

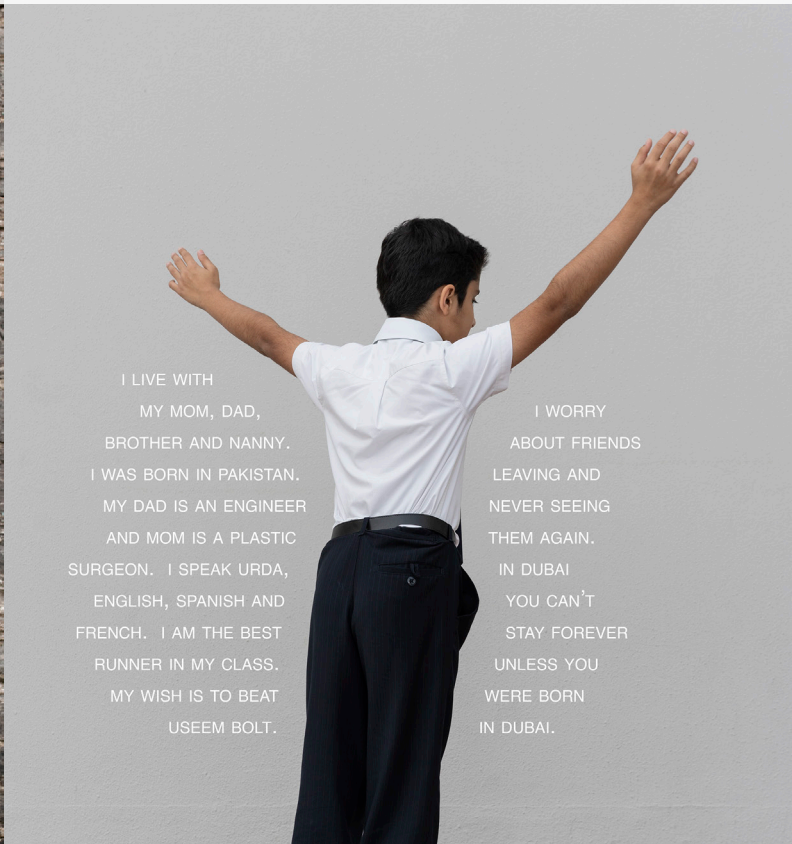


I LIVE ON
A MOSHAV WITH
MY PARENTS, SISTER
AND BROTHER.
I PLAY THE FLUTE
AND SING. I PRACTICE
EVERY DAY. SOME
DAY I WOULD LIKE
TO PLAY IN AN
ORCHESTRA.

MY WISH IS FOR
FEWER FIGHTS
BETWEEN JEWS
AND ARABS.
I WORRY ABOUT
THE POLICE. I AM
AFRAID OF GUNS.
I WISH THERE
WERE NO GUNS
IN THE WORLD.



THE FOURTH GRADE PROJECT



I LIVE WITH
MY MOM, DAD,
BROTHER AND NANNY.
I WAS BORN IN PAKISTAN.
MY DAD IS AN ENGINEER
AND MOM IS A PLASTIC
SURGEON. I SPEAK URDA,
ENGLISH, SPANISH AND
FRENCH. I AM THE BEST
RUNNER IN MY CLASS.
MY WISH IS TO BEAT
USEEM BOLT.

I WORRY
ABOUT FRIENDS
LEAVING AND
NEVER SEEING
THEM AGAIN.
IN DUBAI
YOU CAN'T
STAY FOREVER
UNLESS YOU
WERE BORN
IN DUBAI.

Educator Guide

The Fourth Grade Project

Educator Guide

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Introduction

This ExhibitsUSA programming guide provides educational resources and program/activity ideas for education curators, docents, and teachers. We hope these materials are useful tools to make *The Fourth Grade Project* a success for your organization and your community.

Exhibition Overview

Exhibition Description

The Fourth Grade Project

In the past decade, acclaimed artist Judy Gelles interviewed and photographed more than 300 fourth-grade students from a wide range of economic and cultural backgrounds in China, England, India, Israel, Italy, Nicaragua, St. Lucia, South Africa, Dubai, South Korea, and multiple areas of the United States. She asked all of the students the same three questions: **Who do you live with? What do you wish for? What do you worry about?** Their varied stories touch on the human condition and urgent social issues. In 2015, Gelles talked about the photographic series at [TEDxPenn](#).

The students' stories capture the gamut of societal issues that we face today: violence, immigration, the demise of the nuclear family, global hunger, and the impact of the media and popular culture. The combination of frontal and reverse portraits allowed for the development of both personal and universal stories, and derived from the subject care-taker's reactions to photography in each country. In the US, photographing from the front can be problematic because of privacy issues. In China, it is considered disrespectful to photograph from the back. In India, parents and teachers made no objections to either frontal or back portraits. In all of the portraits across the spectrum of countries, the children are presented as individuals; however, their stories speak to greater pervasive truths and problems within our society. Told in their own words, these children's stories touch on some of our most pressing social issues and common human experiences.

"A notable commonality across all schools is that every group of fourth-graders has very little contact with or knowledge of people from cultural or socioeconomic backgrounds different than their own. Nine-year-old children are on the cusp of adolescence. They are able to think critically and consider relationships to be very important. They are socially conscious, interested in helping others, and openly curious about the world. It is also a moment in

children’s development when worldviews start to become entrenched and paths for the future start to become more set. The project allows students to learn about others’ lives in a uniquely personal way and to use the project as a catalyst for their own explorations.” Gelles said.

The Fourth Grade Project connects viewers locally and globally, bridging cultural differences by fostering a strong, tolerant, and global student community. The project helps to decrease isolation and prejudice while asserting that every person’s story matters. The exhibition is accompanied by interactive resources for museum educators and teachers, with lesson plans and programming ideas focusing on global understanding and tolerance.

Judy Gelles (1944–2020) received her MFA in photography from the Rhode Island School of Design and her Masters in Counseling from the University of Miami. She had a long-time focus on themes of family and children, with work in major collections including the Los Angeles County Museum of Art, Philadelphia Museum of Art, and the Museum of Modern Art in Rio de Janeiro, Brazil. She had residencies at the MacDowell Colony, the Visual Studies Workshop, and the Atlantic Center for the Arts. Awards include a grant from the Lomax Family Foundation, an Individual Artist Grant from the Rhode Island state Council on the Arts, an Independence Foundation Fellowship in the Arts, a Mid-Atlantic Arts Foundation Artist as Catalyst Grant, a grant from WYBE Public Television, a Philadelphia Stories New Program Grant, and a Fleisher Challenge Artist Exhibition. In 2013, Critical Mass listed her as one of the top 50 photographers in the US. In 2015, she presented *The Fourth Grade Project* as a TEDx talk. Her work has been featured in *Ms. Magazine*; *Vision Magazine*, Beijing, China; *Camerawork*; *New Art Examiner*; *Artweek*, and *Photography Now*.

Day 1 of 1

Lesson Plan Title:

How to Interview

75 minutes (could be split into two days)

Enduring Understandings

Students will understand that ...

- Preparation is an important aspect of interviewing
- You must treat an interviewee respectfully and ask the right questions in order to get rich content

Essential Questions

- What makes a successful interview?
- How does the way you treat people affect how willing they are to talk to you?
- How might getting to know others in our classroom help our community?
- Do my ideas about another person change after I get to know the person better?

Objectives

Students will be able to ...

- Brainstorm appropriate interview questions
- Conduct an interview respectfully, making the interviewee feel comfortable to answer questions
- Ask follow up questions for clarification

Common Core Standards for Speaking and Listening

- Comprehension and Collaboration:
 - Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
 - Follow agreed-upon rules for discussions and carry out assigned roles.

Materials/Preparation

- “How to Interview” poster
- Paper and pencil
- Pre-assign students to interview groups. If your students are able to interview another student while taking notes, groups of 2 works best. Students are able to open up more easily this way. If your students may need help with the note-taking, groups of 3 will be best. Each student can have a role which rotates for each of the three interviews (interviewer, interviewee, and note-taker). It’s best to choose groups of students who don’t know each other well. This helps students learn more about other classmates.

Assessment Evidence

- List of interview questions
- Class Assessment Rubric, including observation of behavior during interview

Learning Plan

Introduction

- “Judy Gelles is an artist who travels around the world and photographs fourth grade students. She talks to students about their lives and asks them lots of questions. This is called an interview. An interview is a meeting where one person asks another person questions to gain information. Judy interviews students for about 30 minutes and gets to know each student. She uses their answers to the following questions in her art work: Who do you live with? What do you wish for? What do you worry about?”
- We are going to recreate her artwork in our classroom in order to learn more about each other. In order to do this, we have to learn the art of interviewing.

Investigation

- “Interviewing isn’t as simple as it sounds. In order to get rich answers from someone, you need to learn how to interview. Judy Gelles has shared with us her most important ideas about performing an interview. Let’s take a look.”
 - Use “[Group Poster: How to Interview](#)” to go through the points and add sample questions.
 - “Sometimes when you interview a person, you may be meeting that person for the first time or that person may feel a bit nervous about being interviewed. You need to make sure you make that person feel comfortable so that she or he will open up to you and answer your questions. You can accomplish this in two important ways. One is by asking the right questions and the other is by being a respectful interviewer.”
- Questions we will ask during interview:**
- “First, let’s focus on the questions you will ask. In order to make someone feel comfortable, you start by asking him or her easy questions. What I mean by easy is that they should be questions that can be answered quickly without much thought. What is your name? Raise your hand if that was easy to answer. Okay, let’s think of a few other easy to answer questions.” If students are having trouble you can prompt them with questions like: When is your birthday? How old are you? Where do you live? What is your favorite food? What time do you go to bed at night or get up in the morning? How do you get to school each day?
 - “After you ask a couple of these questions, you can ask questions that take more thought to answer. These questions may require people to tell you about their opinions or feelings. Why do you think it’s important to ask this type of question? Turn to a partner and tell your partner what you think.” The teacher can write down examples of these questions on the “[Group Poster: How to Interview](#)” or write up a list of questions as the students discuss.
 - “Can we think of examples of questions we might want to ask a classmate to learn more about that person?”
 - “This is where Judy Gelles asks students about their wishes and worries. Discuss the question *What do you worry about?* with your students to make sure they understand how to answer. You could explain that this is similar to *What are you afraid of?* or *What scares you?*”
 - “Students often tell Judy Gelles that their wish is to have unlimited wishes. Gelles warns us not to accept these answers and pushes students to give her an example of an important wish. She also warns us that students may say that they want a million dollars. If students wish for money, she asks the students what they would do with the money. We’ll do the same in here. If our interviewee asks for more wishes or for money we will push them to tell us about one specific wish or what they will do with the money.”

Learning Plan (Continued)

Investigation (Continued)

Professionalism during interview:

- “Now that we have discussed questions, let’s move on to professionalism. What does this word mean?” *A professional is someone who is respectable, qualified, and does a job well.*
 - “We are going to be looking at three important parts of being a professional interviewer.”
 - “The first element is *Be Respectful*. Why is this important? How can this help you in your interview? What does this look like?” Add ideas to the chart. Set ground expectations with your students. Make sure that they understand that it is not acceptable to laugh at other students’ answers. Students may say very personal things in their interview and they must feel safe.
 - The second part is *Listen without Judging*. What does this mean? Your job as an interviewer is to ask questions and as the note-taker is to write down the answers. Make sure you don’t add your own opinion. As an interviewer you have to be a good listener and accept everything that the person says.
 - The third element is *Ask Probing or Follow-Up Questions*. If someone gives you an answer but you want to know more about the answer you can ask follow-up questions that help draw information from the interviewee. Examples of these types of questions could be, “Why do you think that is?” or “Tell me more about that ...” Can you think of other examples of questions that might help you dig deeper into a specific idea?” We will keep these questions up on the board so that you can use them while interviewing.
 - “Now that we know how to conduct interviews, you are going to come up with your list of questions. Once you have created your lists, I will assign you a group. You will each have a specific role in the group and you will switch roles for each interview. One person will be the interviewee—person answering questions. A second person will be the interviewer—the person asking the questions from your list of questions.
 - *For groups of 3: The third person will take notes on what the interviewee says.* You might say, “Your job is very important because we will use the interview notes to recreate the Fourth Grade Project in our classroom.
- While you will be asking all 10 of your questions, you are only required to take notes on the three questions Judy Gelles includes in her project. You will need to help your partner in taking notes during the interview. If you are asked to repeat an answer so that your partner can take notes, please make sure you repeat the information slowly and clearly. It might be helpful to look over the notes and make sure they match what you said in your interview.”
- If you think your students would benefit from seeing an example of a mock interview, you can do that now. You can interview a student and demonstrate how the third person takes notes. Note in front of the class that it will likely be difficult to write down notes on what people are saying while they are saying it. Model asking that person to repeat what they said. Remind students that they only need to take notes on the three questions Judy Gelles used. Students will later use these notes to create a write up for their portraits. Make sure to model using follow-up questions, as well.
 - Give students time to come up with a list of questions. Students can come up with their own questions or chose questions from the poster you created as a class. You can use the graphic organizer below.
 - Explain clearly again that one student will be asking questions, one student will be talking, and the last student will be taking notes. Show students each sheet. Explain that the Warm Up Questions sheet is for when you are asking questions and that the notes on Judy Gelles questions sheet is for when students are taking notes. Have students put their names on each sheet and write in the name of the person that you will be interviewing and the name of the person you will be taking notes on. Now, dismiss groups to start interviewing.
 - Allow students a good amount of time to interview each other and take notes. Circulate while students are working in groups and check in.

Conclusion

- What did you learn about interviewing? What was the hardest part? What will you do differently the next time you interview someone?
- Write a thank you note to your interviewee

Group Poster: How to Interview

By Judy Gelles

Questions

Begin by asking simple and straightforward questions because you want to make your interviewee (the person you are speaking to) feel comfortable. Can we think of some examples?

- What is your name?
- What is your favorite food?
- Who do you live with?
- _____
- _____
- _____

Once your interviewee is feeling more comfortable, you can ask more open-ended questions (those that might require more thought and a longer answer).

Can we think of an example?

- What do you wish for?
- What do you worry about?
- _____

Professionalism

Be respectful! What does that look like?

- _____
- _____
- _____

Listen without judging. What does that mean?

- _____
- _____
- _____

Ask probing or follow-up questions to show interest and draw information from your reader. It's okay to ask someone to repeat something or explain it in a different way.

- Why do you think that is?
- Tell me more about that ...
- _____

Name _____

Notes About _____

Warm Up Questions

Come up with a few questions that are easy to answer. You will ask these questions to the person you interview before asking them the Judy Gelles questions:

1. _____

2. _____

3. _____

4. _____

5. _____

Remember, another person will be taking notes on these answers.
Go slowly!

Now ask:

6. "Who do you live with?"

7. "What worries you?"

8. "What do you wish for?"

Name _____

Notes About _____

Notes on just the Judy Gelles Questions

6. Who do you live with?

7. What do you wish for?

8. What do you worry about?

Day 1 of 1

Lesson Plan Title:

Creating Photographs in the Style of the Fourth Grade Project

This lesson teaches students how to take photographs. We recommend that you teach the lesson on one day and then have students take their final photos for the project on a second day. You will likely need an hour for the photo exploration and 30 minutes for the final picture taking. Once this lesson and the interview lessons are complete, students will be ready to put together the project in your classroom. There are ideas at the end of the lesson for how to do this.

Enduring Understandings

Students will understand that ...

- Light affects how a photograph looks
- In order to emphasize the foreground, a mostly plain background works best.

Essential Questions

- What makes for a clear, focused portrait photograph?

Objectives

Students will be able to ...

- Take photographs in the style of Judy Gelles' Fourth Grade Project
- Explain how the lighting and background of a picture affects a photograph

Materials/Preparation

- Cameras of some kind
- Photographs from the Fourth Grade Project included in this lesson
 - [Photographs from the Fourth Grade Project](#)
 - [Behind the Scenes Photos](#)
- A way to project or see the photographs
- If your school has no plain backgrounds (blank outdoor walls), a sheet may be needed to make a plain background for taking pictures
- Think about how to share these pictures for printing or displaying
- Think about how to mark up/write on these pictures. See instructions at the end of the lesson.

Assessment Evidence

- Observation/discussion as students take photographs and reflect on them
- [Assessment Rubric](#)

Learning Plan

Introduction

- “We have been studying about Judy Gelles’ Fourth Grade Project. Today we are going to be taking our own pictures in the style of the Fourth Grade Project. How many of you have taken lots of pictures? Have you noticed that sometimes the photos come out the way you would like them to and other times they don’t? There are many different factors that go into taking a quality photograph and photographers have different elements and techniques that they think about when they take photographs. Today we are going to be thinking about how light and background affect the quality of a photograph.”
- “First, we are going to take a look at some of Judy’s pictures. Then, we’ll explore with cameras. We’ll get together outside to discuss what works, thinking especially about background and light. In the end, we’ll take some portraits of our own like Judy Gelles.” (This lesson can also be done inside, but you may need to use a sheet as a background if there are no blank walls or bulletin boards available to use as a background.)
- “I said the word portrait. Does anyone know what that word means?” (a painting, drawing, or photograph of a person). “Right, let’s take a look at some of Judy’s portraits now.” *Look at Photographs of the Fourth Grade Project.*
- “What did you notice about Judy’s photographs?” (If students aren’t coming up with much: How many students are in each photograph? Which direction is the student facing? What is the focus of the photograph?)
- “What are the students standing against? Why do you think Judy has the students standing against a wall? That wall is called the background. Why do you think Judy photographed people against mostly plain backgrounds?” (So the person is the clear focus of the photograph. We don’t want the background to be too busy, so the viewer can focus on the person and the written words.)
- “We have some special behind the scenes photos that show us some of the backgrounds Judy chooses and how the backgrounds look once Judy has taken the photograph. She spends hours looking for the perfect background. If she doesn’t find one, she creates a background by moving things around.” Show students the last two sets of images.

Investigation

- *Assign partners and instruct children on how to handle and use the cameras.*
- Lead the group outside or to an indoor space where they can roam around. Go over guidelines for picture taking. You might want to let the children explore with cameras by taking any pictures they want for a few minutes. *Specify where children are allowed to be when taking photographs.* Then, call everyone back.

Exploring Background

- “So now we are going to explore different backgrounds. We are looking for a background that will allow the subject of the photo—you!—to stand out. You can try out multiple backgrounds ... maybe a door, a bush, a playground ... I want you to figure out which background helps you focus on the person in the photograph.”
- *As you walk around, check in with students about background. Look at their pictures.* You might ask: Which one is your favorite picture? What makes that picture better? What do you notice about the background?
- *When students have had a suitable amount of time to explore, call them back in to discuss their findings.*
- “What kinds of backgrounds did you find that helped the viewer focus on the person in the picture? Why did this help us to focus on the person?”
- *See what the class comes up with ... but you may lead them to think about using a mostly plain background. You may have to ask students to think back to Judy’s portraits—What was in the background of Judy’s Fourth Grade Project pictures?*
- “The background should not be too busy. That means there shouldn’t be much in the background that will catch the viewer’s attention. We want whoever is looking at the picture to focus on the person, not the stuff in the background. Remember this kind of picture is called a portrait. The purpose is to show the person.”

Learning Plan (Continued)

Investigation (Continued)

- “Now let’s think of how what we are wearing affects the picture.” If your students wear a uniform, help them to see that a background that is different from their uniform allows the subject of the photo to stand out (ie: light shirt/dark background or vice versa). If your students do not wear uniforms, help them to think about what color shirt works best with a given background.
- As a class, you should come up with a list of backgrounds that might work.

Exploring Light

- The next thing we need to think about is light. Have you ever taken a picture and it ended up too dark? Or maybe someone was taking a picture of you and you couldn’t open your eyes because the sun was too bright? This all happens because of the lighting of the photo. We’re going to go off to explore once again. I want you to go back to the backgrounds you think work best from our list and try to take a photo at each spot.”
- If you are condensing the photo taking into one day, ask your students to take photos of one another from behind so that the whole person is in the photograph. Have students think about the pose they want to strike.
- Check in with students to see what they notice about light. The best light will be in the shade or, if necessary, inside.

Conclusion

Head back into the classroom once all the photos have been taken.

