪ Students will explore how historical facts/events are portrayed in the book (using direct quotes as supporting evidence) and discuss how the narrator’s identity affects the portrayal of these events. <p>- How could the author’s identity affect the way these events are presented in the book? How is the author connected to New York’s history? Is the author an immigrant as well? (brief thing to think about, not intended for extensive research)</p>

	<p>gathered in text, students will put themselves in Kaiulani’s shoes and write their own diary entry expanding on a specific event discussed in the book thus far. Are any human rights being challenged? (If so, which ones?) How would they (student) have felt in this situation? How would they have faced the same challenges? What day-to-day things would they have to worry about?</p> <ul style="list-style-type: none"> ▪ Students will examine themes presented in story thus far. ▪ Contrasting perspectives: students will think about historical events & themes presented in the text from a different perspective ▪ Introduce Queen Liliuokalani’s perspective of the overthrow with a short view describing and entry in her diary: http://www.hawaiilive.org/viewer.php?resource=377&hostType=res&hostID=344^{xv} <p>- include a translated section of the Queen’s diary for reference during the unit’s activities - students will write another diary entry touching on a discussed event but from the perspective of a completely different character: perhaps an American sugar plantation owner (for example)</p>	<ul style="list-style-type: none"> • Are there any diary entries from local people that students can look at/read/have access to? (e.g. Liliuokalani, Roosevelt, Samuel Morse, etc.) [pe, pl] • What different perspectives exist in your town/city/state that contribute clear, differing opinions about a past or present local issue? Using a relevant, accessible example can allow students to understand the reality of differing perspectives and how they play out in local politics and get heard by the public in different ways. [po, pe, pl] 	<ul style="list-style-type: none"> ▪ Based on evidence and information gathered in text, students will put themselves in Angela’s shoes and write their own diary entry expanding on a specific event discussed in the book thus far. Are any human rights being challenged? If so, which ones? How would they (student) have felt in this situation? How would they have faced the same challenges? What day-to-day things would they have to worry about? ▪ Students will examine themes presented in story thus far. ▪ Contrasting perspectives: students will think about historical events & themes presented in the text from a different perspective ▪ Introduce Eleanor Roosevelt’s perspective of the UDHR by reading and discussing as a class a portion of her column “My Day”: http://www.gwu.edu/~erpapers/myday/displaydoc.cfm?_y=1948&_f=md001146^{xvi} <p>- include a few sections from other columns for reference during the unit’s activities - students will write another diary entry touching on a discussed event but from the perspective of a completely different character: perhaps the factory owner, Angela’s father, etc.</p>
--	---	--	--

<p>5 - 6</p>	<ul style="list-style-type: none"> ▪ Students will gather evidence for a two-voice poem incorporating Kaiulani and another character of choice. (Liliuokalani, an American character, an English character, etc.); poem’s meaning will change drastically depending on second character’s identity ▪ During process of gathering evidence, students will think about what human rights each character is affected by. Are some of the characters’ human rights being challenged? Is the character challenging certain human rights? Which ones/how? ▪ Gather evidence, draft, revise, reflect, finalize, two-voice poem <p>- To help students develop the mindset to write the two-voice poem from two different characters’ perspectives, have students share (in small groups) “poems” about themselves and some relevant challenges they face in their day-to-day lives, or a story about where their families came from that can relate to the characters in some way. This is meant to be informal and brief just to get them in the poem-writing mindset--students should have about 5 minutes to prepare, just jotting down ideas about their own stories.</p> <ul style="list-style-type: none"> ▪ Students will use quote-based evidence to write solid paragraphs about the text. 	<ul style="list-style-type: none"> • Be mindful: do any of your students have backgrounds or life stories that may require a little more sensitivity during this sharing activity? Although meant to be relatively informal, this assignment will mean different things to different students, so word choice and mindfulness of these realities is crucial. [pe] 	<ul style="list-style-type: none"> ▪ Students will gather evidence for a two-voice poem incorporating Angela and another character of choice. (Her father, a fellow factory worker, her teacher, the factory owner, etc.); poem’s meaning will change drastically depending on second character’s identity ▪ During process of gathering evidence, students will think about what human rights each character is affected by. Are some of the characters’ human rights being challenged? Is the character challenging certain human rights? Which ones/how? ▪ Gather evidence, draft, revise, reflect, finalize, two-voice poem <p>- To help students develop the mindset to write the two-voice poem from two different characters’ perspectives, have students share (in small groups) “poems” about themselves and some relevant challenges they face in their day-to-day lives, or a story about where their families came from that can relate to the characters in some way. This is meant to be informal and brief just to get them in the 1st person perspective and poem-writing mindset—students should have about 5 minutes to prepare, just jotting down ideas about their own stories.</p> <ul style="list-style-type: none"> ▪ Students will use quote-based evidence to write solid paragraphs about the text.
--------------	---	--	--

UNIT 3: Writing Real Stories of Human Rights (Weeks 7-8, 12 sessions)

- Note: Because the focus of Unit 3 is on the adaptation, drafting, rehearsing, and performing of a Readers Theater script related to the general text of the module, the adaptations I present for these two weeks come mainly in exchanging *Esperanza Rising* for the new place-based general text described in previous units: *Kaiulani: The People’s Princess, Hawaii, 1889* for the Hawaii curriculum, and *Hear My Sorrow: The Diary of Angela Denoto, a Shirtwaist Worker, NYC 1909* for the New York curriculum.

Week	Instructional Focus: Honolulu, Hawaii	Guiding Questions for Differentiation	Instructional Focus: Poughkeepsie, New York
7	<ul style="list-style-type: none"> ▪ Students will devote their ELA time throughout this unit to building on, practicing, and improving the reading and writing skills they have been working on throughout the previous 2 units. ▪ Students will analyze the similarities and differences between a novel and a script, and will discuss how a novel written in diary format differs from a novel written in typical format. What does one offer that the other doesn’t have? How can a diary novel best be converted into a script for multiple people? ▪ Students will be encouraged to think about the following questions while they work on their scripts: “How would I want my story to be told and remembered if I had had my human rights challenged in this way? What kind of message do I want my audience to walk away with?” ▪ Refer back to Queen Liliuokalani’s diary video and entries for relevant examples. 	<ul style="list-style-type: none"> • How did local people tell their stories? Is there something they left behind that tells their story in a different way? (draw upon diary entries from previous unit if possible; can find different ones to vary the voices as well) 	<ul style="list-style-type: none"> ▪ Students will devote their ELA time throughout this unit to building on, practicing, and improving the reading and writing skills they have been working on throughout the previous 2 units. ▪ Students will analyze the similarities and differences between a novel and a script, and will discuss how a novel written in diary format differs from a novel written in typical format. What does one offer that the other doesn’t have? How can a diary novel best be converted into a script for multiple people? ▪ Students will be encouraged to think about the following questions while they work on their scripts: “How would I want my story to be told and remembered if I had had my human rights challenged in this way? What kind of message do I want my audience to walk away with?” ▪ Present excerpt from Sojourner Truth’s diary for relevant example: http://www.liverpoolmuseums.org.uk/ism/slavery/americas/sojourner_truth.aspx^{xvii}

