

Grades
2-3

Read for a Better World

Student Action and Reflection Guide

Excerpted from Read for a Better World Student Action and Reflection Guide Grades 2-3

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Lerner 

Learning for Justice Social Justice Standards

The Social Justice Standards are a road map for anti-bias education at every stage of K–12 instruction. Comprised of anchor standards and age-appropriate learning outcomes, the Standards provide a common language and organizational structure educators can use to guide curriculum development and make schools more just and equitable.

IDENTITY

1. Students will develop positive social identities based on their membership in multiple groups in society.
2. Students will develop language and historical and cultural knowledge that affirm and accurately describe their membership in multiple identity groups.
3. Students will recognize that people's multiple identities interact and create unique and complex individuals.
4. Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.
5. Students will recognize traits of the dominant culture, their home culture and other cultures and understand how they negotiate their own identity in multiple spaces.

DIVERSITY

6. Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.
7. Students will develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others in their identity groups.
8. Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.
9. Students will respond to diversity by building empathy, respect, understanding and connection.
10. Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.

JUSTICE

11. Students will recognize stereotypes and relate to people as individuals rather than representatives of groups.
12. Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).
13. Students will analyze the harmful impact of bias and injustice on the world, historically and today.
14. Students will recognize that power and privilege influence relationships on interpersonal, intergroup and institutional levels and consider how they have been affected by those dynamics.
15. Students will identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.

ACTION

16. Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias.
17. Students will recognize their own responsibility to stand up to exclusion, prejudice and injustice.
18. Students will speak up with courage and respect when they or someone else has been hurt or wronged by bias.
19. Students will make principled decisions about when and how to take a stand against bias and injustice in their everyday lives and will do so despite negative peer or group pressure.
20. Students will plan and carry out collective action against bias and injustice in the world and will evaluate what strategies are most effective.



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A DIVERSE EDUCATION

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A Diverse Education

Today's world is ever changing and more closely connected than ever. To thrive in such a world, students need a deeper education than the memorization of facts and dates. They need to cultivate awareness, curiosity, and empathy toward themselves and the world around them. This guide helps grow and nurture the broad diversity of thought that kids need in our culturally diverse society. It is a first step in their journey to becoming citizens of a more just and collaborative world, but even more, it will build the skills they need to be architects of such a world.

About This Book

The activities in this book are inspired by the Social Justice Standards from Learning for Justice. They are organized by the American Association of School Librarians (AASL) Standards Framework for Learners. These frameworks were chosen because they emphasize inclusivity, student voice, and action.

How It Works

The student guides are divided into four chapters, each tied to an AASL domain: Think, Create, Share, and Grow. Chapters are subdivided into sections inspired by the four Learning for Justice domains: Identity, Diversity, Justice, and Action. These domains are called out with a colored tab in the upper corner of each page. Activities can be done in any order.



AASL Domains



THINK

Students learn to ask questions, think critically, solve problems, and gain understanding.



CREATE

Students learn to draw conclusions, make informed decisions, and apply knowledge to new situations.



SHARE

Students learn to share knowledge and participate as respectful and productive members of society.



GROW

Students learn to seek new knowledge, reflect, and pursue personal growth.

Learning for Justice Domains

Identity

Students reflect on their many identities, recognize the many identities of others, and practice expressing pride in their backgrounds while acknowledging and respecting where others come from.

Diversity

Students gain knowledge and language to accurately and respectfully describe how people are similar to and different from one another, building curiosity and empathy for the history and lived experiences of others.

Justice

Students learn to recognize unfairness and injustice, relate to people as individuals rather than representatives of groups, and identify figures and groups instrumental to the history of social justice.

Action

Students build and express empathy for others, recognize their personal role in acting against injustice, and reflect on ways they can speak up with courage and respect.



Ask and Learn



The best way to learn about someone is to ask questions! Think about a person in your life you would like to learn more about. This could be a classmate, friend, neighbor, or family member. Fill out the first two columns in the chart below.

What I Know	What I Want to Know	What I Learned
<p><i>My dad likes to garden.</i></p>	<p><i>Why did my dad start gardening?</i></p>	<p><i>My dad gardened with his grandma when he was little!</i></p>

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Interview the person you chose, using the questions in the second column. Then fill out the third column with what you learned.