- “How did it feel to explore with the camera?”
- “Which backgrounds worked best? What kind of light was there?”
- If your students’ schedule is flexible you might bring students to photograph at a different time of day. If your class meets at a fixed time every day, then you should choose a spot in the shade or a background inside. Lead the class in a discussion to agree on one background or allow each student to choose his/her own background.

- Explain that the next time students will have the chance to photograph a partner from behind in front of the chosen background. Students can choose a unique pose for the photo. Students will then add the text from the interviews to create their own Fourth Grade Project images.

(See below for some options and instructions.)

Reflection

- What do you need to know about light when taking a portrait? Which background did you choose and why?

Ideas for putting the project together:

- Simple options:
 - Write the text on the photos with a sharpie.
 - Write the text beneath the photo with a computer or on paper.
- Some computer options:
 - Write on a picture on your iPhone or iPad.
 - How to access the Markup editor:
 1. Launch Photos from your home screen.
 2. Tap the Photos tab in the lower left corner of the screen.
 3. Select the photo you would to edit.
 4. Tap the Edit button (looks like a series of horizontal sliders) in the bottom toolbar.
 5. Tap the More (...) button.
 6. Tap Markup.
 - Write on a picture in Word.

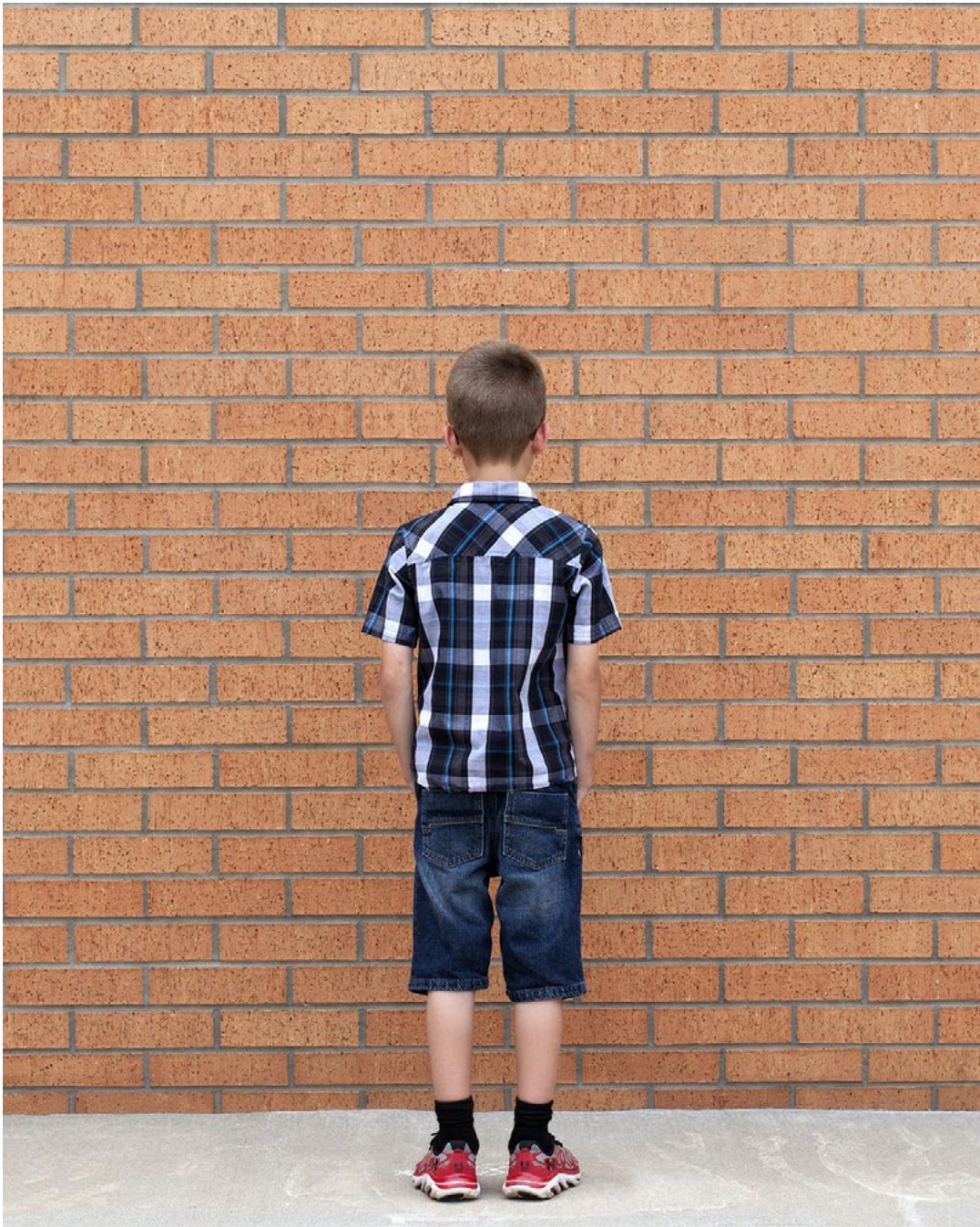
Insert or Paste a New Graphic:

 1. Use the Insert or Paste command to place the graphic into the document.
 2. Click your graphics image to select it.
 3. On the Format menu, click Picture.
 4. Click the Layout tab.

Under Wrapping style, click Behind text, and then click OK.



USA, Pennsylvania: "Big House"



USA, Arkansas: "A Test"



China: "Visit Shanghai"



St. Lucia





Italy



Day 1 of 1

Lesson Plan Title:

Bullying

45–60 minutes

Enduring Understandings

Students will understand that ...

- Bullying is repeated, malicious teasing, particularly when one person is more powerful in some way than the other.
- People bully one another because they are often scared or worried about something themselves.
- Bullying is not specific to their school or the USA, but that doesn't mean it shouldn't be addressed.

Essential Questions

- What is bullying?
- Why do people bully one another?
- Is there bullying everywhere?
- What should be done about it if you see someone being bullied or if you are bullied yourself?

Objectives

Students will be able to ...

- Recognize and describe what bullying is.
- Know what to do if they see someone being bullied.

Common Core College and Career Readiness Anchor Standards

- Key Ideas and Details
 - Read closely to determine what a text says explicitly and to make logical inferences from it
- Speaking and Listening
 - Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Materials/Preparation

- Chart paper or capability of projecting a text document
- Judy Gelles's photographs on Bullying, attached in order
- (Optional) If your computer has access to Google Chrome, the lesson contains Google Earth links to the places each photograph was taken. You can zoom out to see an image of the whole earth and that place on the Earth by using the minus button on the bottom right hand of the screen.
 - <https://earth.app.goo.gl/rUPC>
- OR ... A world map OR ... Google Maps on your browser
- Pen or marker for each child
- Hand Outline Worksheet for each student OR their hands

Assessment Evidence

- Whole Group guided writing—letter to parents about what students learned in class about bullying

Learning Plan

Introduction

- “Give everyone a slip of paper and ask them to crumple it up, without ripping it. Then ask them to step on the paper (if you think your class can handle it). Have the students open the ball of paper back up and try to smooth out the piece of paper as best they can. Now have your students apologize to the piece of paper. Ask students to take a look at their paper. Did the creases come out? Did the apology help the creases come out? This is what happens inside when a person tears you down and does so again and again. All those crumples stay with you on the inside. (This idea comes from BuzzFeed—The Crumpled Paper Lesson.)
- We are going to talk about bullying in this lesson. It is important that when we share stories from our own lives or the lives of people we know, that we don’t mention names, even if that person is not in our class or in our school. Will you all agree to follow this rule? Thank you, I thought you could handle that.

Investigation

Introduce the Fourth Grade Project

- First, we are going to look at an art project called the Fourth Grade Project by a woman named Judy Gelles. Judy went around the world interviewing and taking photographs of fourth grade children. When she interviewed them she asked a series of three simple questions: “Who do you live with? What are you scared of?” and “What do you wish for?” A few things came up in many places around the world. Bullying was one of those things. We’re going to take a look at a few of these photographs and see what these children can teach us about bullying.

Use Photographs to Discuss Bullying

- *Be ready to project or look at photograph Nicaragua: “Afraid of the Dark.”*
 - <https://earth.google.com/web/@13.08983729,-85.99930305,1017.26720556a,11318.07864421d,35y,0.00000099h,0t,0r/data=ChMaEQoJL20vMDM3NnR6GAIgASgC>
- The first boy we’ll see is from Nicaragua. Point out Nicaragua on the map. Have students look at the picture quickly. What do you notice when you first look at this picture? Yes, he is photographed from behind. Judy photographed all the fourth graders from behind. Why do you think so? Take a minute to read what he says. Read the words surrounding the boy aloud after a minute or two. What do these words tell us? Discuss. Now, please remember our rule not to use names of anyone while discussing. If there is something you want to tell me about, please see me in private or write me a note. Have you ever felt like this? (Instead, you might ask children to write down their thoughts.)
- I’m sure you’ve heard the word bullying. Are you bullied every time you’re teased? *No. Bullying is being teased by the same person or group of people again and again and again. Bullying makes you feel awful inside.* Being bullied doesn’t necessarily mean someone hurts you with fists, though that can be part of it, too, being teased again and again can hurt people deeply, too. It isn’t that what is being said one time that is so bad, it is the way you feel because it keeps happening. Everyone is teased at times. Not everyone is teased over and over again by the same person or group of people. People who are being bullied often become scared, or nervous, or sad lots of the time because they are worried people will continue hurting them, either with words or with fists. Do you see how this boy from Nicaragua has become scared? We don’t want that to happen to anyone in this classroom, anyone in this school, really to anyone anywhere. But it is happening around the globe. Let’s take a look at another photograph.

Learning Plan (Continued)

Investigation (Continued)

- *Show photograph USA, PA-Public: "In Vietnam."*
 - <https://earth.google.com/web/@40.002498,-75.118033,29.58301586a,71230.37606401d,35y,0h,0t,0r>
- This boy lives in the United States, in Pennsylvania. He goes to a public school. Here is where he lives. Point it out on the map. This boy is also being bullied. Which words tell us about being bullied? Give students a moment to read. Then read it through aloud. What do you notice that he says about the two bullies at school? What do they do? Discuss. How do they make him feel? How do you know? Yes, he even says he wants to live in Vietnam. Imagine making someone feel so awful that they want to live in another country! We are going to discuss what to do if we are being bullied or if we see someone else being bullied. The first thing to do, is clearly, but calmly tell the bully to stop. Often times bullies are looking for a reaction that makes them feel stronger and in control. If you act strong and in control, it is less likely the bully will want to keep doing it. You can't always control the situation, but your actions may make it less likely that the bully will come back to bother you again.
- *Take out your pen (of course you can consider doing this on an outline of a hand, instead). We are going to write on our hands. Yeah, write on your hand. Now, this is the only time, ever I will allow you to write on any part of your body in class, but this is important and I want you to remember it. Write: "Say LEAVE ME ALONE—clear and strong." Show me. Good, now put your pens at the top of your desk covering your name tag. You might have to pretend you're being strong at the time, but that's okay. Stand up straight and look the person in the eyes. If you act strong, the bully won't get to feel strong themselves. If the bully continues to bother you, tell them clearly and firmly to stop doing what they are doing and name the action. For example, say, "stop calling me names" or "stop pulling my shirt." Be specific about the action they are doing. Write this on your pointer finger: "STOP _____ing me." Fill in the blank with whatever the bully is doing.*
- Let's look at another photograph. The next boy we'll see is from China. China is far away from here. But there is bullying there, too. Point out China on a map.
 - <https://earth.google.com/web/@40.1241816,116.2787695,42.36884473a,785.09040662d,35y,0h,45t,0r>
- *Show photograph China: "the World."* Have students read over what this boy says in their heads, then read aloud. Why does this boy say he likes school? We, all the adults in school, want you to feel this way, too. This is our job as teachers, to keep you safe. If someone is teasing you again and again, we want to know about it! But, adults don't always know when you're being bullied. You have to tell someone. *Write this on the inside of your long finger. Write—"Tell an adult" from the base of your finger to the top of your finger. If you are being bullied, you must tell an adult. I want everyone to think of an adult in this school that you would be comfortable talking to. You can tell that adult in person or in writing, but you have to let someone know it is serious and it might not work to tell the recess monitor or the lunch monitor. Tell that adult who you feel comfortable with. Has everyone chosen someone to tell? Give me thumbs up if you have someone in mind. Good!*
- Why do you think he gets beat up on his way home? Right, there are no rules or adults. He is probably alone. Do you think you could still tell an adult at school even if what is happening doesn't take place at school, but on the way home? Yes! Who else could you tell? Right, your parents. So, here's a tip. Pick up that pen again, we are going to write on our pointer finger. Write, "*Stick with friends.*" If you are being bullied, try not to be alone. There are times you can't help it, but, be alone as little as possible. Try to eliminate times you are alone. If you are being bullied when you are alone, walk away from the bully to a place where you see more people. Write on your pinky finger "*Walk slowly away towards others.*"

Learning Plan (Continued)

Investigation (Continued)

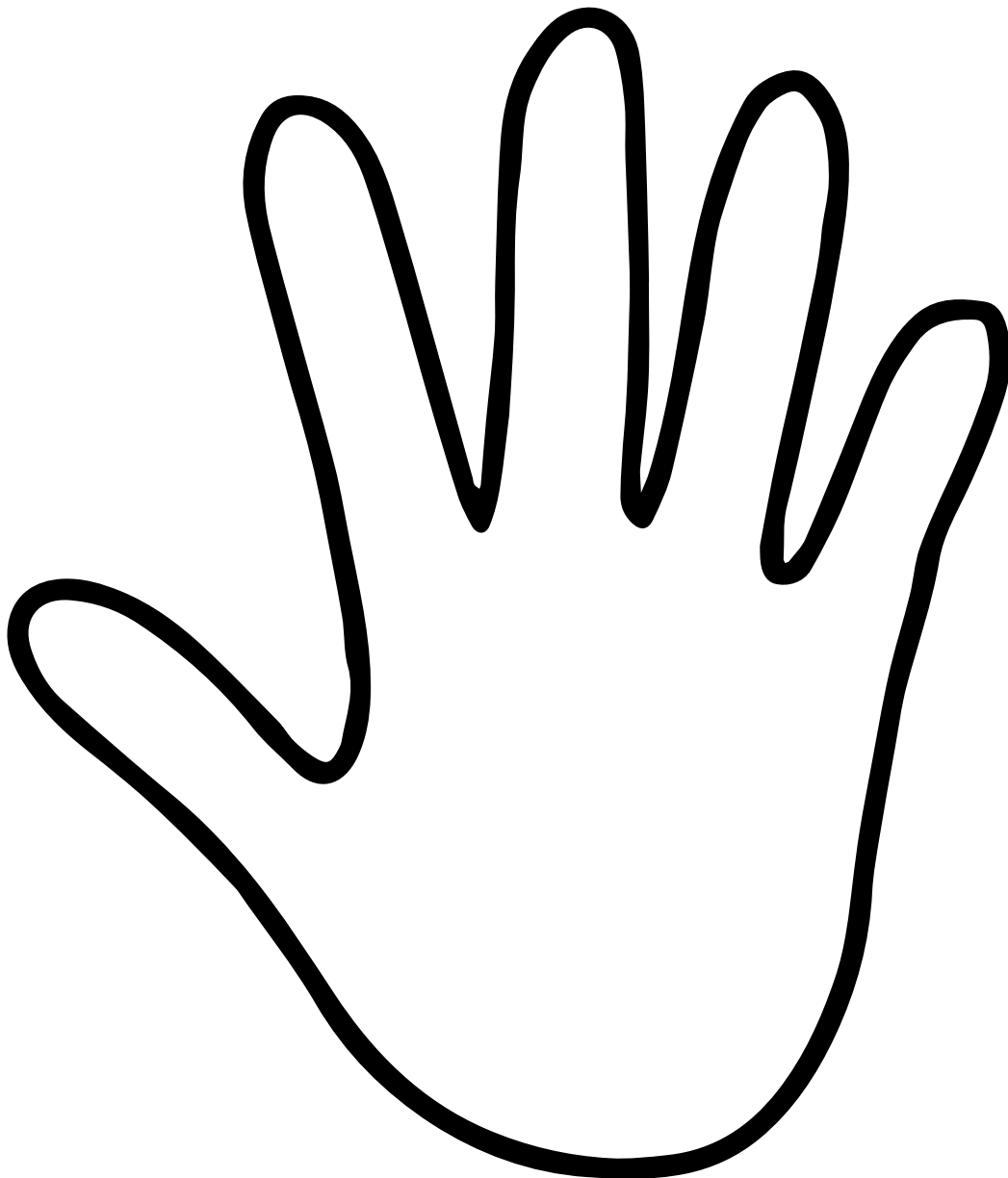
- *Let's look at another photograph.*
USA, Pennsylvania-Private: "Than I am."
- This photograph was taken in a different school in Pennsylvania. Have kids read the piece over and then read aloud. Let's focus on what she says about her little sister and the bus. Discuss. Does she need to be bigger to do something about it? What could she do? Who might be a better person to tell than the bus driver? If you saw this happening to your little sister OR anyone else, could you tell that special person at school? Who else could you tell? Right, your mom or dad. Do you think they'd want to know? Of course. They want you and others to be safe and happy, too. If you are afraid a bully will do something to you for telling, make sure the adult knows you are worried about that, so they can help. *Underline the first rule. If you see someone being bullied, tell an adult, either at school or at home!*
- So, we have seen that there are bullies everywhere. Why do you think this is happening? Discuss. Here is another photograph of a girl from South Africa.
- Point out South Africa on a map.
 - <https://earth.google.com/web/@-29.8483794,30.9924625,106.80094495a,40326.38556361d,35y,0h,0t,0r>
- *Show photograph South Africa: "Am Mean."*
- Have students read and then read aloud. What does the last sentence say? Did you think this girl was mean when you read the first few lines? Why not? You don't have to be a mean person to bully someone else. Why does this girl say she is mean? This is pretty typical.
- How many of you aren't as nice when you are having a bad day? Teacher can share a personal story. Not being nice doesn't mean you are a bully, but some people continue to take out their anger on one person. This is often how bullying starts—with someone being mad at something in their own lives and taking it out on someone they know. Then continuing to do that again and again, taking it out on the same person. There is a saying that "Meanness is a sign of weakness." What do you think that saying means? Discuss. In the palm of your hand write, "*Meanness is a sign of weakness.*"
- Here is another photograph to take a close look at. This boy we're about to see is from Israel. Point out Israel on the world map.
- *Show photograph Israel: "Four Points."*
 - <https://earth.google.com/web/@31.4062525,35.0818155,725.80569802a,1269835.84405158d,35y,0h,0t,0r>
- What are the two things you notice this boy is worried about? Discuss other boys bullying and being suspended himself. Why do you think this boy is worried about getting suspended? What does your school do about bullying. Discuss school policy. Why do you think your school has these rules?