8	<ul style="list-style-type: none"> ▪ As students carry out their drafting and rewriting of their Readers Theater scripts, they will be encouraged to focus on the different voices/characters that are prominent throughout the narrator’s description of her story of human rights. How do certain characters get portrayed in these diary entries? How do you think a script/play/dialogue could change the way the audience sees this character? Is there anything that the text didn’t tell us that we could infer from the diary entries about other characters? (These questions and similar ones are bound to arise during this process, due to the first person nature of diary novels.) ▪ As a culminating reflection: have students create a diary entry of their own detailing their experience learning about human rights. What did they start off thinking about human rights? What have they learned? What has changed for them? How have they connected with the stories of human rights they’ve learned about? What is the right (article) they feel is (personally) most important to remember? 	<ul style="list-style-type: none"> • Are there any local [readers] theaters that your class can go see as a field trip? [pl] If it’s not possible to go see one, are there any local examples you can talk about with your class to show that theater events are a part (however small or large) of your community? 	<ul style="list-style-type: none"> ▪ As students carry out their drafting and rewriting of their Readers Theater scripts, they will be encouraged to focus on the different voices/characters that are prominent throughout the narrator’s description of her story of human rights. How do certain characters get portrayed in these diary entries? How do you think a script/play/dialogue could change the way the audience sees this character? Is there anything that the text didn’t tell us that we could infer from the diary entries about other characters? (These questions and similar ones are bound to arise during this process, due to the first person nature of diary novels.) ▪ As a culminating reflection: have students create a diary entry of their own detailing their experience learning about human rights. What did they start off thinking about human rights? What have they learned? What has changed for them? How have they connected with the stories of human rights they’ve learned about? What is the right (article) they feel is (personally) most important to remember?
---	---	--	---

-
- ⁱ Speak truth to power. (2010). *Robert F. Kennedy Center for Justice and Human Rights and New York Stated United Teachers*. Retrieved from <http://curriculum.rfkcenter.org/>
- ⁱⁱ Hawaii history. (2010). *Advameg*. Retrieved from www.city-data.com/states/Hawaii-History.html
- ⁱⁱⁱ Political history. (n.d.). *The Hawaiian Kingdom*. Retrieved from www.hawaiiankingdom.org/political-history.shtml
- ^{iv} Op. cit., Hawaii history.
- ^v Op. cit., Political history.
- ^{vi} Op. cit., Hawaii history.
- ^{vii} Op. cit., Hawaii history.
- ^{viii} Living conditions in New York City. (2002). *Immigrants in 1900s New York City*. Retrieved from <http://immigrants1900.weebly.com/living-conditions.html>
- ^{ix} Ibid., n.p.
- ^x Lewis, J. J. (n.d.) 1909 Uprising of the twenty thousand. Retrieved from http://womenshistory.about.com/od/triangle/a/shirtwaist_fact_2.htm
- ^{xi} Ibid., n.p. (includes all bullets between endnotes 3 & 4)
- ^{xii} Ibid., n.p.
- ^{xiii} Ibid., n.p.
- ^{xiv} Op. cit., Living conditions.
- ^{xv} *The Queen's Diary*, 1:43 min., Bishop Museum, 2011 [Video file]. Retrieved from <http://www.hawaiialive.org/viewer.php?resource=377&hostType=res&hostID=344>
- ^{xvi} Roosevelt, E. (1948). My Day columns: December 10, 1948. Retrieved from http://www.gwu.edu/~erpapers/myday/displaydoc.cfm?_y=1948&_f=md001146
- ^{xvii} Extract from Sojourner Truth's diary. (2014). *International Slavery Museum*. Retrieved from http://www.liverpoolmuseums.org.uk/ism/slavery/americas/sojourner_truth.aspx

A Closer Look at Curriculum Adaptation: Unpacking specific articles of the UDHR in a culturally relevant and meaningful way [see Appendix E for adapted lesson]

As a continuation of the curriculum portion of this thesis, I have adapted an individual lesson from Unit 1 of this module to demonstrate the possibility for place-based differentiation on a more detailed level. The adapted lesson is shown in Appendix E due to my desire to present it in its original format (a pdf) as it was retrieved from the Engage NY website. This specific curriculum is for Module 1: Unit 1: Lesson 6: Close Reading- Unpacking Specific Articles of the UDHR, and is intended for about one hour of classroom instruction. Similar to the previous portion of curriculum, my adaptations are presented in red font directly on the original document. When the spacing of the document does not allow my comments to be included in the appropriate places, my modifications are presented in red boxes with an arrow signaling the place in the curriculum for which they are intended.

This lesson offers a very specific example of the way in which place, population, and politics can be incorporated into a curriculum to create a culturally relevant education for students, but this specificity should not detract from the broader applications of the themes included. Regardless of where a teacher may be teaching or where students are from, the place-based, personalizing concepts that these adaptations highlight can be modified and applied to any curriculum in numerous ways. Recognizing this prospect is key as it will allow for a much more valuable read of the curriculum presented, and will ideally encourage future relevant adaptations.

Chapter VI: Moving Forward

“At the most general level...a critical pedagogy must be a pedagogy of place, that is, it must address the specificities of the experiences, problems, languages, and histories that communities rely upon to construct a narrative of collective identity and possible transformation.” – McLaren & Giroux, 1990, p. 263 (as cited by Gruenewald, 2003, p.8)

Despite the fact that the CCSS are an extremely recent reform effort only implemented in the past three years, these authors’ statement from over 20 years ago penetrates the essence of the problematic nature of this reform. The CCSS were established in response to an increasingly desperate crisis narrative sweeping the U.S. education system: schools are failing, international rankings are dropping, and our status as a globally competitive nation is suffering. Unfortunately, as with most crisis resolutions, this movement towards standardization was led, developed, and realized by a select few individuals occupying the most influential sectors of society. Standards were developed, corporate philosophies were favored, and high-stakes tests were established as the defining factors of our country’s success, despite their complete lack of merit and a blatant disregard for the development of the “whole student.”

In response to this unfortunate reality, this thesis suggests a practical adaptation of the CCSS that addresses the critical components of a valuable education: incorporating students’ place, population, and politics into their daily curricula. Adapting lessons in the manner demonstrated throughout this thesis provides students with a meaningful schooling that values their identities as unique individuals and also contributes to what I believe is the ultimate goal of education: to develop critical, curious, and informed thinkers that are well equipped to become functioning and contributing members of global societies.

To work towards this goal we must establish an American education system that values students' experiences in the classroom as well as their mental, physical, and emotional development (as opposed to just their academic development); policy makers and education officials must recognize the essential role that teachers and community members should have in creating such curricula. Building on these suggestions, Networked Improvement Communities (NICs) offer a relevant and accessible solution to this issue that moves away from the neoliberal forces of the current education system and promotes a collaborative community-based approach to developing solutions to instructional and institutional issues (Levenson, 2014).

NICs are intended to involve teachers, principals, and other school staff in “examining and sharing what works, what fails, and why. Each NIC would agree to tackle a significant challenge of practice, such as who drops or is pushed out of school and what can be done to change this” (Levenson, 2014, p. 134). In combination with adapting current curricula to value the place, population, and politics of students' experiences, these networks contribute to the place-based change that educators and students across the country deserve to see enacted. After all, in a country composed almost entirely of immigrants, the diverse identities and experiences of our students should be valued, cultivated, and incorporated in their educational experiences on a daily basis.