Think about what you learned from your interview.

What do you and the person you interviewed have in common?

What makes the person you interviewed special? _____

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What did you learn about the person you interviewed that surprised you?





Celebrate My History

Cinco de Mayo is a holiday celebrated in the United States and parts of Mexico. It celebrates a victory of the Mexican army over France in 1862. Think about an important event in your own community's history, such as the opening of a new park or the date your city or state was founded. Use the chart below to plan a celebration to honor this event.

	Cinco de Mayo	My Event
Event Name	Cinco de Mayo	
Date	May 5	
Historical Event	Mexican army won an important battle in 1862	
Food	tacos and chalupas	
Decorations	Mexican flag, banners	
Colors	red, white, and green	
Music	folk and mariachi music	
Activities	parades and folk dancing	

Community Flag

Flags are important symbols for communities. The colors in a flag often represent important pieces of a community's history. Look at the Mexican flag below and learn more about its design.



green: hope

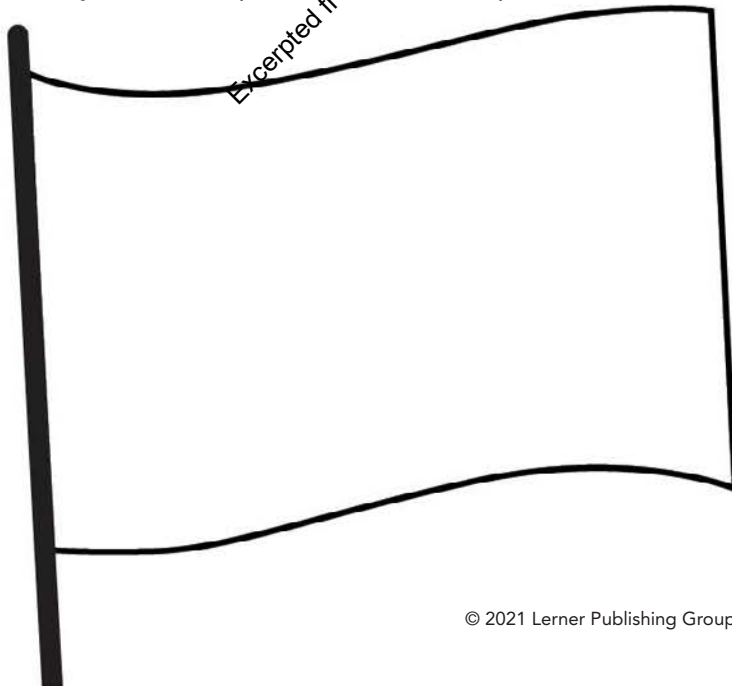
white: purity

red: the fight for independence

snake and eagle: the founding of Mexico's capital city



Below, design a flag that represents your community. 



How does the flag you designed represent your community?



My Superpowers



Heroes are found in TV shows, graphic novels, and movies. These characters have special talents and abilities called superpowers. They use their superpowers to help others!

What is a special talent or ability that you have? _____

How could you use this skill to help others? _____

Draw a picture of yourself below as a hero using your special talent as a superpower. Make sure to give yourself a special hero name!



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Everyday Heroes

Your community is home to lots of everyday heroes. These people use their talents and abilities to make their community better for everyone. Think about a real-life hero. Maybe it's the mail carrier who delivers your mail no matter the weather, or the doctor you see when you are sick. Draw a picture in the card below showing what makes your hero great!





Fill in the blanks with your hero's name and the real-life superpowers that make them special. Then, cut your card out. You can use this card as a template to make more cards!

My hero's name:

Real-life superpowers:

1.

2.

3.



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Community Welcome

How would you welcome a new person to your community? Imagine you are showing a new friend around the place you live. Fill in the blanks with the places you would be excited to show them.

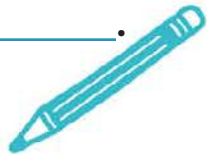
A yummy place to eat in my community is _____.

A fun place to play outside is _____.

A fun place to visit on a rainy day is _____.

My favorite place in my community is _____.

Design a sign welcoming people to your community!



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