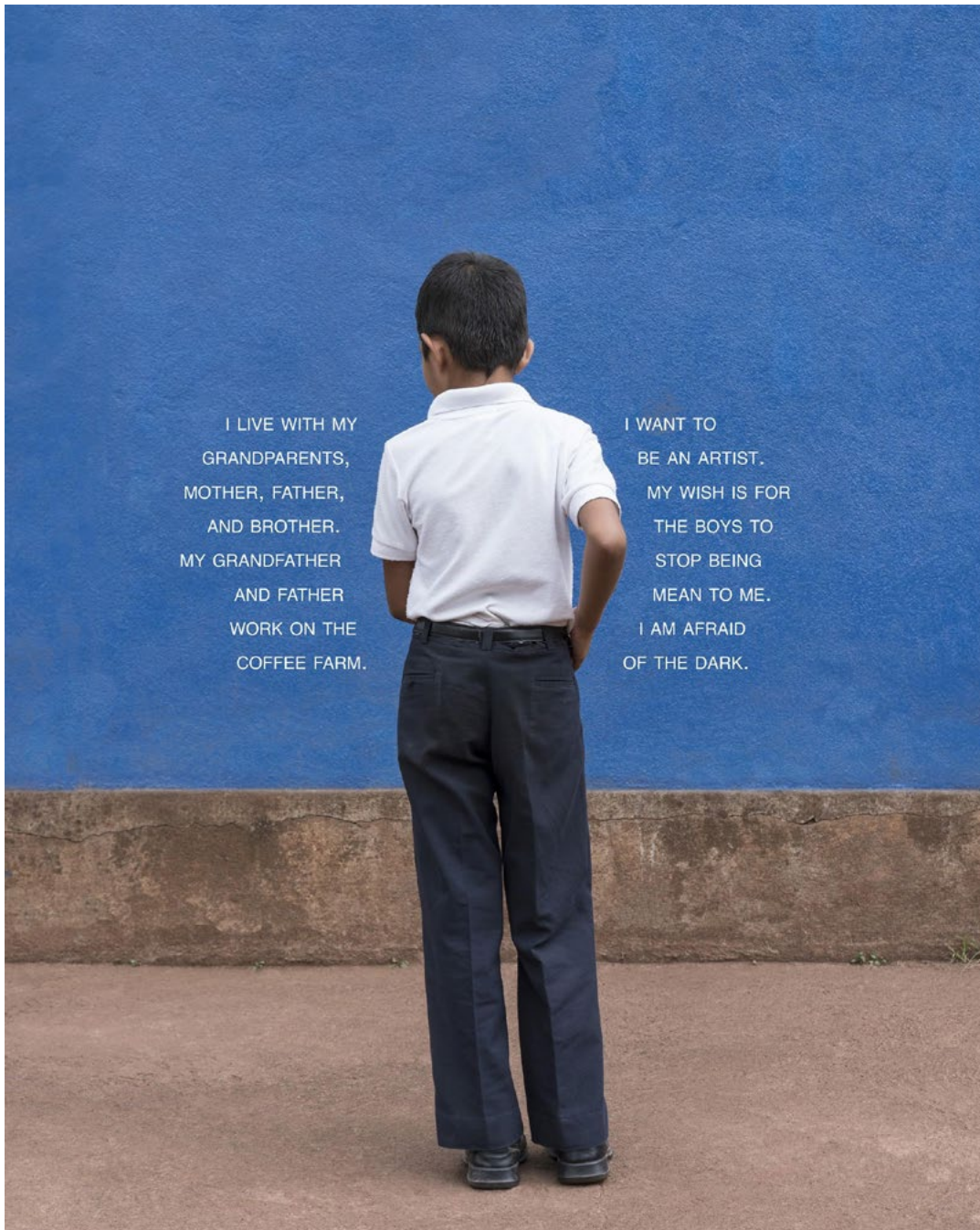
Conclusion

- Let's be clear about what bullying is. Let's write it down. Is all meanness bullying? What is bullying? *If possible, type up what the students say and edit it to come up with a definition of bullying.*
- So, take a look at your hand. How would you deal with a bully? *Take bullet point notes on what students say.*
- We are going to send home this little note to your parents today to explain why you have writing on your hand. We'll tell them what we learned about bullying and what to do if you are being bullied. *Turn that definition and list into a simple note to parents, that you can edit later.* Please go home and tell your parents about what you learned today.

Name _____

**The Five Finger Rules:
How to Avoid and Stop Bullying**

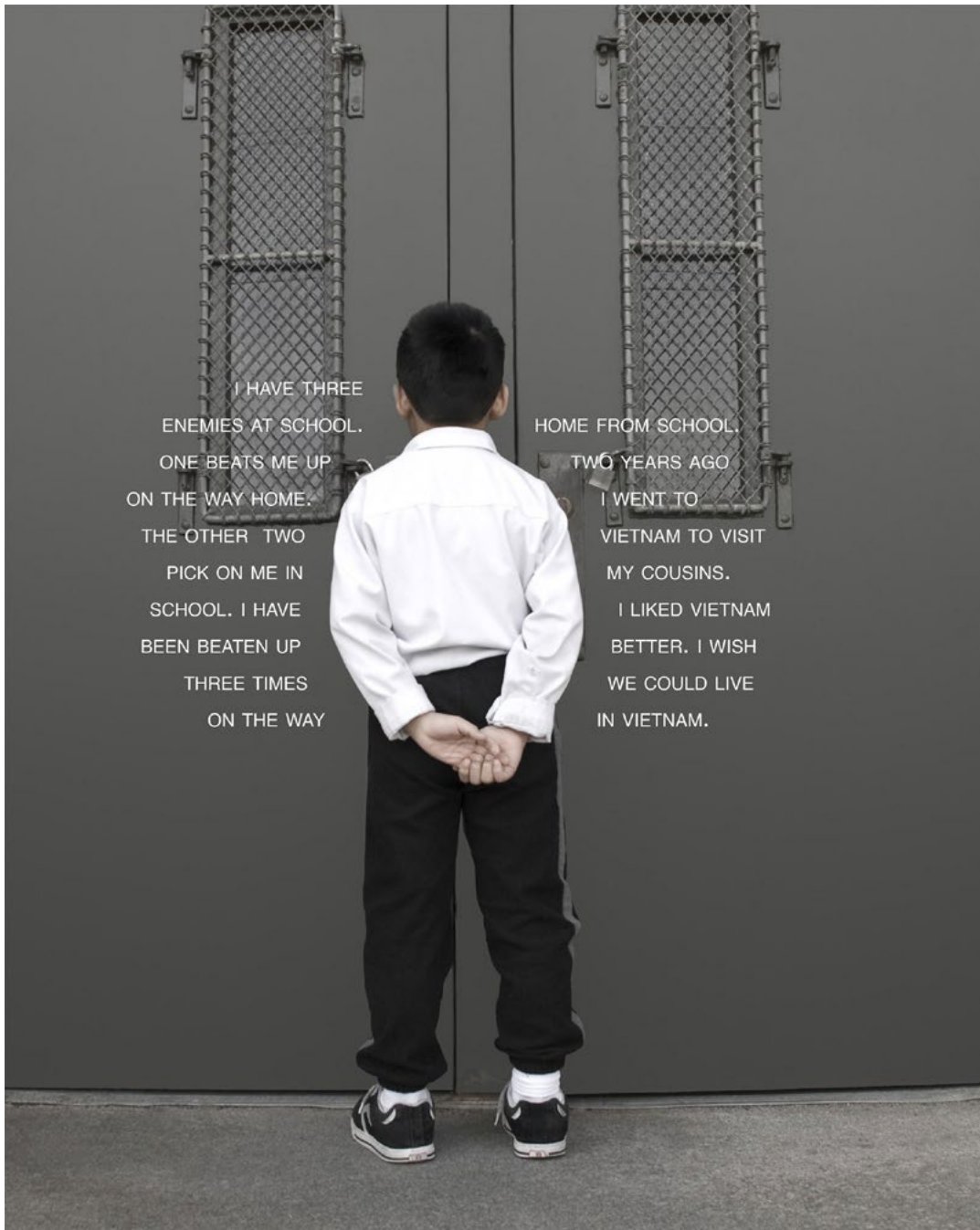




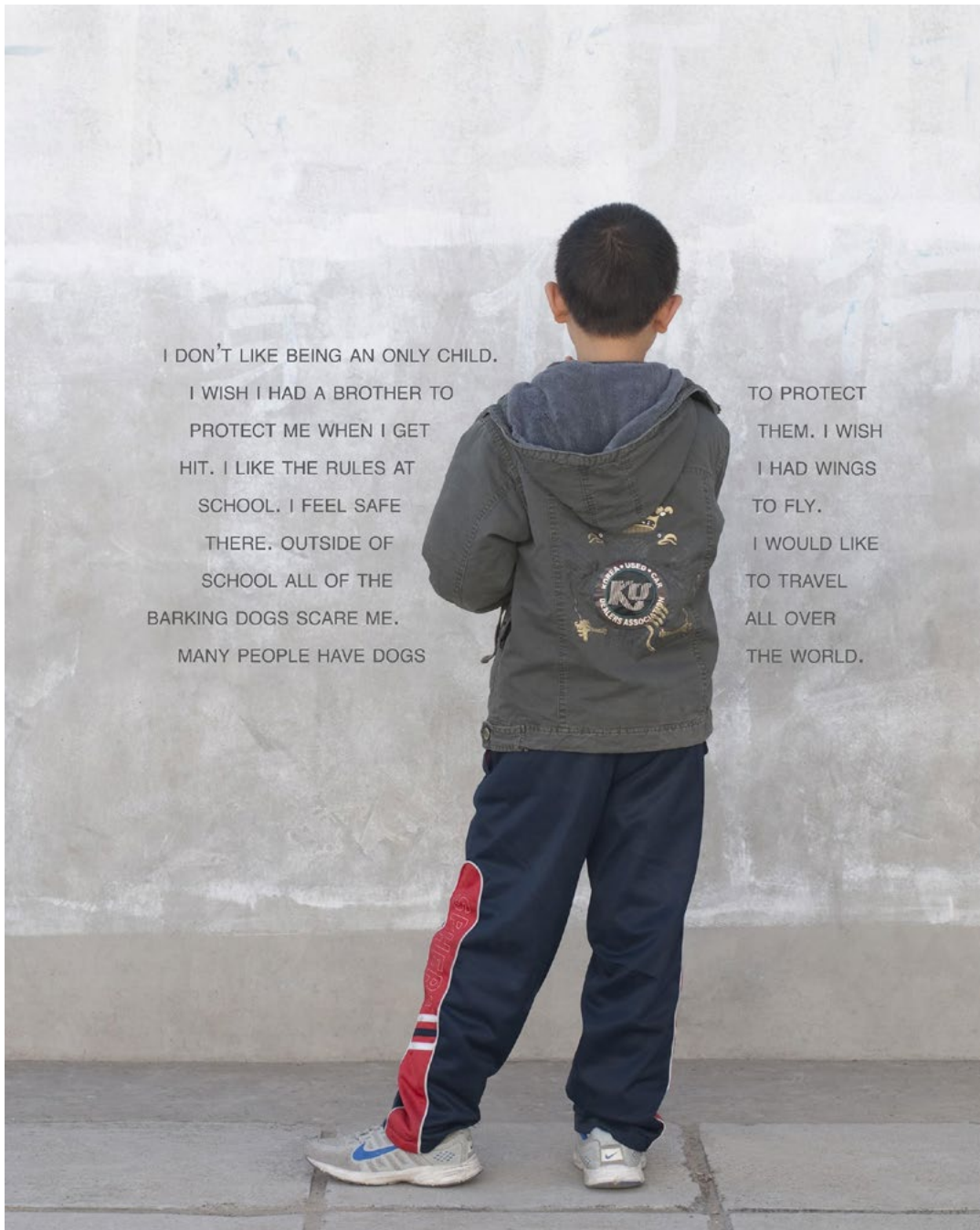
I LIVE WITH MY
GRANDPARENTS,
MOTHER, FATHER,
AND BROTHER.
MY GRANDFATHER
AND FATHER
WORK ON THE
COFFEE FARM.

I WANT TO
BE AN ARTIST.
MY WISH IS FOR
THE BOYS TO
STOP BEING
MEAN TO ME.
I AM AFRAID
OF THE DARK.

Nicaragua: "Afraid of the Dark"



USA, Pennsylvania: "In Vietnam"



China: "The World"



USA, Pennsylvania: "Than I am"



WE ARE AN
AFRIKAANS
FAMILY. WHEN
I GET OLDER
I WANT TO DO
FUND RAISERS
FOR CHARITY.
MY WISH IS

FOR EVERYONE
TO BE SAFE.
I WORRY
ABOUT NOT
HAVING A LOT
OF FRIENDS.
SOMETIMES AFTER
A BAD DAY I AM MEAN.

South Africa: "Am Mean"



Israel: "Four Points"

Day 1 of 3

Lesson Plan Title:

What is Family?

40 minutes

Enduring Understandings

Students will understand that ...

- Families come in different forms
- Family means something different to each person
- Each family is special in its own way

Essential Questions

- What is family?
- Why might it be important to know about families that look very different from mine?

Objectives

Students will be able to ...

- Observe a piece of art closely
- Compare and contrast the family structures in the artwork with students' own families

Common Core College and Career Readiness Anchor Standards for Reading

- Key Ideas and Details
 - Read closely to determine what a text says explicitly and to make logical inferences from it
- Craft and Structure
 - Analyze the structure of texts and images, including how specific sentences, paragraphs, and larger portions of the text (e.g. a section, chapter, scene, or stanza) relate to each other and the whole.

Materials/Preparation

- Pre-assessment
- Print out photos of children from the Fourth Grade Project and place them in different spots around the room. Number each photo.
- Pre-assign which photo students will observe and determine how students will move for the gallery walk.
- Create three columns up on the board. The first header will say “What did you see?”, the second will say “What did you notice about the children’s families?” and the last will say “How is this similar/different to your own family?”

Assessment Evidence

- Reflection
- Observation of partner/class discussions

Learning Plan

Pre-assessment

- Students should complete pre-assessment.
- Ask for a few children to share what they have written.
- Collect the work. Students will be asked to respond to their ideas in the next lesson.

Investigation

What did you see?

(Students will closely observe the image)

- “Today we are going to observe, or look very closely, at images by a photographer named Judy Gelles. Her project is called the Fourth Grade Project. Judy went around the world interviewing and taking photographs of fourth grade children. When she interviewed them she asked a series of three simple questions: “Who do you live with? What do you worry about?” and “What do you wish for?” I will assign each of you a photo to observe. As you study this photo I want you to think about the question: What do you see? I want you to pretend you have a magnifying glass and you are trying to note everything you see in the picture and story. Be a detective who is trying to notice each detail of this piece of art.”
- Tell students which photo they are to observe.
- “Please stand up in silence and walk over to your assigned photo. This is independent work. You will have one minute to look at the picture. When the minute is up, I will ask you to return to your seat and we will discuss what you saw.”
- When students are back in their seats: “You’ve had the opportunity to look closely at and focus on one photograph. What did you see? I’m going to list your thoughts on the first column of our chart.”

What did you notice about each child’s family?

(Students will read the text that accompanies each image to begin making connections to their own families.)

- “Now that we have focused on one photograph, we are going to do a gallery walk of all the photos. This time you will be narrowing your focus and looking specifically at the stories about each family. As you walk around and look at each photo, ask yourself: *What do I notice about each child’s family?*”
 - Teachers may want to organize the transition from photo to photo as small groups moving clockwise around the room. As they walk around the room, place lined paper and pencils on desks.
- Ask children to return to their seats and have them work in pairs to come up with what they noticed about the children’s families. Be prepared to add to the chart additional things they notice about the photos.

Similarities and Differences

- “Now I want you to think about how your family might be similar and different from the families you just read about. Work with your partners to list these similarities and differences.”
- Bring students back together to discuss/share their thoughts.
- “You’ve worked very hard today to see what you could observe and learn from these photos. You also spent time thinking about how your family might be similar or different to the students’ families. Let’s talk about how these families might be similar to your families.” Continue on to discuss differences.

Reflection

- Students can complete reflection
- Share

Day 2 of 3

Lesson Plan Title:

Who is in Your Family?

40 minutes

Enduring Understandings

Students will understand that ...

- Families come in different forms
- Family means something different to each person
- Each family is special in its own way

Essential Questions

- What is family?
- Why might it be important to know about families that look very different from mine?

Objectives

Students will be able to ...

- Identify different types of family structure
- Depict and describe their own family structure

Materials/Preparation

- There are two options for the introduction:
 - Read aloud –Any book about different family structures (one example: The Family Book by Todd Parr)
 - Images of different types of families—collect images of all types of families (magazines, photos, online images. ...) Make sure that all types of families are included (nuclear family, single parent household, same sex parent, multigenerational families, adoptive families, step-siblings, multi-family homes. ...) You can also assign students ahead of time to bring in images for homework.
- Have blank paper and drawing utensils ready to hand out
- Pre-assessment work from yesterday

Assessment Evidence

- Reflection
- Description and picture of family
- Observation of partner/class discussions

Learning Plan

Introduction

- “Yesterday we discussed why it is valuable to learn about different types of families. Reading about 6 students’ families led us to consider how their families were similar and different to ours. Today we are going to continue to investigate different types of families. Then we are going to spend some time thinking about our own families.”
- You have a few options for the introduction of this lesson:
 - “We’ve all brought in images of different types of families that we collected from magazines, pictures, internet research. ... You’re going to spend some time now looking through these images with a partner. I want you to ask yourself the following questions as you read: How are these families similar to mine? How are these families different from mine?” When you finish, discuss the different types of families you saw (nuclear family, single parent household, family with grandparents. ...) and make a list of different types of family structure.
 - Read a short book that talks about different types of families. You can make a list of the different types of families. Possible read aloud: *The Family Book* by Todd Parr
 - Watch a Youtube video on families (make sure to preview first).

Investigation

- “Now that you’ve spent time thinking about different types of families, it’s your turn to depict your own family. You will get a piece of paper and colored pencils. Please draw a picture of your family and make sure to label each family member.” Leave the specifics of the assignment as open-ended as you like.
- After students finish with their drawing, they should write a description of their families. Students can tell who is in their family and about their own family structure. Let students know that they will be adding to this writing piece in the next lesson and their work will ultimately be on display in the classroom.

Reflection

- Hand students their pre-assessment from the day before and ask them to review their writing before completing today’s reflection.
- Discuss children’s answers as a class.
- “Why might our definitions of family be a little different?”

Day 3 of 3

Lesson Plan Title:

What Makes Families Special?

40 minutes

Enduring Understandings

Students will understand that ...

- Families come in different forms
- Family means something different to each person
- Each family is special in its own way

Essential Questions

- What is family?
- How might it be important to know about families that look very different from mine?

Objectives

Students will be able to ...

- Understand that families are all different and each is special in its own way
- Explain what they know about children's families from around the world based on past 3 lessons

Common Core College and Career Readiness Anchor Standards for Speaking and Listening

- Presentation of knowledge and ideas
 - Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience

Materials/Preparation

- Paper/Pencil for quick-write
- If making a mural, you will need large butcher paper (alternatively work can be hung on the wall)
- Pre-assign students to groups for share

Assessment Evidence

- Reflection

Learning Plan

Introduction

- “So far, we have learned about different family structures around the world to find similarities and differences to our own families. Today, I want you to take some time to think about what makes your family special. Think about some of the following things: What games do you play together? What kinds of meals does your family like? What things do you like to do together outside? Where do you go together as a family? What are some of your favorite family holidays? Is there anything else that makes your family special?” You might have a discussion about these things to give kids an idea of what to write about. Students often have a difficult time pinpointing what makes their family special.
- You will have a time to write about what makes your family special.
- Give students 5–30 minutes to complete the writing assignment, depending on their age and ability. They can write their ideas as a continuation of their family description from the previous lesson. If desired, students can edit/revise their writing for the final mural.

Investigation

- “Now it’s time to share. You will be split up into groups. In your group, you will share your family portrait and description. You will also tell your classmates what makes your family special.”
- Split students into 2–3 groups depending on class size and time. One student in each group should share at a time. When each student finishes sharing, the person presenting can call on two students from the group to ask questions about what makes this student’s family special.
- When all the groups are finished, gather students together.
- “We’ve learned a lot about each other’s families. Have you noticed anything that seems to be similar between all of our families and the families that we read about in the Fourth Grade Project? (possible answers: families do things together, love each other, take care of each other, miss each other when they’re apart ...)
- Mural: place large butcher paper down and instruct students to paste their family portrait and description. You can choose to include the other images used in this lesson on the mural (images from the Fourth Grade Project and images collected by students of different types of families). Alternatively, work can be displayed on a bulletin board/wall.

Reflection

- Complete reflection
- Share

Name _____

Date _____

Family

What is a family?

Name _____

Date _____

Reflection: Day 1

1. Name one similarity and one difference that you noticed between your family and the families in the photographs we observed today.