References

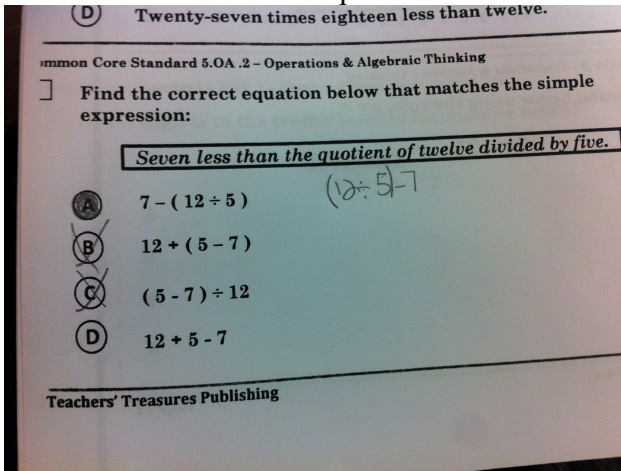
- About us. (2014). *Arkansas Against Common Core*. Retrieved from <http://www.arkansasagaincommoncore.com/about-us.html>
- About the standards. (2014). *Common Core State Standards Initiative*. Retrieved from <http://www.corestandards.org/about-the-standards/>
- Almeida, J. & Riesenfeld, D. (2013). Teacher support for the Common Core. Retrieved from <http://achievethecore.org/common-core-intro-for-parents>
- American Principles Project. (2013, September 18). *Dr. Megan Koschnick presents on Common Core at APP Conference*. [Video file]. Retrieved from <https://www.youtube.com/watch?v=vrQbJlmVJZo>
- Background and context. (2012). *Engage NY: Our students. Their moment*. Retrieved from <http://www.engageny.org/resource/new-york-state-p-12-common-core-learning-standards>
- Baker, A. (2014, February 16). Common Core curriculum now has critics on the left. *The New York Times*. Retrieved from <http://www.nytimes.com/2014/02/17/nyregion/new-york-early-champion-of-common-core-standards-joins-critics.html>
- Bradshaw, S. (2010). Exports offer Poughkeepsie an economic edge. *MPI*. Retrieved from https://www.mpi-systems.com/company_news/exports-offer-poughkeepsie-area-economic-edge.php#.U2dG5OZdWJy
- Business speaks for the Core. (2013). *Achieve the Core*. Retrieved from <http://achievethecore.org/common-core-intro-for-parents>
- Calkins, L., Ehrenworth, M., & Lehman, C. (2012). *Pathways to the Common Core: Accelerating achievement*. Portsmouth, NH: Heinemann.
- Changes to New York State standards, curricula, and assessments: ELA and Mathematics. (2013). *Engage NY: Our students. Their moment*. Retrieved from <http://www.engageny.org/sites/default/files/resource/attachments/ccsstimeline.pdf>
- Climate in Poughkeepsie, New York. (2013). *Sperling's Best Places*. Retrieved from http://www.bestplaces.net/climate/city/new_york/poughkeepsie
- Cody, A. (2013, October 12). Parents voice concerns about Common Core: NY Dept of Ed cancels further hearings. *Education Week Teacher*. Retrieved from http://blogs.edweek.org/teachers/living-in-dialogue/2013/10/parents_voice_concerns_about_c.html

- Frequently asked questions. (2014). *Common Core State Standards Initiative*. Retrieved from <http://www.corestandards.org/about-the-standards/frequently-asked-questions/>
- Food insecurity in Poughkeepsie. (2014). *Poughkeepsie Plenty Food Coalition*. Retrieved from <http://poughkeepsieplenty.org/crreo-discussion-brief-looks-at-food-insecurity-in-the-city-of-poughkeepsie/>
- Gruenewald, D. A. (2003). The best of both worlds: A critical pedagogy of place. *Educational Researcher*, 32(4), p. 3-12.
- Hawaii facts and trivia. (2014). *50States.com*. Retrieved from <http://www.50states.com/facts/hawaii.htm#.U2c-bOZdWJx>
- Hawaii homelessness. (2013). *Honolulu Civil Beat*. Retrieved from <http://www.civilbeat.com/topics/hawaii-homelessness/>
- Klein, A. (2014, February 25). Partisan split on Common Core evident in congress. *Education Week*. Retrieved from http://www.edweek.org/ew/articles/2014/02/26/22backlash_ep.h33.html
- Levenson, M. R. (2014). *Pathways to teacher leadership: Emerging models, changing roles*. Cambridge, MA: Harvard Education Press.
- Melfa, M. (2013, October 11). *Commissioner King Gets Spanked*. [Video file]. Retrieved from https://www.youtube.com/watch?v=P_Eiz406VAs
- National survey of parents and educators: Common Core standards. (2013). *School Improvement Network*. Retrieved from <http://www.whatiscommoncore.org/what-do-educators-think-of-the-common-core-standards/>
- Natural resources of Hawaii. (2012). *Hawaii Department of Land and Natural Resources*. Retrieved from http://hawaiideptland.custhelp.com/app/answers/detail/a_id/67/~/~what-are-the-natural-resources-of-hawaii%3F
- NYS Common Core ELA Curriculum: Grade 5 Curriculum Map. (2013). *Expeditionary Learning*. Retrieved from Engage NY Online <http://www.engageny.org/resource/grade-5-ela-curriculum-map>
- NYS Common Core ELA Curriculum: Grade 5, Module 1, Overview. (2012). *Expeditionary Learning*. Retrieved from Engage NY Online <http://www.engageny.org/resource/grade-5-ela-module-1-unit-1>
- Pennington, J. L., Obenchain, K. M., Papola, A. & Kmitta, L. (2012, October 12). The Common Core: Educational redeemer or rainmaker? *Teachers College Record*. Retrieved from <http://www.tcrecord.org>