2. Why is it helpful to learn about different types of families?

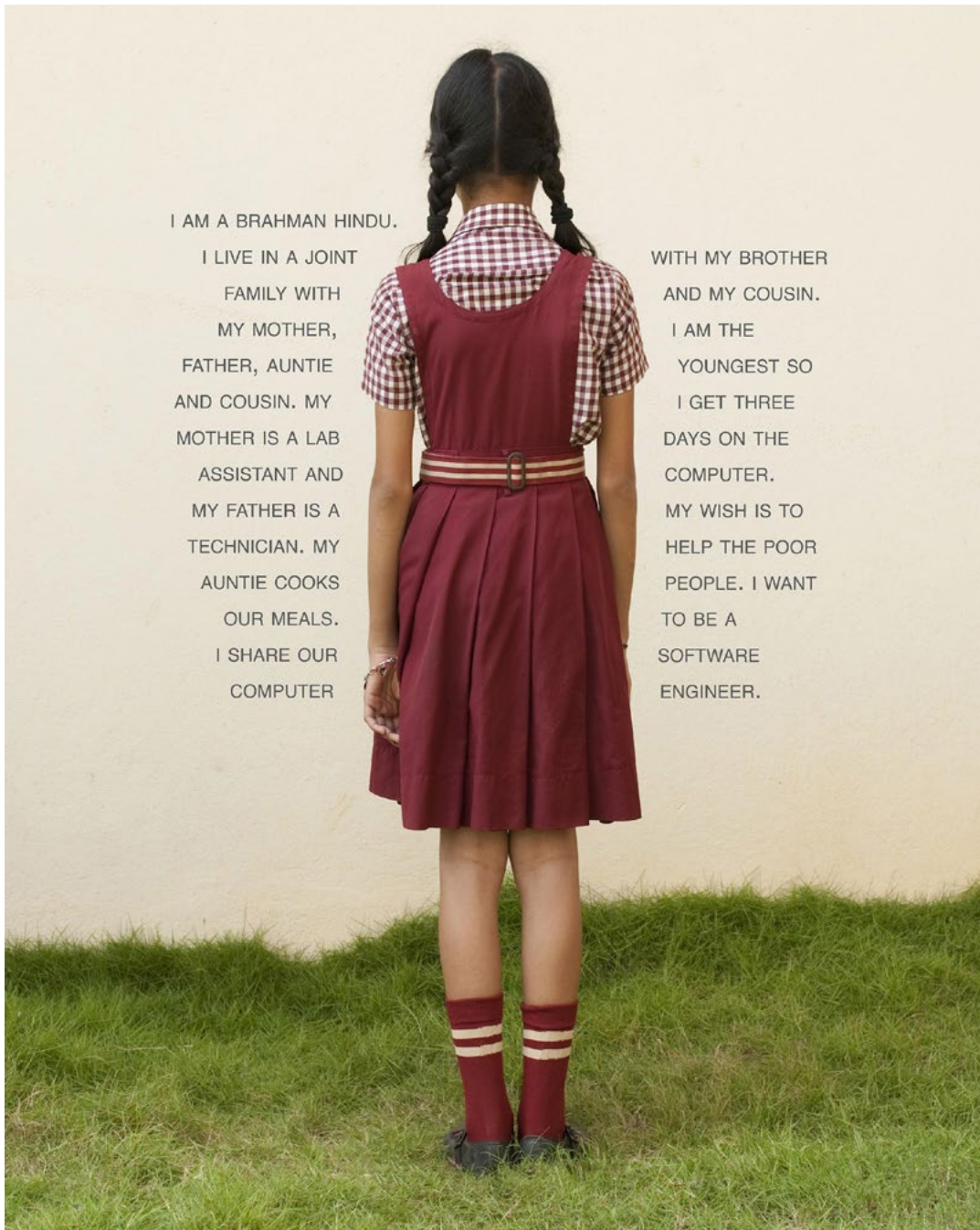
Name _____

Date _____

Reflection: Day 3

1. What have you learned about children’s families from around the world?

2. Every family is special and should be respected, even if it seems different from my family. Support or refute this statement using at least three pieces of evidence.

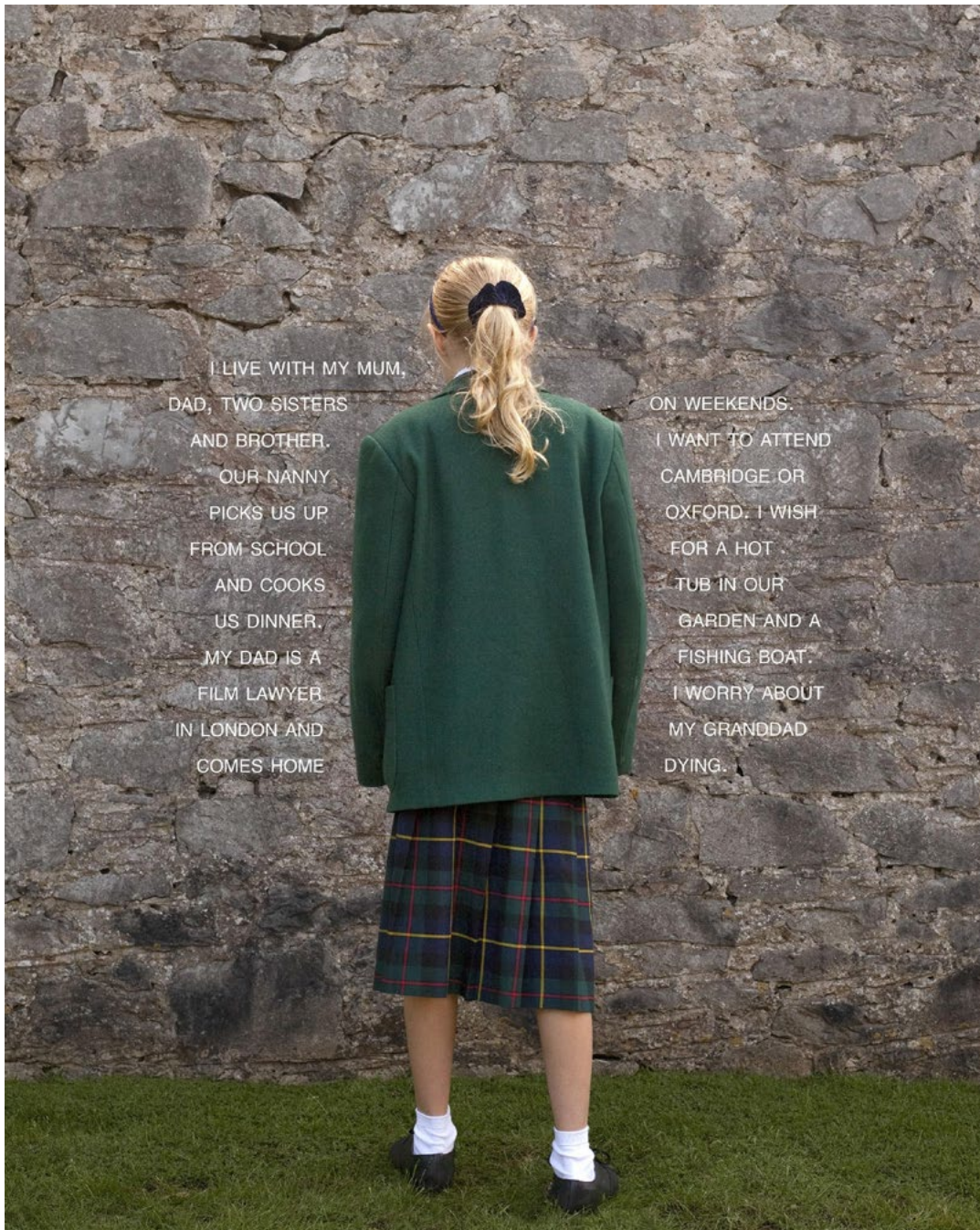


I AM A BRAHMAN HINDU.

I LIVE IN A JOINT
FAMILY WITH
MY MOTHER,
FATHER, AUNTIE
AND COUSIN. MY
MOTHER IS A LAB
ASSISTANT AND
MY FATHER IS A
TECHNICIAN. MY
AUNTIE COOKS
OUR MEALS.
I SHARE OUR
COMPUTER

WITH MY BROTHER
AND MY COUSIN.
I AM THE
YOUNGEST SO
I GET THREE
DAYS ON THE
COMPUTER.
MY WISH IS TO
HELP THE POOR
PEOPLE. I WANT
TO BE A
SOFTWARE
ENGINEER.

India: "Software Engineer"



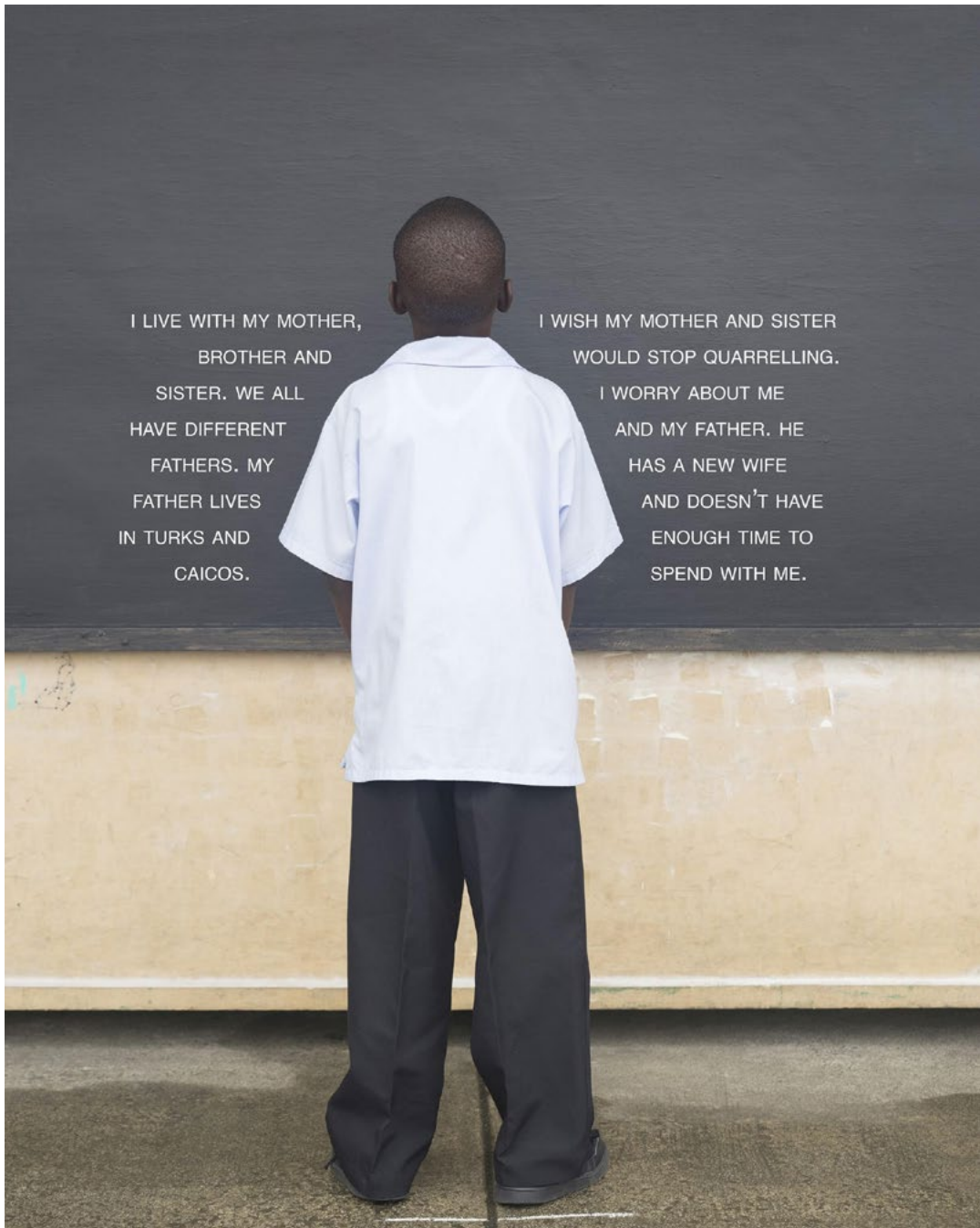
England: "Grandad Dying"



South Korea: "My Parents"



Israel: "Forgetting Them"



St Lucia: "With Me"



USA, Pennsylvania: "My Sister"



USA, Pennsylvania: "A Doctor"

Day 1 of 2

Lesson Plan Title:

Future Aspirations, Role Models

30–45 minutes

Enduring Understandings

Students will understand that ...

- Setting short terms and long term goals can be motivating and helpful
- Looking up to an adult you know or having a role model can be inspirational

Essential Questions

- Do you think about the future?
- Why do people set goals?
- Who could you look to as a role model?
- Who is someone in your life that you would want to grow up to be like?

Objectives

Students will be able to ...

- Identify an adult in their life to look up to
- Identify a role model in their life
- Make short term goals (next lesson)
- Make long term goals for the future (next lesson)

Common Core College and Career Readiness Anchor Standards

- Key Ideas and Details
 - Read closely to determine what a text says explicitly and to make logical inferences from it
- Speaking and Listening
 - Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively

Materials/Preparation

- Images
- A way to project attached photographs
- Copies of homework sheet

Assessment Evidence

- Whole Group discussions and homework
- Assessment Rubric

Learning Plan

Introduction

- How many of you think about the future? What do you think about? Have students turn and talk to a partner. *Then call on a few students to share their answers with the class. We will talk about this much more over the course of the lesson, so no need to spend much time on it here.*

Investigation

Introducing the Fourth Grade Project

- We are going to look at an art project called the Fourth Grade Project by an artist named Judy Gelles. These photographs and stories will get us thinking. Judy Gelles went around the world interviewing and taking photographs of fourth grade children. She combined the interview and the photograph onto one image so you can learn about each child. When she interviewed the fourth graders she asked them three simple questions: “Who do you live with? What are you worried about?” and “What do you wish for?” These questions got many children thinking about the future. ... Let’s see what they say.
- *Look at Italy: “Change Anything.”* This boy is from Italy, a country in Europe. What does he say about the future? He names one want and one wish. What does he want? What does he wish for? Discuss.

Begin to Discuss Role Models

- Have you ever heard of a role model? What is a role model? Having a role model can help you focus and guide your life in difficult times. A role model can be an inspiration and a goal that keeps you going when things get tough. Let’s look back at this boy from Italy. Who is his role model? Is there another answer?
- Right, he has two role models. Someone famous, a soccer player, and someone he knows well, his father.
- How many of you out there already have someone famous that you look up to? It might be an athlete, an artist, someone you read about, or learned about. Who is it? Why do you look up to that person? *Have students turn to a partner and then share out who students look up to and why.*

- How does thinking about this person help you become a better athlete or musician or actor or artist or whatever it is that they are famous for? *Take answers from the group.*

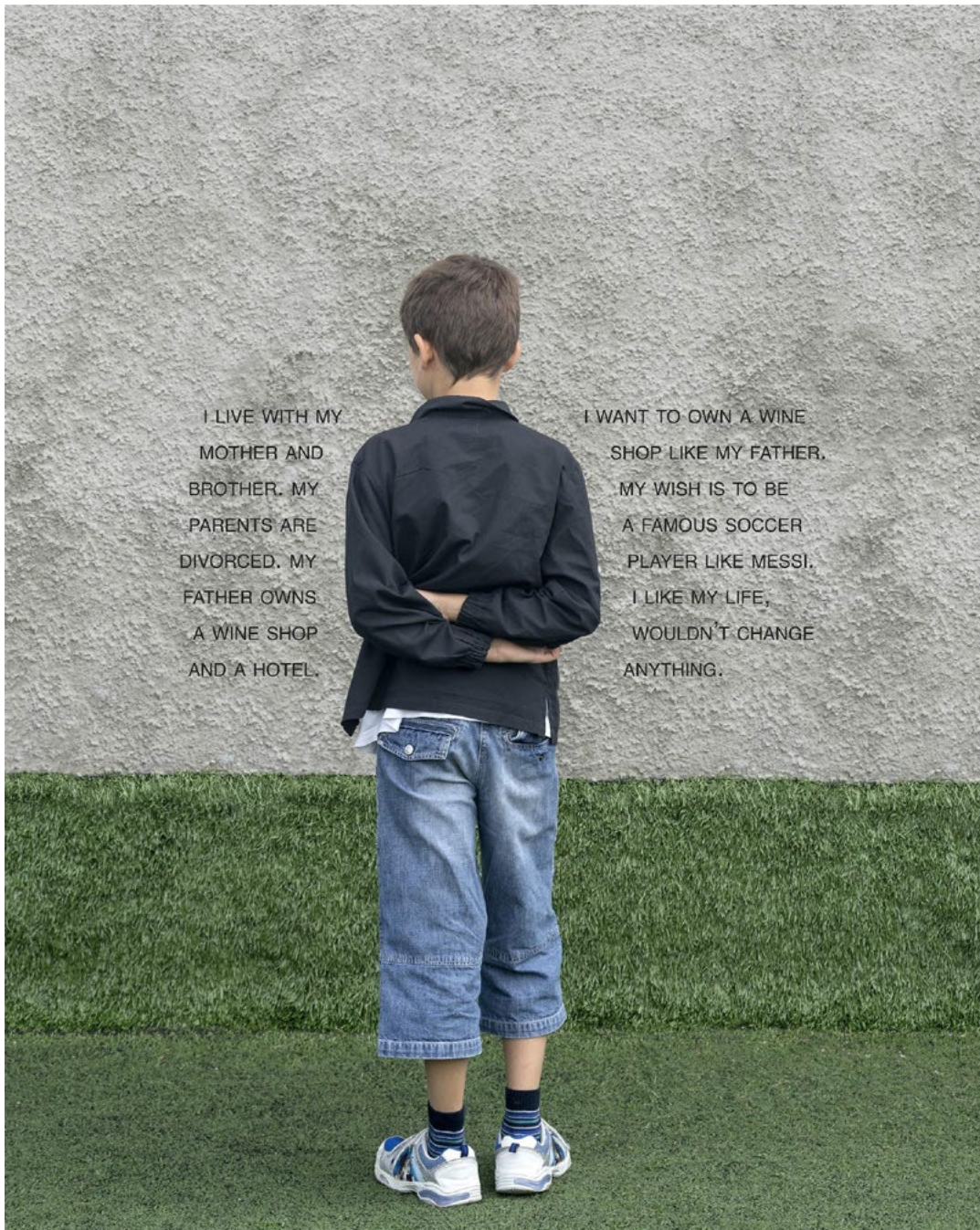
Discuss the Value of Role Models

We Know Personally

- We are going to be looking for role models in our own lives, too. When you know someone well, you see them struggle through hard times in everyday life. This is particularly helpful because we all struggle. You don’t often get to see famous people struggle, except in sports, and struggles in real life don’t always look the same. It is good to see your role model not always doing the right thing or messing up. Watching someone up close overcoming life’s challenges is a good way to guide yourself through challenges.
- *You might tell a story about a role model you had as a child.*
- Let’s take a look at one more picture by Judy Gelles. *Show USA, Pennsylvania: “And Gymnastics.”* Who is this girl’s role model? How can you tell?
- We are going to look for role models in our own lives. Your role model doesn’t have to be a parent, but it should be someone older than you. It could be an older brother or a neighbor. It could be an uncle or aunt ...

Conclusion

- This is your homework. Look around and watch people older than you. Choose a role model. Try to catch them doing something good. The good thing you are looking for is up to you. What kinds of things could we be looking for? Partner share and then call on people to share what their partner said.
- When we meet on this topic next, we will be sharing our close to home role models and what we like about them. Then, we’ll award that person with a certificate recognizing them. Please make sure to bring this homework sheet back so we can discuss it. We’ll give it to our role models later in the week.



I LIVE WITH MY
MOTHER AND
BROTHER. MY
PARENTS ARE
DIVORCED. MY
FATHER OWNS
A WINE SHOP
AND A HOTEL.

I WANT TO OWN A WINE
SHOP LIKE MY FATHER.
MY WISH IS TO BE
A FAMOUS SOCCER
PLAYER LIKE MESSI.
I LIKE MY LIFE,
WOULDN'T CHANGE
ANYTHING.

Italy: "Change Anything"



USA, Pennsylvania: "And Gymnastics"

Name _____

Date _____

Role Model Homework Assignment

Look for a role model in your life—someone you look up to. Think about what you want in a role model. Choose someone who is at least a few years older than you. Fill in the blank space with your role model's name (make sure to spell it correctly) and fill in one or two things you like about this person. Bring this homework assignment back to class. You will give it to your role model later this week.

Role Model Award

presented to

I like how you...

Student _____ *Date* _____

Day 2 of 2

Lesson Plan Title:

Future Aspirations, Short Term and Long Term Goals

60 minutes

Enduring Understandings

Students will understand that ...

- Setting short terms and long term goals can be motivating and helpful
- Looking up to an adult you know or having a role model can be inspirational

Essential Questions

- Do you think about the future?
- Why do people set goals?
- Who could you look to as a role model?
- Who is someone in your life that you would want to grow up to be like?

Objectives

Students will be able to ...