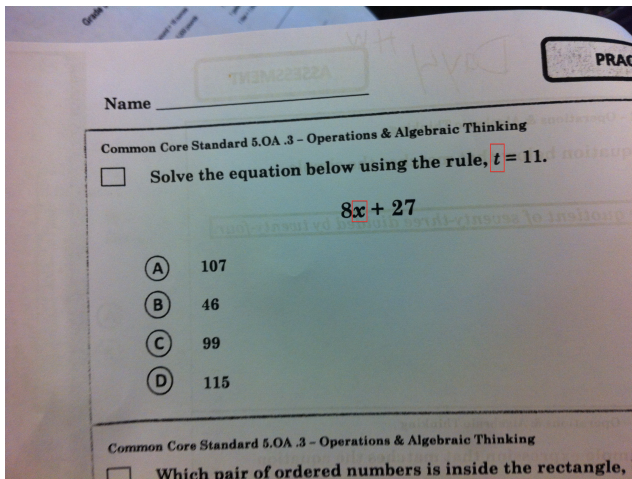
- Poughkeepsie town plan and final generic environmental impact statement. (2007). *Town of Poughkeepsie.com*. Retrieved from <http://www.townofpoughkeepsie.com/supervisor/poughkeepsietownplanadopted092607.pdf>
- Ravitch, D. (2013, November 25). Why so many parents hate Common Core. *CNN Opinion*. Retrieved from <http://www.cnn.com/2013/11/25/opinion/ravitch-common-core-standards/>
- Regents adjust Common Core implementation. (2014, February 10). *New York State Education Department*. Retrieved from <http://www.oms.nysed.gov/press/regents-adjust-common-core-implementation.html>
- Rothman, R. (2013). Common Core State Standards 101. Retrieved from <http://all4ed.org/reports-factsheets/common-core-state-standards-101/>
- Ryan, P. M. (2000). *Esperanza Rising*. New York, NY: Scholastic Inc.
- Saylors, C. J. (2010). National PTA Supports Final Draft of Common Core State Standards. Retrieved from http://www.pwrnewmedia.com/2010/pta_00602/index.html
- Standards in your state. (2014). *Common Core State Standards Initiative*. Retrieved from <http://www.corestandards.org/standards-in-your-state/>
- Standards toolkit. (2012). *Hawaii State Department of Education*. Retrieved from <http://standardstoolkit.k12.hi.us/>
- State and county quick facts. (2014). *United States Census Bureau*. Retrieved from <http://quickfacts.census.gov/qfd/states/36/3659641.html>
- Strauss, V. (2014, January 26). NY teachers union pulls its support from Common Core, urges removal of state ed chief. *The Washington Post*. Retrieved from <http://www.washingtonpost.com/blogs/answer-sheet/wp/2014/01/26/ny-teachers-union-pulls-its-support-from-common-core-urges-removal-of-state-ed-chief/>
- Vision Liberty. (2013, October 13). *15-year-old connects the dots about the dangers of Common Core*. [Video file]. Retrieved from <https://www.youtube.com/watch?v=xxoopxbaIA0>

Appendix A: Example images of confusing and erroneous problems included in 5th grade Common Core worksheets

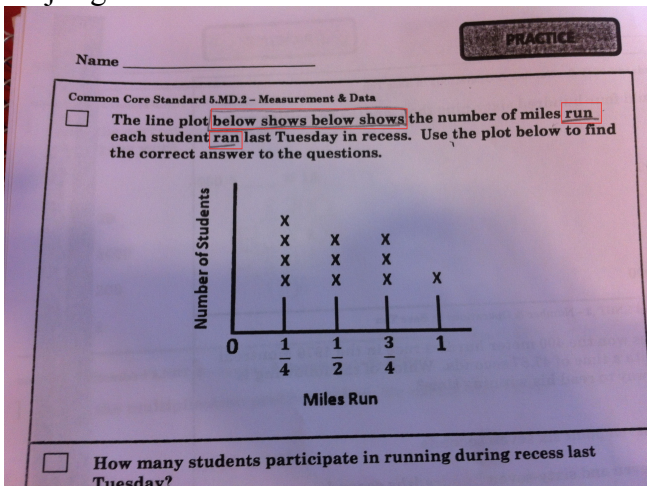
Correct answer is not an option:



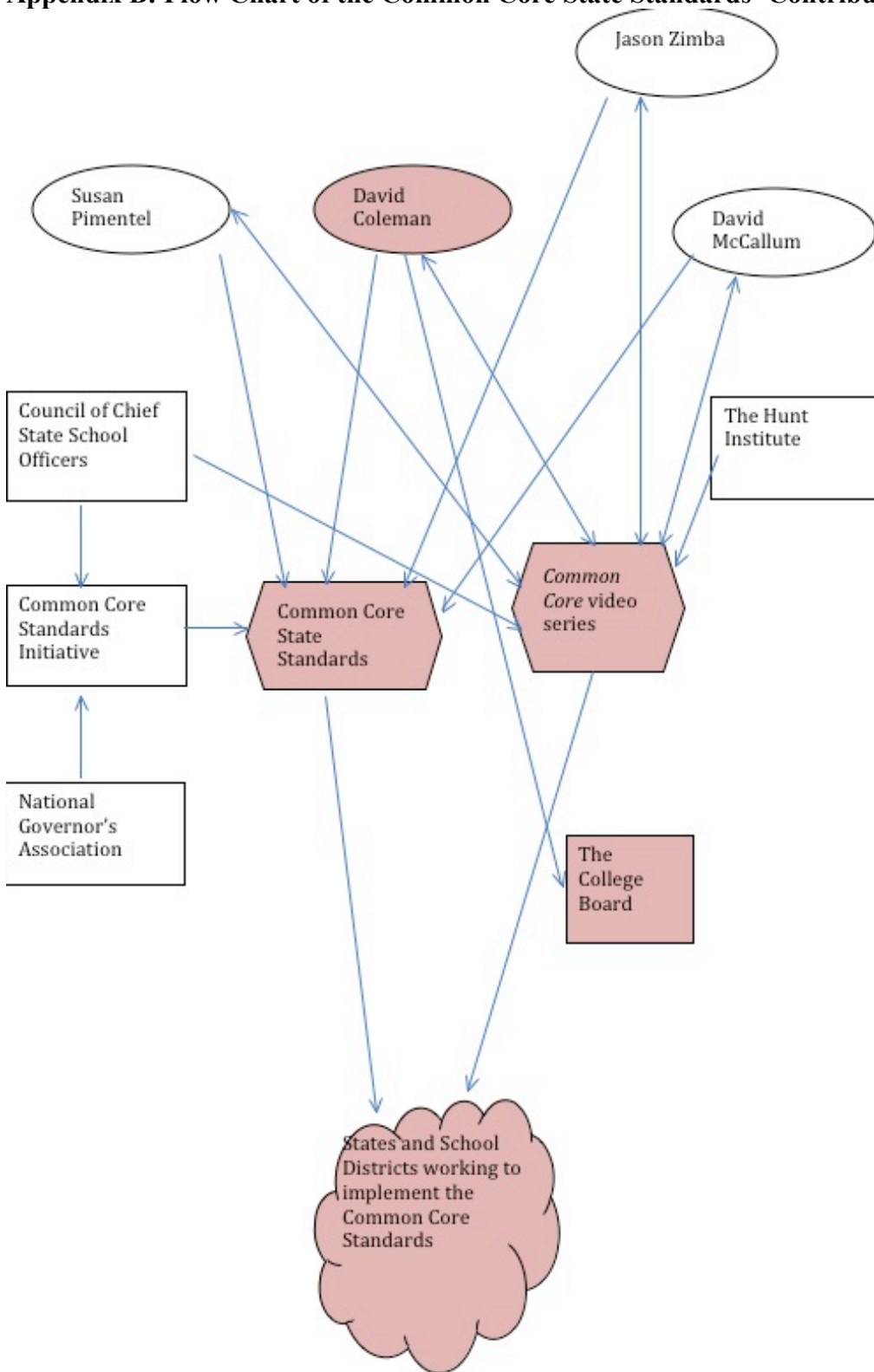
Variable is inconsistent:



Major grammatical errors:



Appendix B: Flow Chart of the Common Core State Standards' Contributors



Pennington, J. L., Obenchain, K. M., Papola, A. & Kmitta, L. (2012, October 12). The Common Core: Educational redeemer or rainmaker? *Teachers College Record*. Retrieved from <http://www.tcrecord.org>