- Make short term goals
- Make long term goals for the future

Common Core College and Career Readiness Anchor Standards

- Key Ideas and Details
 - Read closely to determine what a text says explicitly and to make logical inferences from it
- Integration of Knowledge and Ideas
 - Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Materials/Preparation

- Images
- Finding Short Term and Long Term Goals Worksheet
- Turn Your Wishes into Goals Worksheet

Assessment Evidence

- Short term and long term goal sheets
- Assessment rubric

Learning Plan

Introduction

- Yesterday we thought about our role models. When we think about people in our lives who we look up to, it makes us think about those qualities and traits we admire. Now that we have done this thinking, it is time to do something about becoming a better version of ourselves. Today we are going to think about setting goals. We are going to think about two types of goals: short term goals and long term goals. What do I mean by short term and long term? Right, short term is something that will happen sooner. Let's say within a year. Long term is something that will happen further in the future, maybe when you grow up. Let's take a look at some other fourth graders who named their goals in the form of wishes.

Investigation

Explore goals of students from the Fourth Grade Project

- Show your students *St. Lucia: "A Test."* Ask your students to read the words around the photo. What do you notice? Discuss briefly as a class. Read the photo aloud again to your students. Have them turn and talk with partners about the boy's long term goals and his short term goals. Warn students that they will be sharing out what their partner said. Do so after a few minutes.
- Show your students *Nicaragua: "Pass Fourth Grade"*. What do you notice? Discuss briefly as a class. Read the photo aloud again to your students. What kinds of goals does this girl have? Discuss with partners and have one or two partners share out thinking. This is a concrete example of a short term goal.
- Show your students *Israel: "Is Mean."* What do you notice? Discuss briefly as a class. Read the photo aloud and have students discuss with partners: What kinds of goals does this boy have? Call on one or two groups to share their thinking.
- Show your students *China: "To Eat."* What do you notice? Discuss Briefly with class. What kind of goal is this? We don't all have to have lofty goals. Is this a short term goal or a long term goal?

Explore in Small Groups

- We are now going to work in small groups to take a closer look at *other fourth graders*. As you look through these photographs with your small group, think about your own goals. Think about something you want in the future and something you want to happen by the end of the year. We'll talk more about this afterwards, but use this time to start thinking. Look for inspiration from these kids. As a group, you will be identifying the fourth graders short term and long term goals. Some of them might not have both, to understand some of these goals you'll have to infer or think deeply. If a child hasn't said one of the goals and there are no hints to what their goals are, just put a question mark in that spot. Put students into groups of two or three and let them work for ten minutes or so. After ten minutes, even if groups are not finished, instruct children to talk to their group mates about their long term goals. When discussion has died down, or after 3 minutes, call students back to their own seats.

Thinking about our own goals

- Now, we are going to think about our own goals. Our short term goals and our long term goals could be related, but they don't have to be. That boy who wanted to win gold at the Olympics in Judo, how do you think some short term goals might help him get to the Olympics? What might he set as short term goals?
- As I hand out this sheet, think about the long term goal you just discussed and how you could make short term goals that would help get you there. When you get the sheet, write down the long term goals you just discussed with your partners but nothing else. Wait until pencils stop moving to begin speaking again. Now that you have your long term goal down, we are going to think more about short term goals—either a goal that may help you get to your long term goal or another short term goal of your choosing. We want our short term goals to be within reach. Some of the fourth graders we saw before had set goals about test scores or doing well in fourth grade.

Learning Plan (Continued)

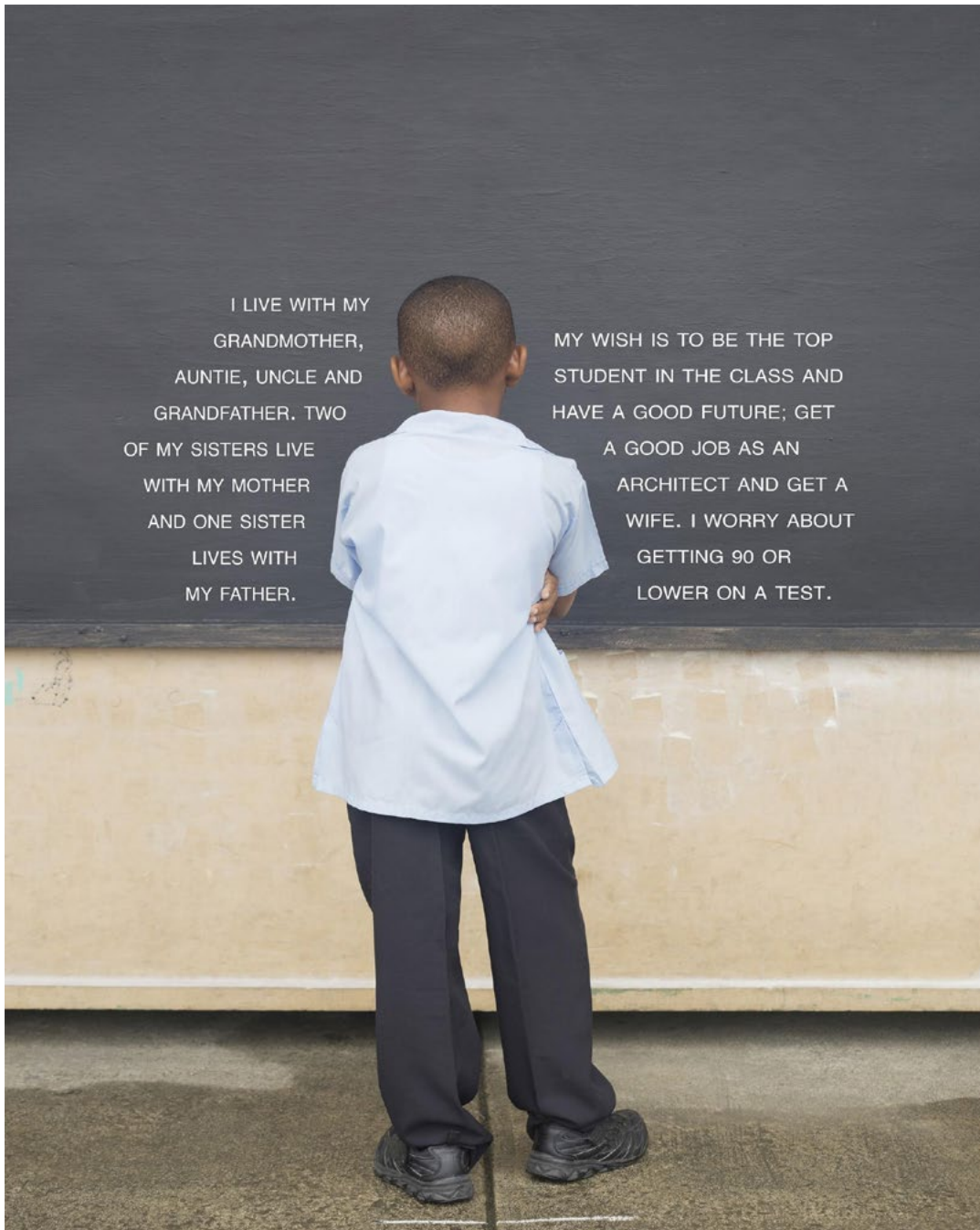
Investigation (Continued)

- In small group you looked at a boy who didn't like homework, but wanted to meet an artist to talk about drawing techniques. Could we change this idea into a short term goal? If you were this boy, how might you phrase it? *Call on two students.* Who might help this boy meet his short term goals? I want you to think about your goals: who could help you meet them? Think about your own goals. Who could help you meet those goals? Write it down. What do you need in order to meet your short term goal? Do you need stuff, encouragement, a ride somewhere, your parents to sign you up for something? You will need to ask for whatever you need. That is something you could write down for little steps to take. Read the rest of the sheet and then fill it out. Raise your hand if you have any questions.

Conclusion

Whole Group Wrap Up

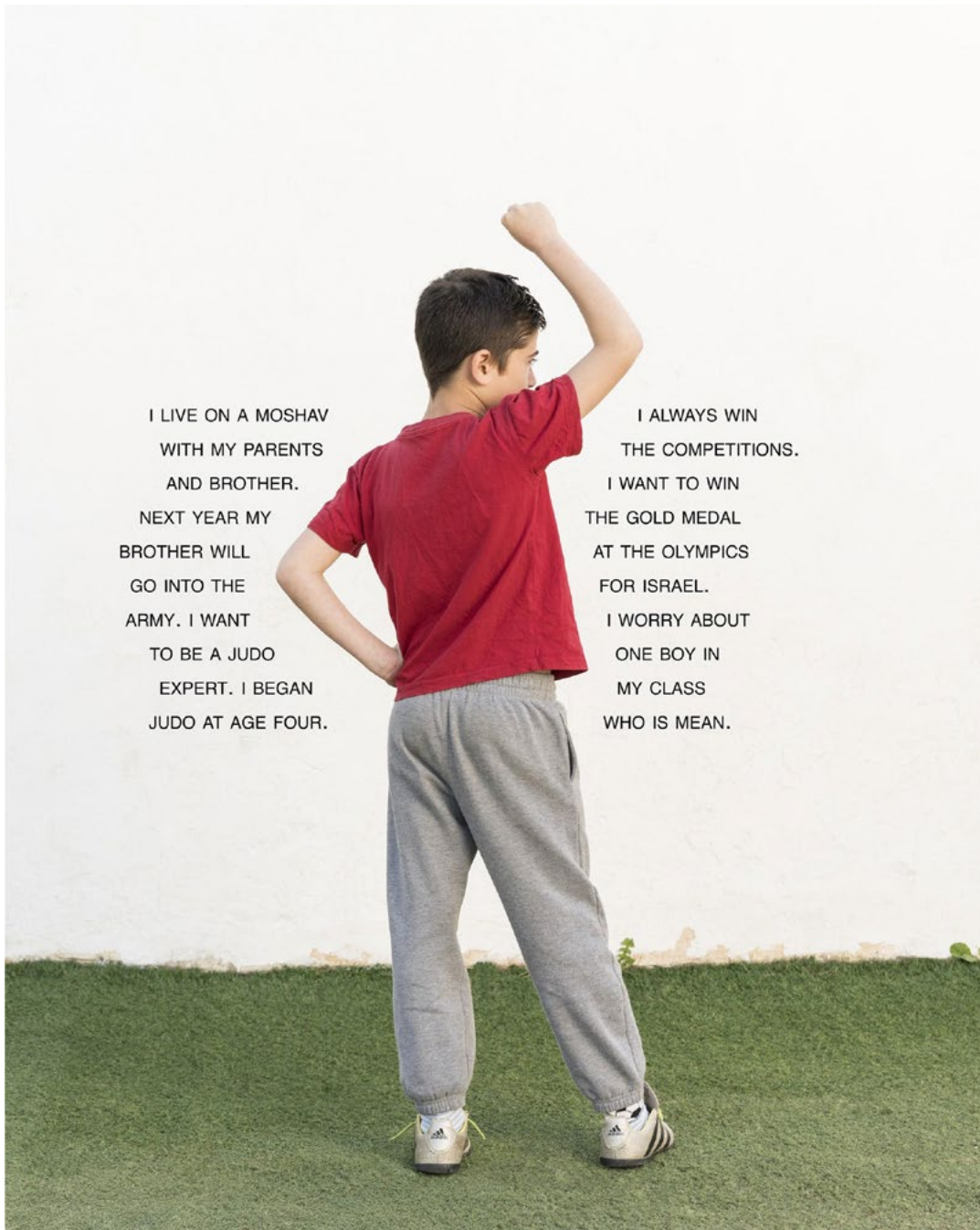
- I'll put you in (random) partners and have a few people share the little steps they need to take to reach their short term goals. *Have a few people share.* Why do you think having these goals will help you? Was it helpful to think about the smaller steps you needed to take? Why?
- I'll check in with you all in a few months and we'll see how these small steps are going. Laying out the plan was the first step. You are now on the road to reaching your goals. Make things happen.



St. Lucia: "A Test"



Nicaragua: "Pass Fourth Grade"



I LIVE ON A MOSHAV
WITH MY PARENTS
AND BROTHER.
NEXT YEAR MY
BROTHER WILL
GO INTO THE
ARMY. I WANT
TO BE A JUDO
EXPERT. I BEGAN
JUDO AT AGE FOUR.

I ALWAYS WIN
THE COMPETITIONS.
I WANT TO WIN
THE GOLD MEDAL
AT THE OLYMPICS
FOR ISRAEL.
I WORRY ABOUT
ONE BOY IN
MY CLASS
WHO IS MEAN.

Israel: "Is Mean"



I LIVE WITH MY FATHER
AND MOTHER. MY
YOUNGER BROTHER
LIVES IN MY
HOMETOWN
WITH MY
GRANDMOTHER.
WE DON'T
HAVE ENOUGH
MONEY TO LIVE
TOGETHER.
I HOPE MY
BROTHER

CAN JOIN US SOON.
MY MOTHER WORKS
IN A RESTAURANT
AND MY FATHER
IS A MOVER.
CHINESE IS MY
BEST SUBJECT.
MY WISH IS TO
EARN MORE
MONEY TO BUY
BETTER FOOD
TO EAT.

China: "To Eat"

Name _____

Date _____

Finding Short Term and Long Term Goals

Read the words of the fourth graders to find their short term goals and long term goals.

You will have to infer by thinking deeply about what they are hinting at. No one says, "My short term goal is ...," One of the children doesn't even hint at a short term goal. Can you figure out who that is? Put a question mark on that line.

1. Boy in front of a door

Short term goal: _____

Long term goal: _____

2. Boy in front of a fence

Short term goal: _____

Long term goal: _____

3. Girl in front of a wall

Short term goal: _____

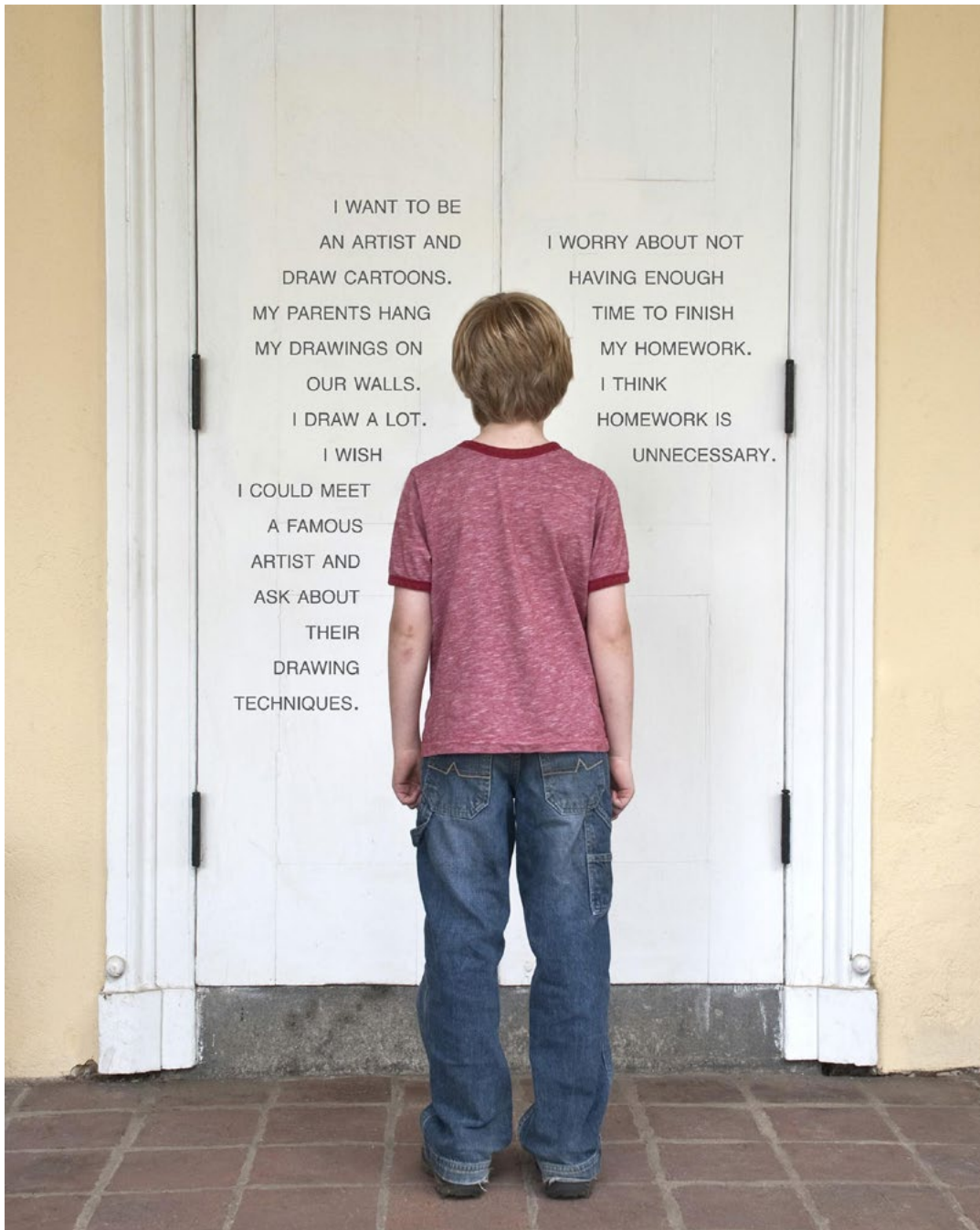
Long term goal: _____

4. Boy in front of plants

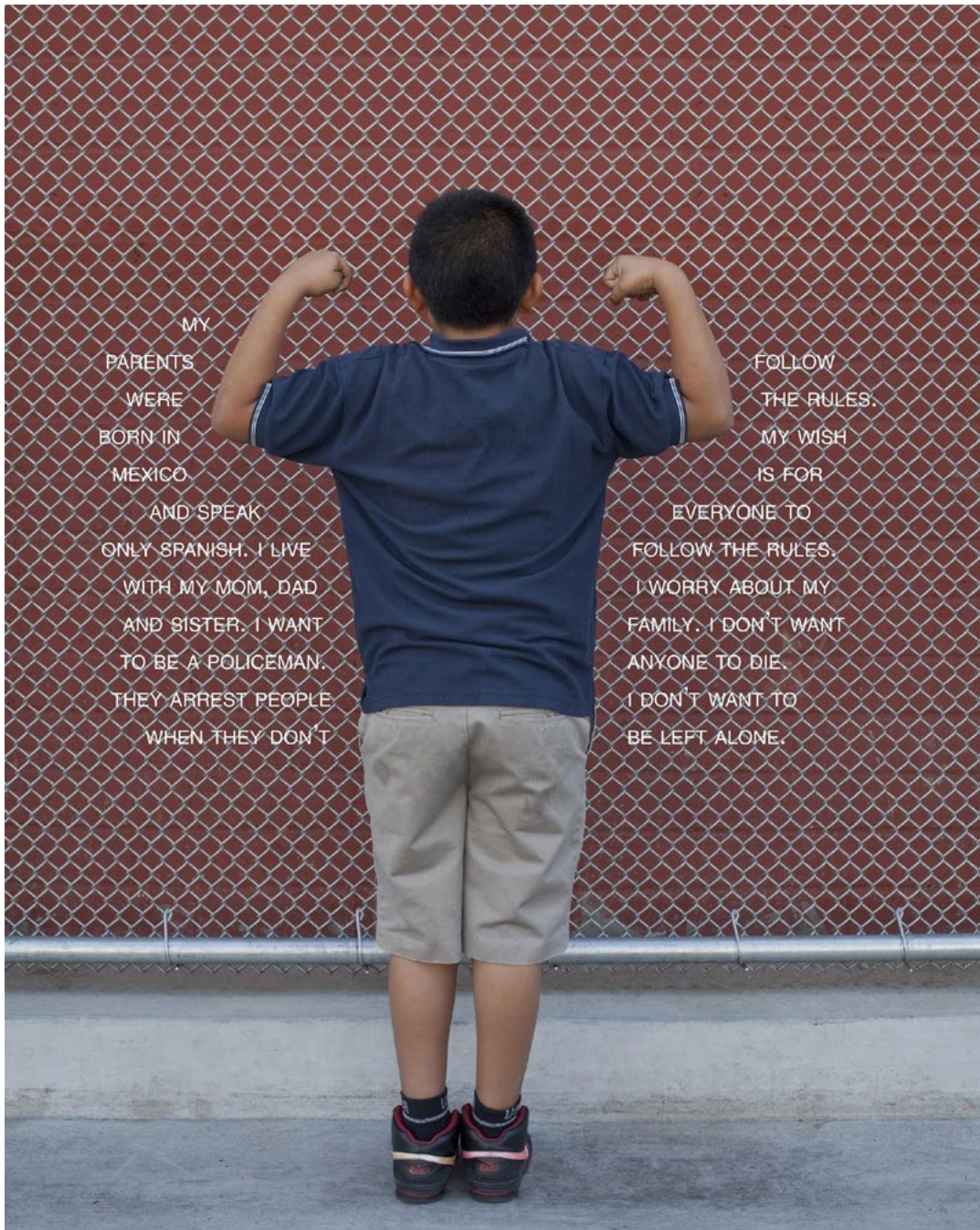
Short term goal: _____

Long term goal: _____

5. What is a goal?



USA, Pennsylvania: "Is Unnecessary"



MY
PARENTS
WERE
BORN IN
MEXICO.
AND SPEAK
ONLY SPANISH. I LIVE
WITH MY MOM, DAD
AND SISTER. I WANT
TO BE A POLICEMAN.
THEY ARREST PEOPLE
WHEN THEY DON'T

FOLLOW
THE RULES.
MY WISH
IS FOR
EVERYONE TO
FOLLOW THE RULES.
I WORRY ABOUT MY
FAMILY. I DON'T WANT
ANYONE TO DIE.
I DON'T WANT TO
BE LEFT ALONE.