Appendix C: Population, Place, and Politics charts for Honolulu and Poughkeepsie

	Honolulu, Hawaii	Poughkeepsie, New York
Population	<ul style="list-style-type: none"> ▪ <i>Population</i>: 1.5 million (HI) ▪ <i>Race</i>: Asian (43.3%), White (22.4%), two or more races (21.6%), Native Hawaiian or Pacific Islander (9.6%), Hispanic or Latino (8.8%), Black or African American (2.8%), American Indian (0.3%), White alone/not Hispanic or Latino (19.4%)^{xxviii} ▪ <i>Languages spoken</i>: Japanese, Standard American English, Chinese, Korean, Hawaii Creole English (Pidgin), Spanish, etc. ▪ <i>Homeless Population</i>: ~9,781 people (but still growing)^{xix} ▪ <i>Below Poverty Level</i>: 9.6%^{xx} ▪ <i>Foreign Born People</i>: 19.7%^{xxi} ▪ <i>Language Beside English Spoken at Home</i>: 28.1%^{xxii} ▪ <i>Firms (ownership)</i>: Asian (56.6%), Hawaiian (9.1%), Hispanic (3.3%), Black (1.1%) 	<ul style="list-style-type: none"> ▪ <i>Population</i>: 20 million (NY) ▪ <i>Race</i>: White (50.9%), Black or African American (33.5%), Hispanic or Latino (19.5%), two or more races (4.5%), Asian (1.6%), American Indian (0.9%), Native Hawaiian or Pacific Islander (0.1%), White alone/not Hispanic or Latino (43.5%)^{xxiii} ▪ <i>Languages spoken</i>: Standard American English, Spanish, African American Vernacular English, etc. ▪ <i>Residents w/ income below 50% of poverty level (2009)</i>: 12.5%^{xxiv} ▪ <i>Below Poverty Level</i>: 25.9%^{xxv} ▪ <i>Foreign Born People</i>: 21.2%^{xxvi} ▪ <i>Language Beside English Spoken at Home</i>: 21.0%^{xxvii} ▪ <i>Firms (ownership)</i>: Black (17.2%) – all other data either <25 or suppressed
Place	<ul style="list-style-type: none"> ▪ <i>Geography</i>: Isolated island chain in the middle of the Pacific Ocean; Honolulu = capitol of Hawaii, located on southern coast of the island of Oahu, climbs Punchbowl (extinct volcano)^{xxviii} ▪ <i>Area of Honolulu City</i>: 86 sq. mi.^{xxix} ▪ <i>Elevation Above Sea Level</i>: 15 ft.^{xxx} ▪ <i>Climate</i>: Humid, semi-tropical, trade winds; average precipitation = 22 in.; annual average temperature = 77.2°F; least change in temperature between winter & summer (of all states)^{xxxi} ▪ <i>Natural Resources</i>: rainforests; land & soils; lava & geothermal steam; clean water, wind, air; flora & fauna, geologic features (volcanic material → no oil, gas, or minerals)^{xxxii} ▪ <i>Export crops</i>: sugarcane, coffee, flowers, macadamia nuts, pineapple^{xxxiii} ▪ <i>Industry</i>: [eco]tourism 	<ul style="list-style-type: none"> ▪ <i>Geography</i>: NYS located on the Northeast coast of the U.S.; borders many other states; Poughkeepsie = on the East bank of the Hudson river, 72 mi. north of NYC^{xxxiv}; bordered by Atlantic Ocean, Lake Ontario, and Lake Erie ▪ <i>Area of Poughkeepsie</i>: 31.2 sq. mi.^{xxxv} ▪ <i>Elevation Above Sea Level</i>: 160 ft.^{xxxvi} ▪ <i>Climate</i>: 165 sunny days per year; average precipitation = 39 in.; average snowfall = 43 in.; average high temperature in July = 86°F, average low temperature in January = 18°F^{xxxvii} ▪ <i>Natural Resources</i>: Hudson River water supply, apple orchards, Hudson Valley natural agriculture^{xxxviii} ▪ <i>Exports</i>: chemicals, computers, equipment ▪ <i>Industry</i>: manufacturing & trade center for farming and resort area^{xxxix}

<p>Politics</p>	<ul style="list-style-type: none"> ▪ <i>History</i>: Kingdom of Hawaii ruled by generations of Native Hawaiian monarchs; forceful overthrow of Native Hawaiian monarchy lead by American citizens; forced annexation to U.S. as territory; last state to join the U.S.; attack on Pearl Harbor by Japanese military → U.S. involvement in WWII ▪ <i>Issues</i>: Native Hawaiian land constantly being developed and appropriated for tourism (“Keep the Country Country” campaign as protest)^{xli}; [eco]tourism helps economy, but endangers natural resources; economic inflation due to geographic isolation → everything is more expensive but salaries don’t appropriately reflect this inflation; critically endangered wildlife such as Hawaiian monk seals, green sea turtles, coral reefs, etc. 	<ul style="list-style-type: none"> ▪ <i>History</i>: Site of Poughkeepsie purchased from Native Americans^{xli}; 11th of original 13 colonies; second capital of New York; U.S. Constitution ratified on Market St.^{xlii}; IBM built main plant in Poughkeepsie ▪ <i>Issues</i>: Spackenkill refused NYSED plans to consolidate Poughkeepsie & Spackenkill school districts → local high school built in Spackenkill despite protests from NYSED → IBM tax revenues benefit Spackenkill school and not PHS^{xliii} → educational disparity perpetuated; contrary to high Hispanic/Latino population, majority of Poughkeepsie police officers don’t speak Spanish; sprawling and industrialization endanger Hudson River Valley’s beauty and natural resources (e.g. Hudson River water pollution)^{xliv}; 26% of Poughkeepsie City households experience food insecurity; 2/10 census tracts qualify as food deserts^{xlv}
------------------------	---	---

^{xviii} State and county quick facts. (2014). *United States Census Bureau*. Retrieved from <http://quickfacts.census.gov/qfd/states/36/3659641.html> (based on self-identified surveys)

^{xix} Hawaii homelessness. (2013). *Honolulu Civil Beat*. Retrieved from <http://www.civilbeat.com/topics/hawaii-homelessness/>

^{xx} Op. cit., State and county quick facts.

^{xxi} *Ibid.*, n.p.

^{xxii} *Ibid.*, n.p.

^{xxiii} *Ibid.*, n.p. (based on self-identified surveys)

^{xxiv} Op. cit., Hawaii homelessness.

^{xxv} Op. cit., State and county quick facts.

^{xxvi} *Ibid.*, n.p.

^{xxvii} *Ibid.*, n.p.

^{xxviii} Hawaii history. (2010). *Advameg*. Retrieved from www.city-data.com/states/Hawaii-History.html

^{xxix} *Ibid.*, n.p.

^{xxx} *Ibid.*, n.p.

^{xxxi} *Ibid.*, n.p.

^{xxxii} Natural resources of Hawaii. (2012). *Hawaii Department of Land and Natural Resources*. Retrieved from http://hawaii.deptland.custhelp.com/app/answers/detail/a_id/67/-/what-are-the-natural-resources-of-hawaii%3F

^{xxxiii} *Ibid.*, n.p.

^{xxxiv} Climate in Poughkeepsie, New York. (2013). *Sperling’s Best Places*. Retrieved from http://www.bestplaces.net/climate/city/new_york/poughkeepsie

^{xxxv} Op. cit., Hawaii history.

^{xxxvi} Op. cit., Climate in Poughkeepsie.

^{xxxvii} Op. cit. Hawaii history.

^{xxxviii} Kealy, J. (2002). The Hudson River Valley: A natural resource threatened by sprawl. Retrieved from <https://litigation-essentials.lexisnexis.com/webcd/app?action=DocumentDisplay&crawlid>

^{xxxix} Geography of Poughkeepsie. (n.d.). *How stuff works, Inc.* Retrieved from <http://geography.howstuffworks.com/united-states/geography-of-poughkeepsie.htm>

^{xl} Keep the country, country. (2008). *Defend Oahu Coalition*. Retrieved from <http://www.defendoahucoalition.org/backg.php>

^{xli} Poughkeepsie town plan and final generic environmental impact statement. (2007). *Town of Poughkeepsie.com*. Retrieved from <http://www.townofpoughkeepsie.com/supervisor/poughkeepsietownplanadopted092607.pdf>

^{xlii} *Ibid.*, p. 12

^{xliii} Books, Sue. (2006). The politics of school districting. *Educational Foundations*.

^{xliv} Op. cit., Kealy.

^{xlv} Food insecurity in Poughkeepsie. (2014). *Poughkeepsie Plenty Food Coalition*. Retrieved from <http://poughkeepsieplenty.org/crreo-discussion-brief-looks-at-food-insecurity-in-the-city-of-poughkeepsie/>

Appendix D: Specific ELA Standards for Module 1 of 5th Grade NYS Curriculum

Reading Standards for Literature	Specific Standard
RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
RL.5.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
RL.5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
RL.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
RL.5.5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
RL.5.6	Describe how a narrator's or speaker's point of view influences how events are described.
RL.5.11	Recognize, interpret, and make connections in narratives, poetry, and drama, to other texts, ideas, cultural perspectives, eras, personal events, and situations.
<i>RL.5.11.A</i>	Self-select texts to develop personal preferences regarding favorite authors.
<i>RL.5.11.B</i>	Use established criteria to categorize, select texts and assess to make informed judgments about the quality of the piece.
Reading Standards for Informational Text	
RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
RI.5.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
RI.5.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
Writing Standards	Specific Standard
W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
<i>W.5.2.A</i>	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
<i>W.5.2.B</i>	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

<i>W.5.2.C</i>	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
<i>W.5.2.D</i>	Use precise language and domain-specific vocabulary to inform about or explain the topic.
<i>W.5.2.E</i>	Provide a concluding statement or section related to the information or explanation presented.
W.5.3	Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.
<i>W.5.3.A</i>	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
<i>W.5.3.B</i>	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
<i>W.5.3.C</i>	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
<i>W.5.3.D</i>	Use concrete words and phrases and sensory details to convey experiences and events precisely.
W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
W.5.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
W.5.9.A	Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).
W.5.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
Language Standards	
L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).

This chart has been adapted directly from Expeditionary Learning’s (2013) Grade 5 Common Core Aligned Curriculum Map. [For access to the full chart as well as further resources related to NYS Common Core curriculum, please visit: <http://www.engageny.org/resource/grade-5-ela-module-1-unit-1>]

Appendix E: Unpacking specific articles of the UDHR in a culturally relevant and meaningful way

GRADE 5: MODULE 1: UNIT 1: LESSON 6



EXPEDITIONARY
LEARNING

Close Reading:
Unpacking Specific Articles of the UDHR

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can effectively engage in a discussion with my peers. (SL.5.1b) I can determine the main ideas of an informational text based on key details. (RI.5.2) I can make inferences using quotes from the text. (RI.5.1) I can determine the meaning of content words or phrases in an informational text. (RI.5.4) I can explain important connections between people, events, or ideas in a historical, scientific, or technical text accurately. (RI.5.3)	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none"> I can follow our class norms when I participate in a discussion. I can summarize Articles 2 and 3 of the UDHR. I can use context clues to help me determine the meaning of words. I can visualize what the authors of the UDHR wanted for all people (found in Articles 2 and 3). <p>* I can think of real life examples of when these articles are were/are relevant to me and/or the people around me.</p>	<ul style="list-style-type: none"> UDHR note-catchers (for Articles 2 and 3) Anchor charts (for Articles 2 and 3)

Agenda	Teaching Notes
1. Opening A. Engaging the Reader: Give One, Get One (10 minutes) 2. Work Time A. Text Structure: Reorienting to the UDHR (5 minutes) B. Close Reading: Articles 2 and 3 of the UDHR (30 minutes) 3. Closing and Assessment A. Anchor Charts: Summarizing and Sketching: Articles 2 and 3 (10 minutes) B. Debrief (5 minutes) 4. Homework * Before starting, have an understanding of the specific diversity among your students- where are they all from? Are there any historical events that are relevant? * Students should also have practice relating each article to real life people/events- whether in history or present day. Ideally, students will recognize (throughout these units) how they can connect to these articles- with their families/ places they're from/ places they live.	<ul style="list-style-type: none"> From this lesson through the end of the unit, the focus is on students using their new close reading and word solving skills to more deeply understand the UDHR. You may want to have plain-language dictionaries, such as CoBuild, and a list of root words and prefixes, such as the one found at http://www.prefixsuffix.com/rootchart.php, readily accessible so that students can use them independently. Create heterogeneous groups of four (each group should include some more-ready and less-ready readers). In this lesson and Lesson 7, students will become “experts” on 11 specific articles from the UDHR. These articles were chosen specifically because they relate thematically to the novel <i>Esperanza Rising</i>, which students will read during Units 2 and 3. ELLs may be unfamiliar with some words, such as <i>comparing</i>. In advance: Create eleven charts, one for each of the eleven articles that are listed on the UDHR note-catcher. Post these around the classroom. Ideally these charts would stay up in the classroom until the end of the module. Also, prepare a model of an anchor chart for Article 1 of the UDHR, which you will show students during the closing of this lesson. At the top of your chart, state the article in your own words. Beneath, draw pictures of what it looks like when this article is upheld and when it is not. Post: Learning targets.



Lesson Vocabulary	Materials
<p>primary source, United Nations, introduction, preamble, entitled, distinction, origin, liberty, security</p>	<ul style="list-style-type: none"> • Give One, Get One note-catcher (see example in supporting materials; students can use this supporting material or they can create a page on scrap paper) • Chart paper for Our Recommended Rights anchor chart • Universal Declaration of Human Rights (from Lesson 1) • UDHR note catcher (from Lesson 1; students' copies and one for display) • Close Readers Do These Things anchor chart (begun in Lesson 1) • Model Article 1 anchor chart (new; teacher-created) • Six charts, each labeled with a specific article number: three for Article 2 and three for Article 3 (add more if your class is larger than 24)



* To promote thinking about which rights should be included, ask students to take a few minutes to jot down or share some real life events that they feel are unfair [to whomever they affect]. What injustices do some people in [your town/state] experience every day?

What about some people back "home" (for students whose families may come from somewhere else)?