USA, California: "Being Alone"



USA, Nevada: "Good Grades"



USA, California: "Is Good"

Name _____

Date _____

Turn Your Wishes Into Goals

1. Long Term Goal:

2. Who will help you reach this goal?

3. Short Term Goal:

4. Who will help you reach this goal?

5. How long will it take to reach this goal?

6. What little steps will it take to meet your short term goal:

a. _____

b. _____

c. _____

Day 1 of 1

Lesson Plan Title:

Tour the World with the Fourth Grade Project

75 minutes

Enduring Understandings

Students will understand that ...

- The world is a large place, but many of us share similar wishes and worries
- One can learn about people in different countries
- One can locate countries around the globe and states in the US on a map by referencing continents of the world or regions of the United States.
- We can see how far away those places are from where we live.

Essential Questions

- How are fourth graders around the world similar?
- How are fourth graders around the world different?

Objectives

Students will be able to ...

- Locate different places on the globe
- Identify similarities and differences between themselves and a student from the photograph
- Read closely to think deeply and infer

Common Core College and Career Readiness Anchor Standards

- Key Ideas and Details
 - Read closely to determine what a text says explicitly and to make logical inferences from it
- Integration of Knowledge and Ideas
 - Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Materials/Preparation

- Internet connection and projection capabilities
- Google Map of the World with Pins
 - <https://www.google.com/maps/d/u/0/edit?mid=1XqZwdJQPmdDyCYaiuc1nJdbSkHbtvVB&ll=46.331413376417%2C-43.60480099999995&z=3>
- Attached sheets (one for each child in the class) look at different options

Assessment Evidence

- Formative assessment: map activities completed together and individual writing assignments
- Assessment Rubric

Learning Plan

Introduction

- We are going to look at an art project called the Fourth Grade Project by an artist named Judy Gelles (pronounced Gell-es). Judy went around the world interviewing and taking photographs of fourth grade children. When she interviewed them she asked them three simple questions: “Who do you live with? What are you worried about?” and “What do you wish for?” As we look at these children and read about their worries and hopes, think about how these children are similar to you and the children you go to school with. We will tour the world with Judy Gelles using a Google Map to get a big picture of where these fourth graders live before looking into their lives more deeply and in the process we’ll have a good look at the world we live in.
- If you haven’t already seen some of the Fourth Grade Project as a group, you might start by introducing the first photograph and reading the writing surrounding the fourth grader closely. Ask students what they notice and discuss the photograph and the words of the fourth grader.

Investigation

- Use the pins to show places around the world that Judy Gelles took pictures of fourth graders. We will visit 14 places Judy Gelles visited today.
 - Stop at each spot have students draw a line from the place name to the correct spot on the map or write in the country name depending on the worksheet you chose. Go through the first five countries with the class, asking students to look at the correct continent and find the specific country. Tell students to ask their neighbors for help if they are having difficulty finding the location on the map. (Map work is very difficult for spatially challenged students.)
 - You might read a book like “Whoever You Are” by Mem Fox, watch it being read online, or watch a similar youtube video stressing how we are all humans around the world with similar wants and needs.
 - Discuss a few of these photos by asking the following questions: Think about the posture of the student. Do you ever stand like that? What do you think this tells us about him or her? Think about what kinds of clothes the fourth grader is wearing. Think about hair color. Now, look closely at what this student said. Who does this student live with? What does this student wish for? What is this student worried about?
- Is this something you could imagine a classmate wishing for or worrying about? (Stress this last one)
 - Continue working your way through the next 4 photographs on the map, moving more quickly, now. Tell students that they will have a chance to look at the photos in depth, soon.
 - Introduce the next activity to the class. “Next you and a partner I will assign you will be looking closely at a picture by Judy Gelles and comparing that student to yourself. Draw a Venn Diagram on the board. Write “a make believe classmate” on one side and “student from ____” on the other side. Remind students how a Venn Diagram works. If students have difficulties comparing themselves to others, one can compare “fourth graders in our town” to the other fourth grader. When discussing as a class, you may want to ask “Is this something you could imagine a classmate saying? Is this a living situation you could imagine a person who lives in our town saying?” Record and stress similarities, while noting differences as well.
 - Assign partners. Give each pair a photograph to focus on and have students work, circling around the room while they do so.
 - Share a few of the similarities and differences as a class.
 - Finish up the map work by visiting states in the United States. When visiting spots in the United States we ask the students to mark the general location of the state Judy visited. Help students find the spot by giving them the correct region of the United States (Northeast, Southeast, Midwest, Southwest, West) to look in or by talking about North, South, East, and West, if they are already familiar with cardinality.
 - (Extension Activities—this will take longer than an hour.) If your class has access to computers, you may teach students to use Google Maps, no download or specific browser needed. There is an attached sheet to walk them through the process. Or, if you have enough world maps for partners to work together, teach students to use a scale and ruler to calculate a rough distance from your town to the place of their Fourth Grader from the project. This could also be a place to discuss latitude and longitude, as Google Maps records both.

Learning Plan (Continued)

Conclusion

- Wrap up the lesson by asking, “We have met fourth graders around the world. We have heard about their hopes and fears. What conclusions can we draw from what we’ve seen today?” Discuss. “Did you see anything surprising today?” Discuss. “If you were describing what we did to a parent or a sibling, what would you say?” You may turn the first question into a quick writing assignment for assessment purposes.

Name _____

Date _____

Tour the World with the Fourth Grade Project

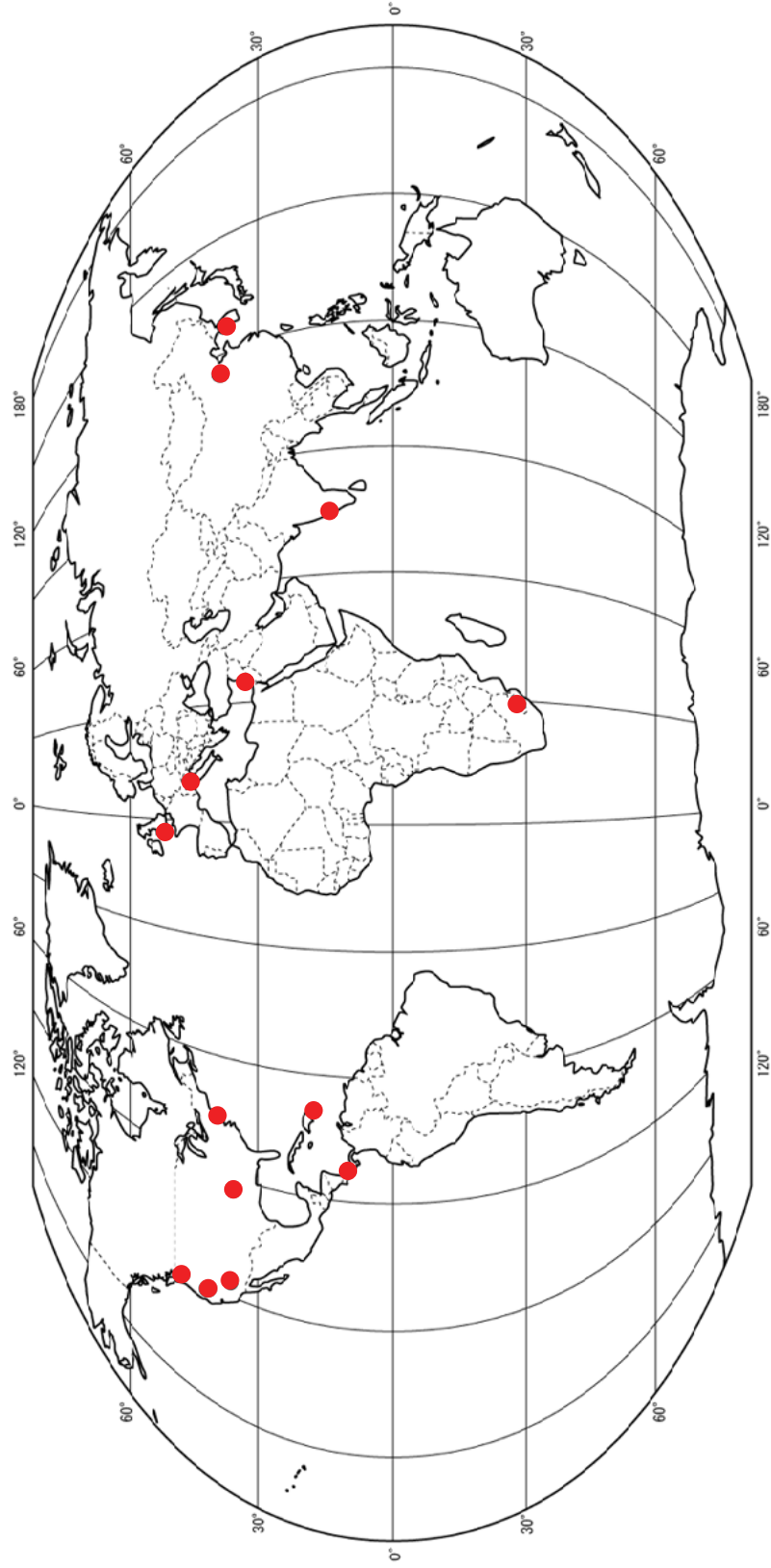
Draw a line from the name of the place to where it is located around the globe below.

Places in The United States:

1. Pennsylvania
2. Washington
3. California
4. Arkansas
5. Nevada

Places Around The World:

6. China
7. India
8. South Korea
9. South Africa
10. Italy
11. England
12. St. Lucia
13. Israel
14. Nicaragua



Name _____

Date _____

Tour the World with the Fourth Grade Project

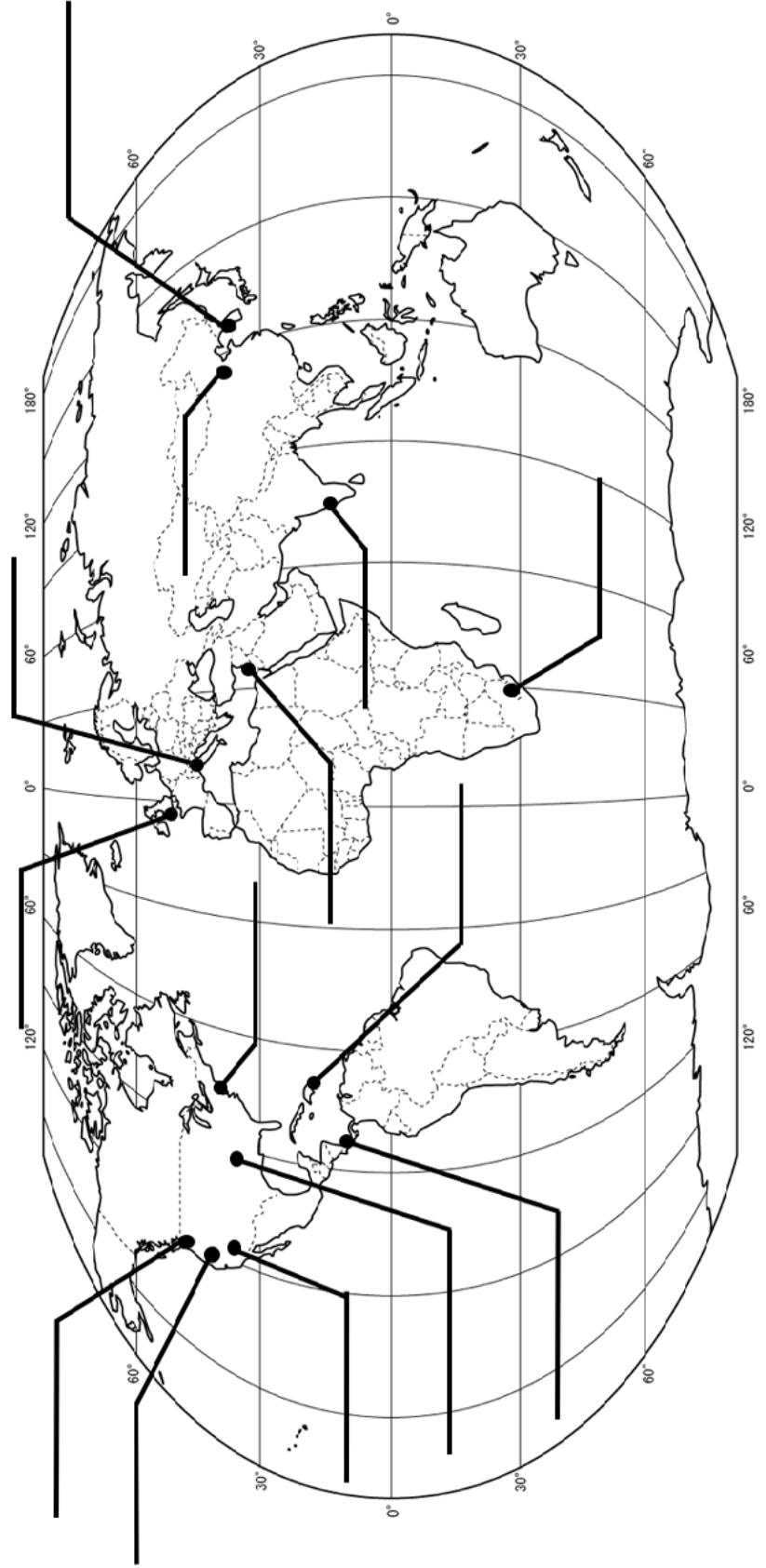
Draw a line from the name of the place to where it is located around the globe below.

Places in The United States:

1. Pennsylvania
2. Washington
3. California
4. Arkansas
5. Nevada

Places Around The World:

6. China
7. India
8. South Korea
9. South Africa
10. Italy
11. England
12. St. Lucia
13. Israel
14. Nicaragua

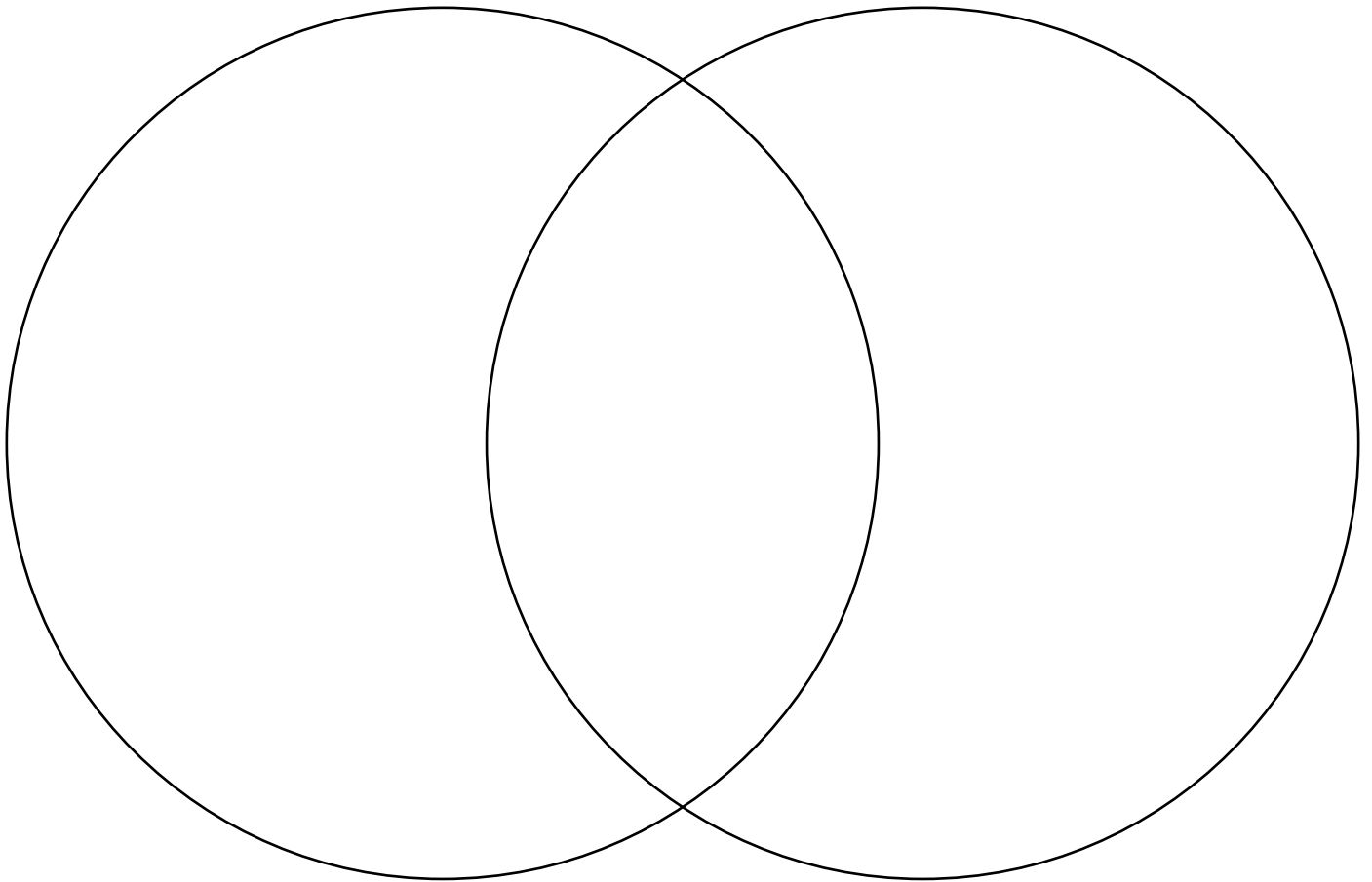


Name _____

Date _____

Compare and Contrast

Compare your families, wishes, and fears to the child in the photograph.



Fourth Grader From: _____

Name _____

Date _____

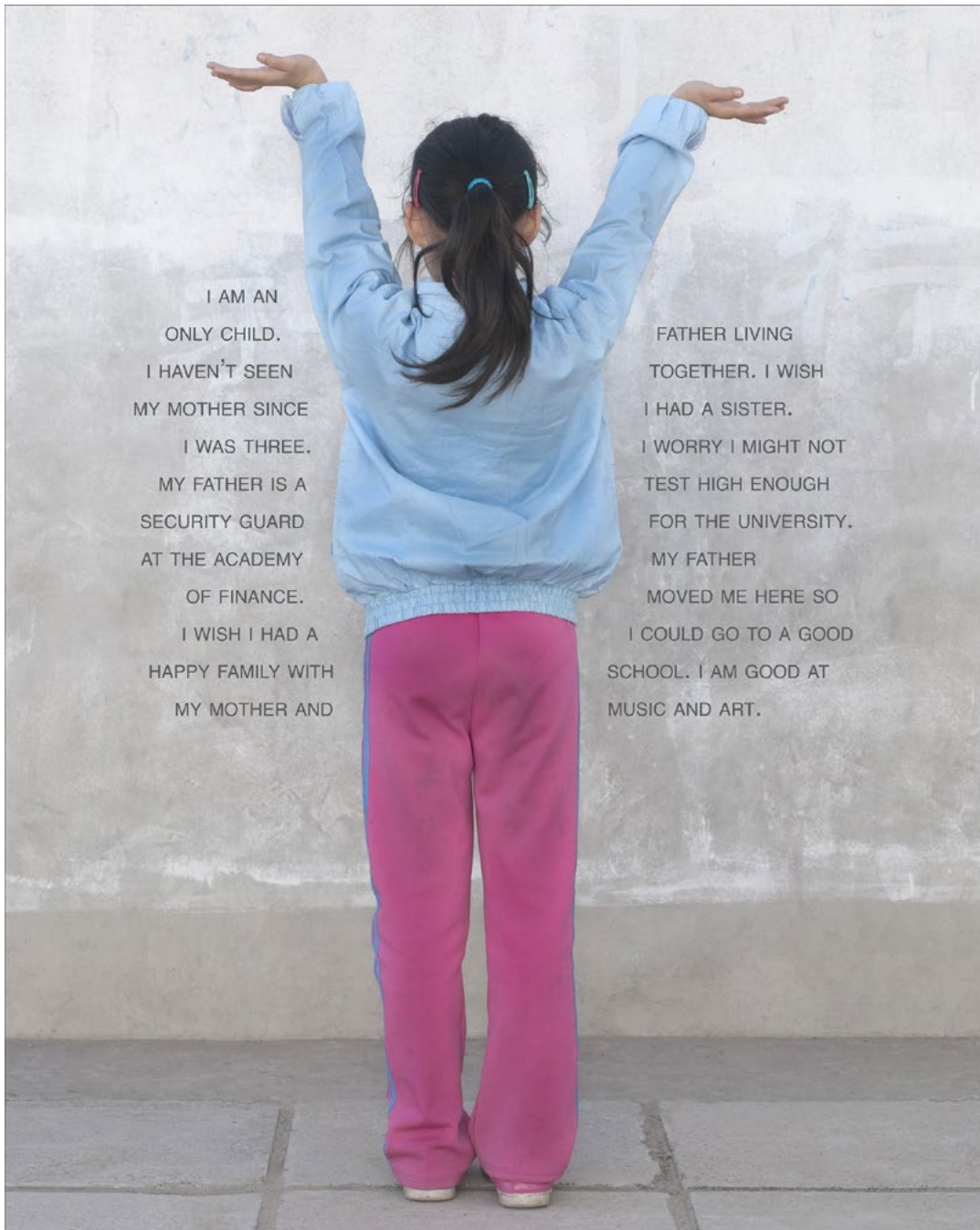
Instructions to use Google Maps

- Open an internet browser
- Type www.google.com into the web address spot
- Type Google Maps into the search spot
- Click on the first term that comes up
- Type the place of where you are going in the upper left hand corner
- Click on the directions blue arrow
- Choose from “your location” in the white section
- Hit the airplane icon to see how long it would take you to fly there

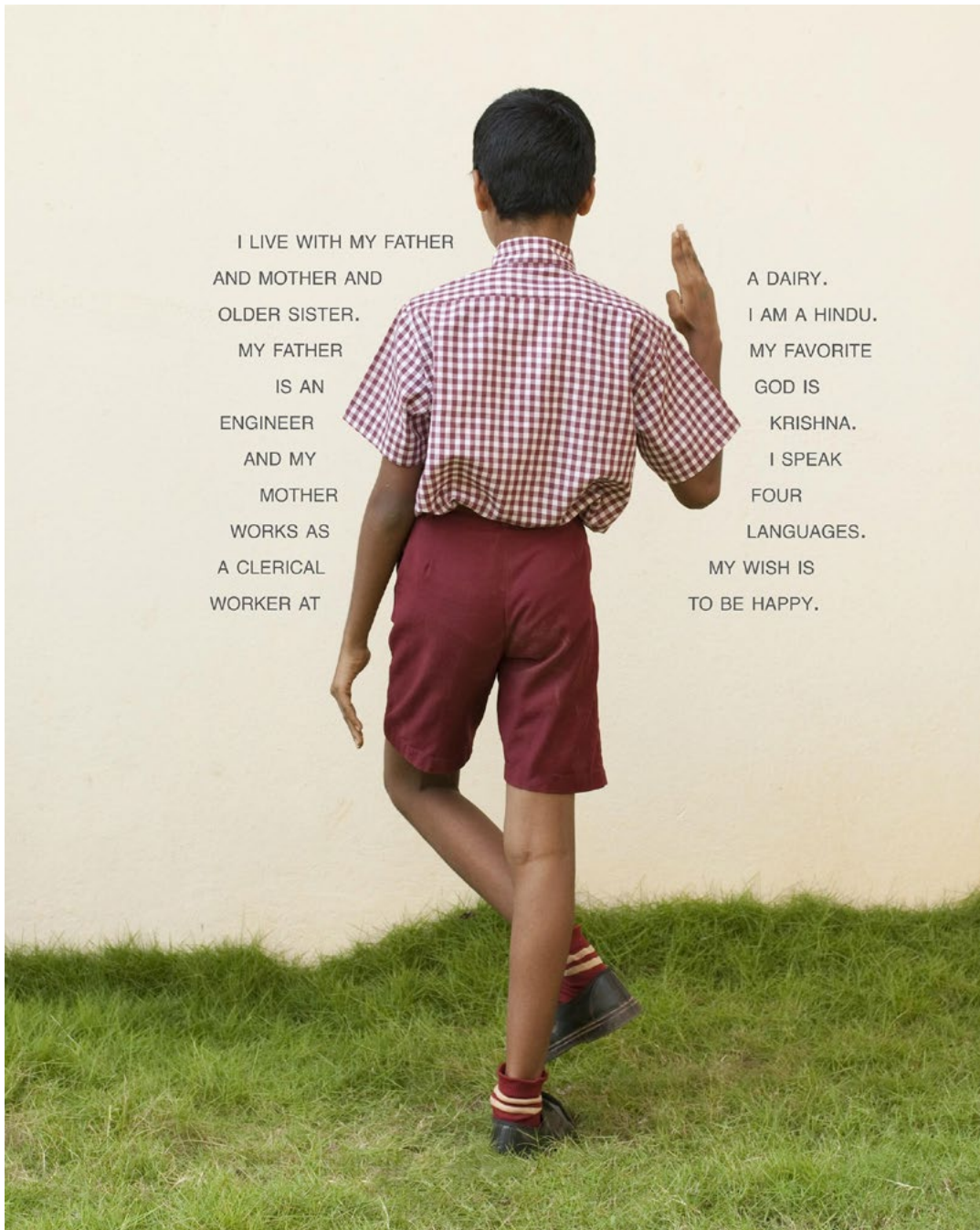
1. Where do you live?

2. Where is your Fourth Grader From?

3. How far away does this boy or girl live from you?



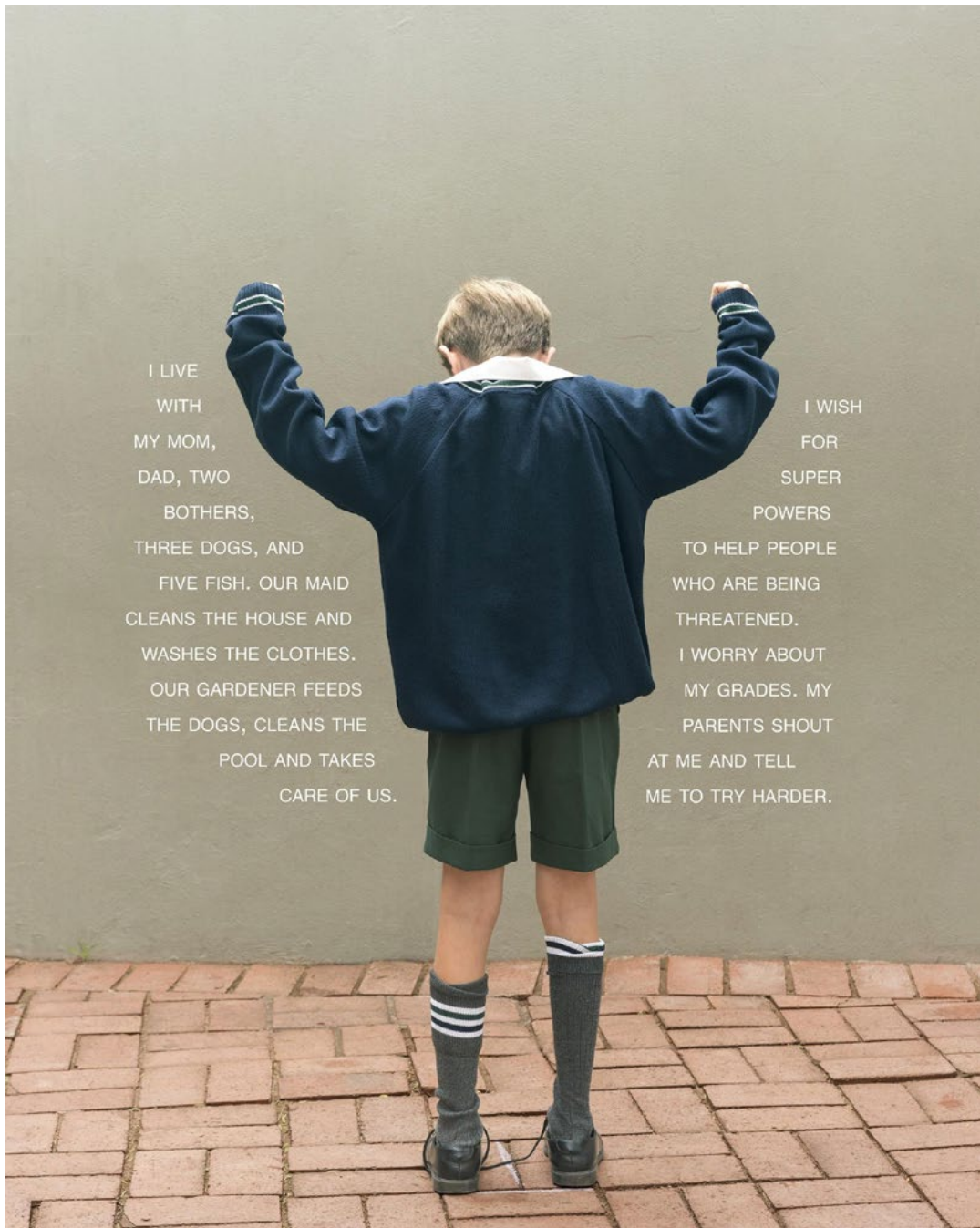
China: "Music and Art"



India "Be Happy"



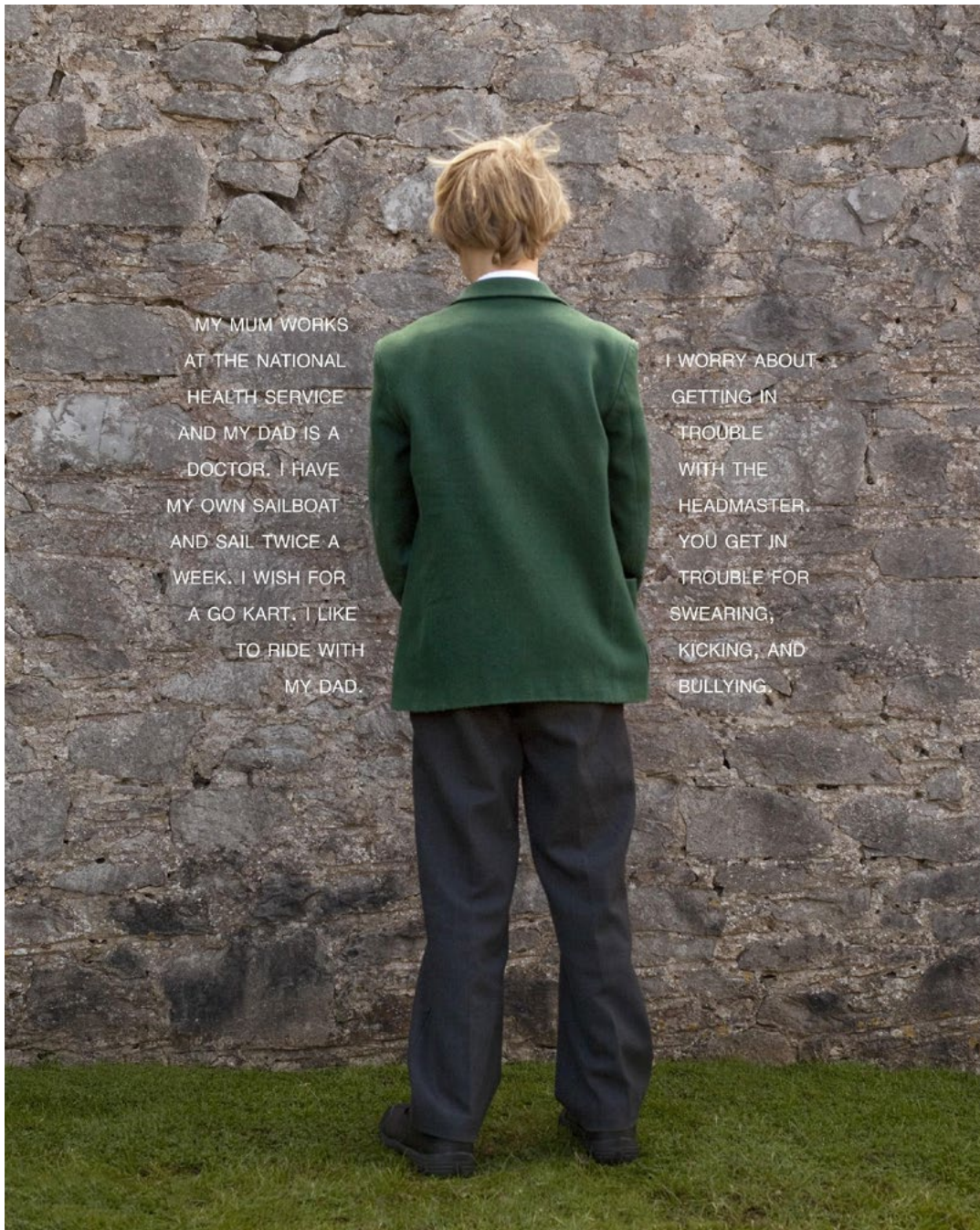
South Korea: "The Dark"



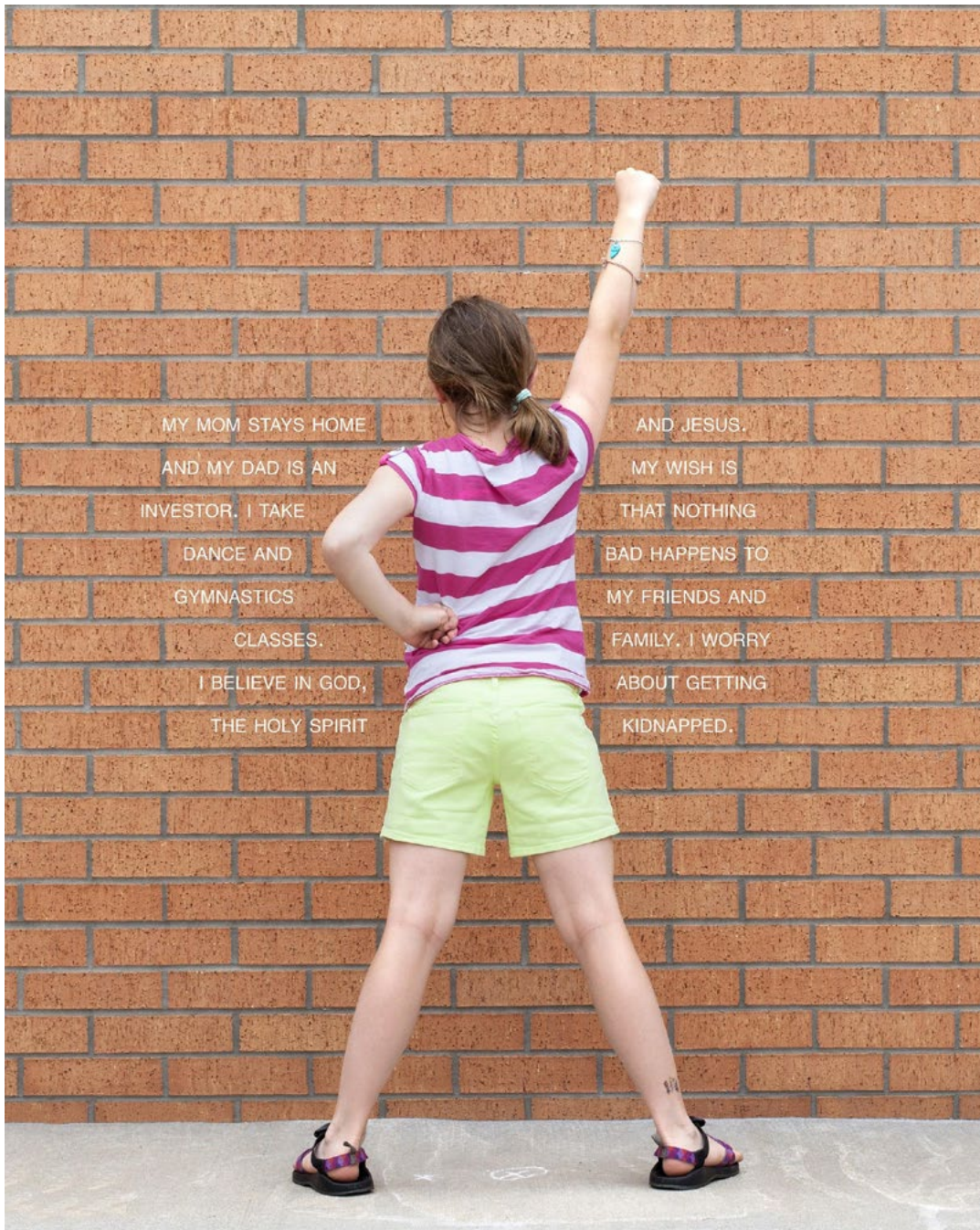
South Africa: "Try Harder"



Italy "With Her"



England: "And Bullying"



USA, Arkansas: "Getting Kidnapped"



I LIVE WITH MY
GRANDPARENTS
AND COUSIN.
MY UNCLE
TAUGHT ME
HOW TO FISH,
AND HUNT
WITH A RIFLE.
I CAUGHT MY
FIRST FISH AT
AGE FOUR.

MY MOM HAS
A NEW BABY.
I SEE HER ON
THE WEEKEND.
I SEE MY DAD IN
THE SUMMER.
MY WISH IS
FOR A BIGGER
HOUSE. WE
HAVE TINY
ROOMS.