* Discuss as a class: How are these opinions of which rights to include affected by where we live, where our families come from, and how we grew up? How would these change if we grew up in different circumstances?

GRADE 5: MODULE 1: UNIT 1: LESSON 6

Close Reading:

Unpacking Specific Articles of the UDHR

Opening	Meeting Students' Needs
<p>A. Engaging the Reader: Give One, Get One (10 minutes)</p> <p><i>Throughout this unit so far, on our mid-unit assessment,</i> you used all your new vocabulary words to explain human rights to someone else. I was very impressed with all you knew. Now we are going to dig back in to the UDHR to think about the specific rights that are included in this primary source document. <i>and connect them to our own lives.</i></p> <p><i>Ask them/encourage them to start thinking</i></p> <p>Tell them that they probably already have lots of thoughts about which rights should be included.</p> <ul style="list-style-type: none"> Ask students to open their journals and divide a page into four boxes (for an example, see the Give One, Get One note-catcher in the supporting materials; use this if preferred). Tell them: "In the top left box, list some of the rights that should be human rights. In the top right box, briefly explain why." Briefly model if needed. Explain to students the process of Give One, Get One: When instructed, stand and take your note-catcher with you. Circulate, talking to at least three classmates. With each classmate, tell one right that you put on your list, and why you included it. Your classmate will then share with you. If your lists are exactly the same, move on. If your partner has something different on his or her list, write it down. <i>Encourage students to ask each other questions about their choices and challenge each other respectfully.</i> Tell students to begin. As they mill about and talk, circulate to listen in for patterns in their comments and to see whether they are able to give reasons to support their opinions. Invite one or two students to share with the whole class. (Collect their Give One, Get Ones and use them to create a chart called Our Recommended Rights anchor chart to refer to throughout the module. This does not need to occur during this lesson.) Point out the first learning target. Ask students how they did following the class norms during the Give One, Get One (or address any issues). Briefly review the remaining learning targets. Tell students that today they will be focusing on specific articles of the UDHR. Check for understanding, asking for a thumbs-up or -down about whether students are clear on the targets. Address any confusion. 	<ul style="list-style-type: none"> Providing an individual computer and headphones for students who have difficulty with a lot of sensory input lets them process at their own speed. Consider allowing students to draw their observations, ideas, or notes when appropriate. This allows ELLs to participate in a meaningful way. Consider partnering an ELL with a student who speaks the same home language when discussion of complex content is required. This can let them have more meaningful discussions and clarify points in their home language.



Work Time	Meeting Students' Needs
<p>A. Text Structure: Reorienting to the UDHR (5 minutes)</p> <ul style="list-style-type: none"> • Ask students to locate their copy of the UDHR and their UDHR note-catcher from Lesson 1 (likely in their folders). • Remind them that during Lesson 1, they spent some time noticing how the document is structured. Ask students to quickly turn and talk with a partner about what they remember or what they notice now. Invite a few students to share out. Listen for the vocabulary they have learned, such as <i>introduction</i>, <i>preamble</i>, or <i>primary source</i>. • Tell them that for the next few days, they will focus on some of the specific numbered articles. Ask them to find that part of the document. • Remind students that each article, or section, identifies a right that the authors of the UDHR believed should be afforded all human beings. They've already read Article 1 several times (in Lessons 1 and 4). • Direct them to their UDHR note-catcher for their notes and sketches about Article 1 (done during Lesson 1). Ask students to turn and talk about what Article 1 is about and about the sketches they did. * [How] does Article 1 relate to any of the injustices they just brainstormed or any other current or past events? • Ask students to draw a box around Article 1. Then have them do the same (one box per article) around Articles 2, 3, 6, 14, 16, 17, 20, 23, 25, and 26. • Tell them: "Readers often break long or hard text into smaller chunks. We are just going to focus on these 11 articles and get really smart about them. We will keep coming back to these articles in the coming weeks, as we think about how real people like us and fictional characters respond when they face challenges." • Tell them it will be interesting to see if any of these articles match the Recommended Rights list the class just created. 	<ul style="list-style-type: none"> • While students are working to become "experts" on certain articles of the UDHR, it is recommended that they work in heterogeneous groups containing more-ready and less-ready readers. • When possible, provide text or materials in students' home language. This can help them understand materials presented in English. • Students needing additional supports may benefit from partially filled-in graphic organizers.

* Ask them to be vigilant during the following lessons for any connection between these articles and the Recommended Rights list the class created. Encourage them to write down any more suggestions for possible rights that they might think of along the way/during the rest of the unit.



Work Time	Meeting Students' Needs
<p>B. Close Reading: Articles 2 and 3 of the UDHR (30 minutes)</p> <ul style="list-style-type: none"> Place students in groups of four. Students should remain in their group for the remainder of this class and the next class. Read Article 2 aloud twice, with students following along (this promotes fluency). Do not explain the text. Have students think silently, and then turn and tell a partner, which right(s) they think the article is referring to. Have students write their thought(s) next to Article 2 on their copy of the UDHR. Display the UDHR note-catcher. Ask students to share what they remember about how they used this when reading Article 1. Listen for comments about reading multiple times, trying to figure out the main idea, asking clarifying questions, and sketching. Direct them to the Close Readers Do These Things anchor chart (begun in Lesson 1). Ask students to reread just the first sentence of Article 2, focusing on words or phrases that might help them determine what right or promise it is referring to. Have students underline no more than two or three words and share them with a partner. Ask a few students to share whole group; have their classmates give a thumbs-up if they chose the same word(s). Encourage them to ask classmates/ a teacher if they don't know a vocabulary word (as this can affect their understanding of the Article's meaning). Invite a student who underlined entitled or without distinction to explain why he or she chose those. Probe, coaching students to explain how they used context clues or morphemes to figure out the word meaning. For example: <ul style="list-style-type: none"> * "How did you figure out <i>entitled</i>?" Listen for students to point out that since the sentence said "everyone" and "rights," they figured out that <i>entitled</i> probably meant "deserved." Tell students that for today, they will just focus on this first sentence of Article 2. Ask students to complete their UDHR note-catcher for Article 2. Ask them to reread the first sentence. Ask: <ul style="list-style-type: none"> * "What right is this article referring to?" * "What specific words help you know that?" Listen for students to list words such as <i>race, color, sex, etc.</i> Ask several text-dependent questions about Article 2, beginning with more basic questions and gradually increasing the difficulty: <ul style="list-style-type: none"> * "What features of human beings does Article 2 list?" * "What is 'property'?" * "Based on the fact that there is a list of human qualities here, what do you think 'without distinction of any kind' means?" * "The word 'origin' here means 'where someone comes from.' What does <i>national</i> or <i>social</i> origin mean?" * Briefly discuss the different "national" or "social" origins that exist among the students. Bring the meaning of these terms 	<ul style="list-style-type: none"> For ELLs, consider providing extra time for tasks and answering questions in class discussions. They often need more time to process and translate information. ELLs receive extended time as an accommodation on NY State assessments.

home with this connection to them and their families.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> • Call on students to give a brief paraphrase or summary of Article 2. Have them write it in the second column of the UDHR note-catcher. • Remind students how they made pictures in their mind to help them understand Article 1 and when they completed the vocabulary tableaux. Ask students to do the same with Article 2: <ul style="list-style-type: none"> * “What does Article 2 look like?” <i>“Can you think of any real life examples to help you describe what it's saying?”</i> • Give students time to think, talk, and draw. Remind them that it does not matter how good their sketch is; the drawing will help them remember the main meaning. • Repeat the process for the fourth column of the note-catcher: <ul style="list-style-type: none"> * “What does it look like when Article 2 is not being upheld?” • Tell students that for now, they will move on to Article 3. Say: “We just did another close read. Notice how much time we spent on just one sentence!” • Direct students' attention to the Close Readers Do These Things anchor chart. Have them briefly turn and talk about how they are doing. Ask whether anyone wants to add things to the chart: <ul style="list-style-type: none"> * “What else do readers do when they are reading closely?” • Direct students to Article 3. Repeat the close reading process: <ol style="list-style-type: none"> 1. Read Article 3 aloud twice, with students following along. Do not explain. 2. Students think silently, then turn and talk. 3. Students write their thought(s) next to Article 3 on their copy of the UDHR. 4. Students reread Article 3, focusing on words or phrases that might help them determine what right or promise it is referring to. 5. Have several students share out. • Invite a student who underlined <i>liberty</i> or <i>security</i> to explain why he or she chose those words. • Probe, coaching students to explain how they used context or morphemes: <ul style="list-style-type: none"> * “What root does the word <i>security</i> have in it?” • Ask: <ul style="list-style-type: none"> * “What right or promise is Article 3 referring to? What specific words help you know that?” 	<ul style="list-style-type: none"> • Chunking the text helps those who have difficulty processing and transferring a lot of language at once. If appropriate, have some students focus just on the first sentence of Article 2, since those ideas are most relevant in this module. More advanced students may work with both sentences. <div style="border: 2px solid red; padding: 5px; margin-top: 10px;"> <ul style="list-style-type: none"> * Basically, encourage students to think of real life examples of when and how this right is upheld and when it isn't. Have them think about their day-to-day lives (on a basic level), their parents' or family's experience, the people who live in their town/state, the people who used to live there, any news stories they might have heard, etc. * If they really can't come up with anything, encourage them to think of a hypothetical (but realistic) example of it happening -- maybe with a character from a show or a book? * Be mindful of the students' realities outside of school and the possibility for sensitive subjects to arise, whether this occurs aloud or internally. </div>

(The same thoughts apply to the corresponding portion of discussion about Article 3 on the next page.)

Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> Ask several text-dependent questions about Article 3, beginning with more basic questions and gradually increasing the difficulty: <ul style="list-style-type: none"> * “What does it mean to have the ‘right to life?’” * “What is the difference between <i>liberty</i> and <i>security</i>?” Ask students to work with a partner to paraphrase or summarize Article 3. Ask them to sketch: <ul style="list-style-type: none"> * “What does Article 3 ‘look like’? What does it look like when this right is not upheld?” (Apply the same ideas as listed for Article 2.) <p><i>Note: Some students may connect this phrase to the pro-life political perspective; help students understand the more basic meaning of this term in the context of the UDHR.</i></p>	<ul style="list-style-type: none"> The drawing of words and concepts helps students explore their own thinking and clarify meanings.

* Below are a few possible real life examples of Articles 2 and 3 in Hawaii and New York (many are interchangeable and occur in both places):

Article:	State / Place		General
	Honolulu, Hawaii	Poughkeepsie, New York	
<p>Article 2: Everyone entitled to rights, regardless of any differences (sex, race, etc.)</p>	<ul style="list-style-type: none"> * Homeless people aren't given many rights just because they're homeless. * Hawaiian language isn't recognized/ offered in many places or respected. * Native Hawaiians do not hold many positions of power/in office, so not much say in island politics. 	<ul style="list-style-type: none"> * Spackenkill/Poughkeepsie divide creates uneven distribution of wealth in school districts --> lack of resources. * Food insecurity is prevalent --> access to proper food is difficult for many. * Despite prominent Hispanic/Latino community, few Spanish-speaking police officers. 	<ul style="list-style-type: none"> * Immigrants getting access to education is difficult (because of their language, national origin, race, etc.) * Gay marriage is finally recognized in both states, but it took forever. * People with disabilities are majorly discriminated against. * Women are underrepresented in politics/ positions of power.
<p>Article 3: Right to life, liberty, and security of person</p>	<ul style="list-style-type: none"> * The Native Hawaiians' land was taken from them and they were forced to abdicate their power during the overthrow of the monarchy. 	<ul style="list-style-type: none"> * Iroquois weren't recognized and respected as independent people. * [Undocumented] immigrants don't have access to many resources necessary for security (health care, education, etc.) * Factory and farm workers are not well protected. 	<ul style="list-style-type: none"> * Slavery was an example of this right not being upheld. * The internment of Japanese- Americans on the West Coast during World War II. * When individuals are prematurely sequestered/ arrested/jailed for unjust reasons.



Closing and Assessment	Meeting Students' Needs
<p>A. Anchor Charts: Summarizing and Sketching: Articles 2 and 3 (10 minutes)</p> <ul style="list-style-type: none"> Show students the Model Article 1 anchor chart that you created. At the top, you have stated the article in your own words. Beneath, you have drawn pictures of what it looks like when this article is upheld and when it is not. Connect your model chart with what they have written on their UDHR note-catchers. <i>Talk about your own relevant story/example to demonstrate that everyone is connected to this Article in some way.</i> Direct students' attention to the multiple anchor charts for Articles 2 and 3. Invite them to choose one article and go stand by that chart, making sure there are relatively even numbers of students at each chart. Once students are clustered by charts, ask: <ul style="list-style-type: none"> * "How would you put this article in your own words?" Allow students to discuss and put their ideas on the chart. Then ask students to share their sketches and choose an example and non-example to put on the chart. <i>Make sure students share relevant examples with each other so the class can see their diversity and how many real connections there are.</i> 	<ul style="list-style-type: none"> Providing the criteria list already written for students who have trouble copying from the board allows them to stay focused on the criteria. Providing the learning targets written individually for students who have difficulty processing information on the board allows them to stay focused.
<p>B. Debrief (5 minutes)</p> <ul style="list-style-type: none"> Using the Fist to Five protocol, ask students to rate themselves on meeting each learning target. Take note of any students who rate themselves below a 4 to check in with them individually later. Ask students to return to complete an exit ticket on a sticky note: <ul style="list-style-type: none"> * "One human right I learned more about today is ..." <i>(This can refer to an issue they learned about that is happening in real life.)</i> Collect this as an ongoing assessment. 	<ul style="list-style-type: none"> Providing a sentence stem already written on the sticky note allows students who have difficulty writing to participate in a timely fashion.
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> If you did not finish your UDHR note-catcher for Articles 2 and 3 in class, finish these for homework. Talk with someone at home about the human rights you learned about today. Which do you think is most important? Why? <i>Ask your parent(s)/guardian(s) to tell you a story about any example(s) they know of when someone had to defend these rights. Be prepared to share what you learn in class tomorrow.</i> <p><i>Note: Use students' Give One, Get Ones to create an Our Recommended Rights anchor chart to refer to throughout the module.</i></p>	