USA, Washington: "Tiny Rooms"



USA, Pennsylvania: "Likes Him"



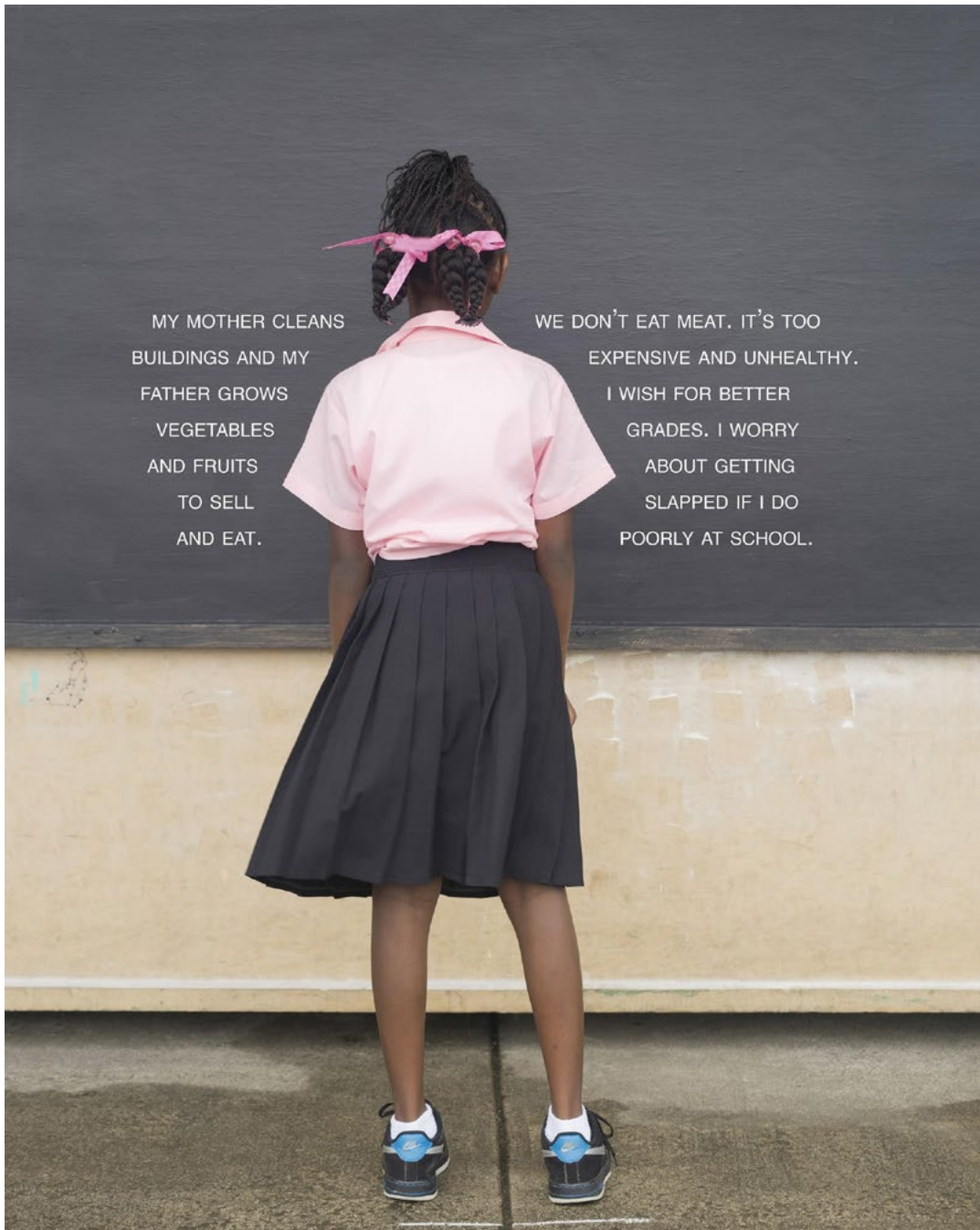
USA, Nevada: "To Smoke"



USA, California: "Have It"



Israel: "My Grandfather"



MY MOTHER CLEANS
BUILDINGS AND MY
FATHER GROWS
VEGETABLES
AND FRUITS
TO SELL
AND EAT.

WE DON'T EAT MEAT. IT'S TOO
EXPENSIVE AND UNHEALTHY.
I WISH FOR BETTER
GRADES. I WORRY
ABOUT GETTING
SLAPPED IF I DO
POORLY AT SCHOOL.

St Lucia: "At School"



Nicaragua: "The Class"

Geography Lesson Assessment Rubric

Rubric:

- 3—Proficient
- 2—Developing
- 1—Basic

Student Name:	Student is able to write and find each location on the globe	Student is able to compare and contrast themselves with a fourth grader from the project	Student is able to read and discuss or write about the words of a fourth grader from the project

Day 1 of 1

Lesson Plan Title:

A Snapshot of Immigration Today

60 minutes

Enduring Understandings

Students will understand that ...

- Immigrants come to a new country to make a better life for themselves and their children.
- Being an immigrant comes with certain hardships, often stemming from language, limited job opportunities, cultural estrangement, and prejudice.

Essential Questions

- Why do people immigrate to the United States?
- In what ways do many immigrants have difficult lives?

Objectives

Students will be able to ...

- Infer the hardships of being an immigrant by identifying and writing about a few of the different fears that these children express in their portrait.
- Infer the reasons why immigrants might come to the United States by identifying and discussing the wishes and dreams of some of the children and their parents as expressed in these write ups.

Common Core College and Career Readiness Anchor Standards

- Reading, Key Ideas and Details
 - Read closely to determine what a text says explicitly and to make logical inferences from it
- Writing, Text Types and Purposes
 - Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Materials/Preparation

- Digital photos to project or hard copies of the following photos:
 - *USA, California–Public School “Enough Money”*
 - *USA, Nevada–Jewish Day School “Love My Family”*
 - *USA, Pennsylvania–Public “All Alone”*
 - *USA, Pennsylvania–Public “Parents’ Teacher”*
 - *USA, Pennsylvania–Public “Feeling Lucky”*
- Google Map with Immigration Routes Marked and Drawn in
 - <https://www.google.com/maps/d/u/0/edit?mid=1wjYLAV4mMFI1MTeBFfQnKSqLG6XiPeoi&ll=11.524966570403869%2C-155.7852190000001&cz=3>
- Highly Recommended Extensions for work with US Immigration:
 - Interactive Scholastic Website of Ellis Island and Immigration today. Read vignettes of recent child immigrants, look at immigration data, hear audio stories, tour Ellis Island with park rangers
 - <http://teacher.scholastic.com/activities/immigration/tour/>
 - Coming to America book by Betsy Maestro— Immigration and the history of the USA, a truthful, but child-appropriate look at our past that is also uplifting

Assessment Evidence

- The teacher will be able to assess the students by evaluating the short writing response piece to the photographs. The teacher will be looking to see whether students were able to identify fears that are related to the hardships of being an immigrant and whether or not the student is able to express their thinking to prove their point.
- Reflection

Learning Plan

Introduction

- Depending on what has previously been taught, either remind students what an immigrant is or introduce the term *immigrant*. Example: “What is the word for a person who has moved from one country to live in another? ... Do any of you have parents who come from another country? ... Do any of you have grandparents from another country?”
- Ask students to turn and talk with one another about why the United States is often called “A Nation of Immigrants.” The teacher may ask one or two children to share. If the concept hasn’t already been discussed, spend a few minutes here talking about immigration and the history of the United States. You may also talk about how people move between countries in all parts of the world. If students are aware of the news, they might be familiar with this concept.
- Again, depending on what you have already taught, discuss immigration long ago as compared to today. You may search for comparable images of Ellis Island Immigrants and Immigrants of Today to clearly and quickly point out that immigrants are still coming in large numbers to the US today, as they did one hundred years ago. You may also show a graph of immigration numbers over the last 150 years. Search Graph of Immigration to America.

Investigation

- Introduce the *Objective of the Lesson*. Example: “Today we will be looking at a series of photographs of recent immigrants and reading what these immigrants say about themselves. Based on what they say and how they look, we will be inferring what their lives are like in the United States. But, here’s the catch ... we won’t be able to see their faces.”
- Explain a bit about the Fourth Grade Project and a bit about Judy Gelles, the photographer. Example: “There is a photographer named Judy Gelles who got the idea to photograph 4th graders here in the United States and around the world. One of the first schools Judy went to said that some parents didn’t want their children’s faces to be photographed. Judy thought that the photographs might still work if the students were photographed from behind, because really, she was just as interested in what the fourth graders had to say.

Judy interviewed each child she photographed to ask them a few basic questions: Who do you live with? What are you worried about? What do you wish for? (and you can’t wish for more wishes)? Think about those questions. How would you answer? Turn to a neighbor and share one thing you are afraid of.” Wait. ... Without sharing as a whole class, move on to the next question. “What would you wish for? Turn to a neighbor.” Wait, then move on without sharing. “Today, I’m going to show you a few of the photographs Judy has collected from her travels. These photographs are photographs of fourth graders who are immigrants or who have parents who are immigrants, this means that they or their parents came from another country, but they now live in our country. We’ll see where these students live now and where they or their family came from. Each of these fourth graders has a story to tell. Their words surround them on the page, but there are just a few words. Let’s see what their words tell us about their lives”

- Explain to your students that you will show each photograph, give them time to read and think. Then you will show them where the student or his or her family came from and ask a series of questions to push thinking. Example: “With each of these photographs we’ll take a minute to look at the photograph, then read it, and think about that child’s life. After you’ve looked and thought for a moment, I’ll ask you a few questions to get you thinking more and we’ll share with our neighbors to see what they’re thinking.”
- Show the photograph—USA, California: “Enough Money”
- Give students a minute to observe, read, and think. Then ask: “What do you notice about this girl?” And draw out the conversation. Or ask more specific questions, such as: “Where does her family come from? (Show the blue route from Bolivia to California on the attached Google Map.) What does she like to do?”

Learning Plan (Continued)

Investigation (Continued)

- In either case of questioning, end with “What is this girl’s wish? Why would she wish for that? Is this something you are worried about? What does this tell us about her life and the life of her family?”
- *The next three photographs could either be looked at as a whole class or could be looked at in small groups with discussion prompts written out on notecards. Give each small group a different photograph. Each student could take a turn leading the discussion in the group by reading from the notecards. Remind students to take turns asking the questions. Remind children that they are trying to draw out their conversations. The more each person can say in response to each question, the better. When groups are finished, have students share out where their student or their family was from and point it out on the map. Ask the group or groups that studied the photograph to read it aloud, as you project the picture overhead. The students can tell a little bit about what they discussed and even ask questions of the class, if time allows.*
- *Either in small groups or as a class show photograph—USA, Pennsylvania: “All Alone”*
- Repeat this series of questioning. Give students a minute to observe, read, and think. Then ask: “What do you notice about this boy?” And draw out the conversation. Or ask more specific questions, such as: “Where does his family come from? (Show the yellow route on the Google map.)
- “What are his fears? Why would he be afraid of that? Is this something you are worried about? What does this tell us about his life?”
- *“US, Pennsylvania: “Parents’ Teacher”*
- Show students the above mentioned photograph and ask them to discuss with a partner or neighbor what they can infer from this short story about the child’s life. (Show the purple route.) Ask students to share their thinking and point out what makes them think that.
- If you have been working in small groups, pull together as a class to discuss the last two photographs.
- *USA, Pennsylvania: “Feel Lucky”*
- Lead a whole group discussion: Shift gears and explain to the students that even though life might look hard for many immigrants and children of immigrants, there are strong reasons people come to America. Explain that in the following photograph the discussion will be centered around the wishes and dreams of the pictured students and their family members.
- *Show Photograph USA, Nevada: “Love My Family”*
- After waiting, ask: “What do you notice? How is this photograph different than many of the other photographs you’ve seen? Turn to your partner or a neighbor and share your thinking.” And lead discussion. (Show the black route.) Or ask more specific questions. What is this boy looking forward to? Turn and talk with a neighbor ... How do you know this child’s parents are doing well in America? Turn and talk with a neighbor. ... What about his body seems different than the other students? Turn and talk with a neighbor. ...”
- In either case of questioning, end with “What are his hopes? Turn and talk” ... Share one or two students’ thinking. “Is this something you might want? Turn and talk. ...” Move on without sharing. “What does this tell us about his life? Turn and talk. ...” Share a few students’ thinking.

Learning Plan (Continued)

Conclusion

- Recap with the class what the objective of the lesson and a brief summary of the discussion. Example: “We have looked at five photographs of people who have recently moved to the United States or whose parents have moved to the United States. Each of these children have told just a little about their lives. But from this we have inferred that ... and ... and ... We have seen a number of different views on what it is like to be an immigrant in the United States today. Does every immigrant feel the same way about their lives? ... No, of course not. But these few immigrants have shown us it can be difficult to live in a new land, yet when they and their family came to America, they came full of hope.”
- Students can complete reflection

Name _____

Date _____

Reflection: A Snapshot of Immigration Today

1. What are some of the challenges these students and their families face in coming to a new country? Provide specific examples from the texts in your answer.

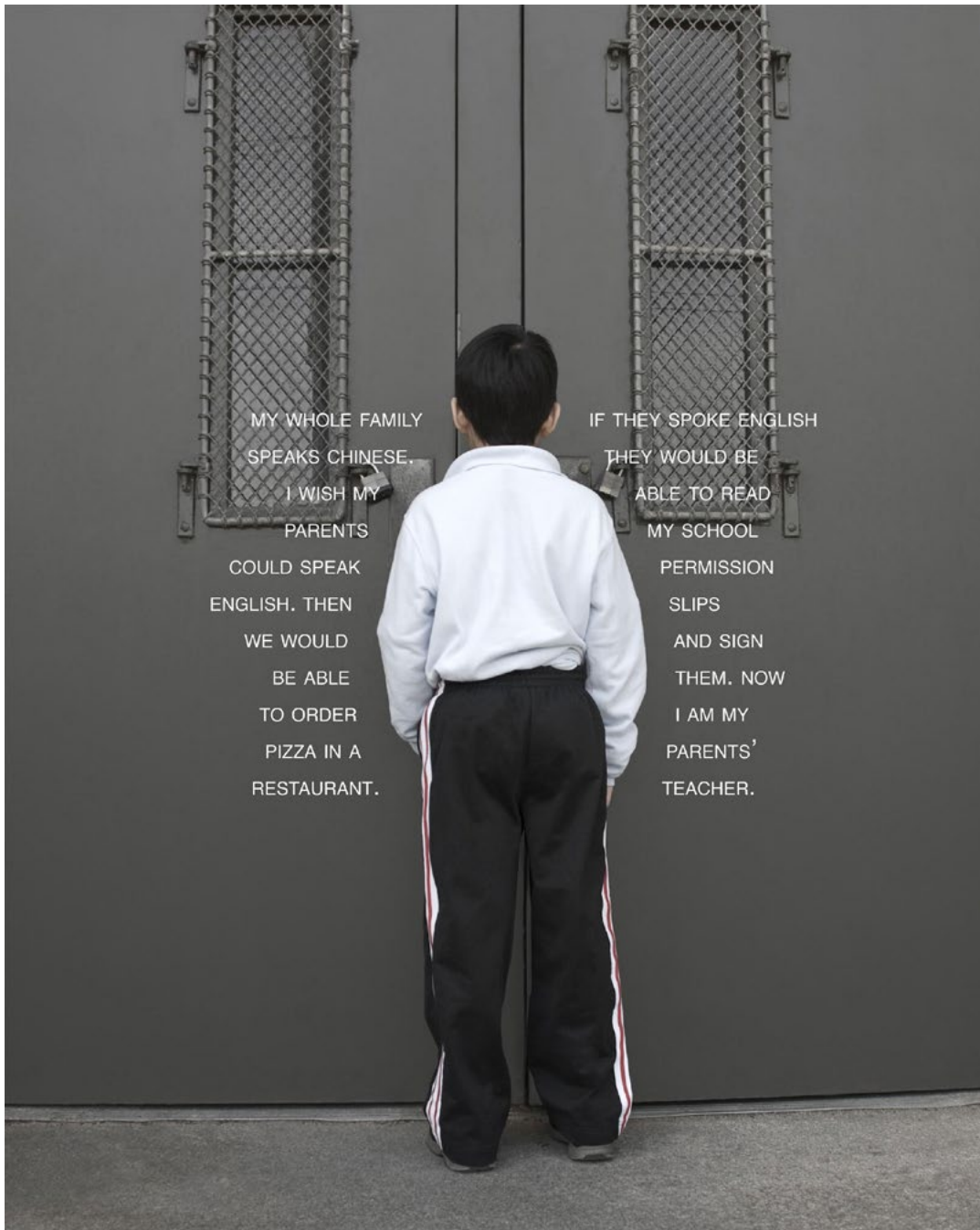
2. Thinking about what you already know, your class discussions, and these stories, what do you think families are hoping to find when they immigrate to a new country?



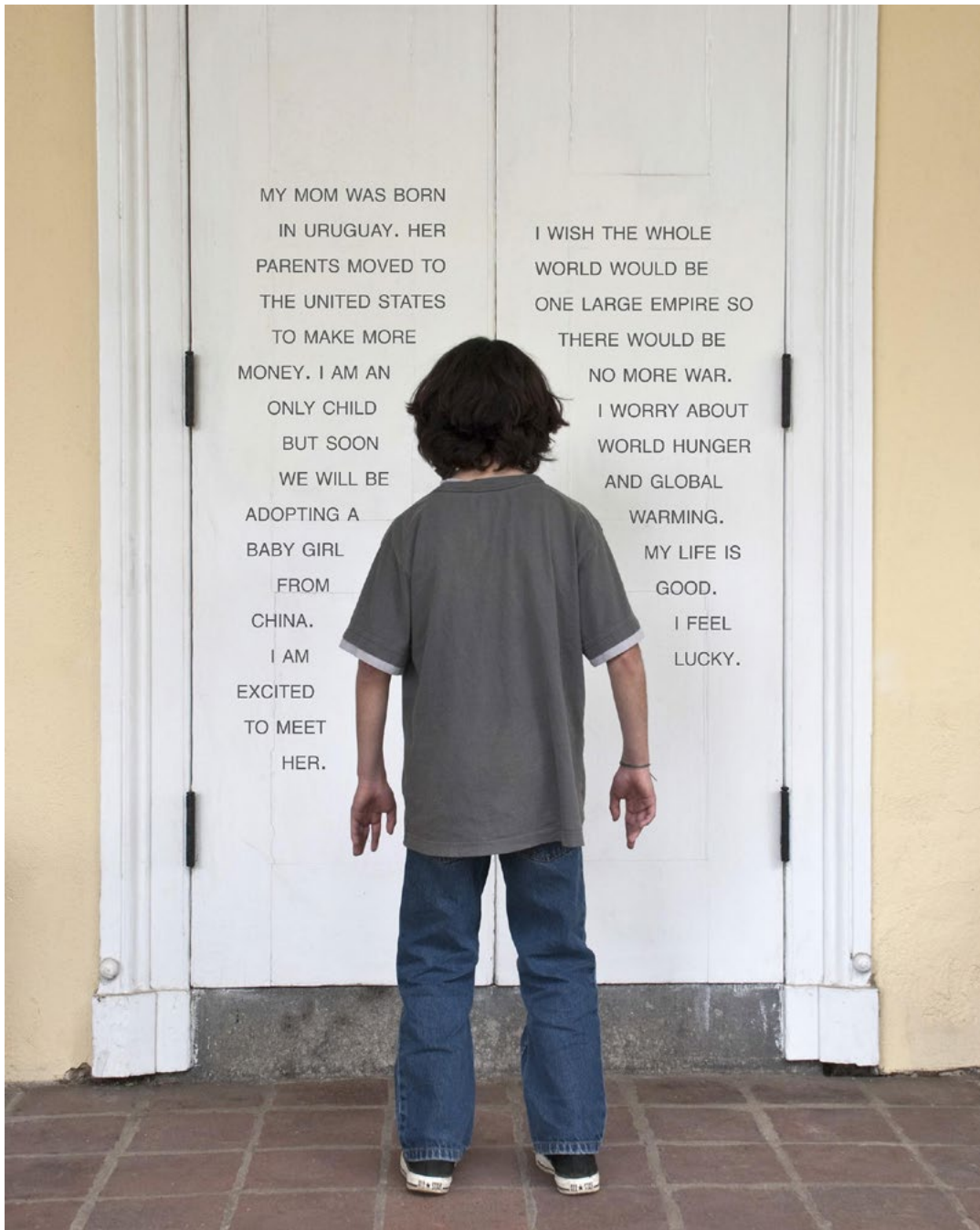
USA, California: "Enough Money"



USA, Pennsylvania: "All Alone"



USA, Pennsylvania: "Parents' Teacher"



USA, Pennsylvania: "Feel Lucky"



MY WHOLE FAMILY IS FROM
RUSSIA. I SPEAK RUSSIAN,
HEBREW AND ENGLISH.

I AM TEACHING
RUSSIAN TO TWO
FRIENDS AT
SCHOOL. I LOVE
MY SCHOOL.
I AM ON A SWIM
TEAM. WE HAVE
PRACTICE

EVERY DAY EXCEPT TUESDAYS.

ON TUESDAYS I TAKE PIANO
LESSONS. I WANT TO BE
A DOCTOR. FOUR
PEOPLE IN MY FAMILY
ARE DOCTORS. I WANT
TO BE THE FIFTH.
I WISH FOR MY FAMILY
TO LIVE FOREVER.
I LOVE MY FAMILY.

USA, Nevada: "Love My Family"

Day 1 of 3

Lesson Plan Title:

Look and See—Religion Around the World

30 minutes

Enduring Understandings

Students will understand that ...

- There are many different religions in the world.
- Many have their own god or gods, but all believe in doing good and treating others with respect.
- All religious belief is meant to educate and inspire the believers to be better people.

Essential Questions

- What are some of the major religions around the world?
- How can we identify different religions?

Objectives

Students will be able to ...

- Identify different world religions by piecing together vocabulary terms associated with religion, background knowledge, and knowledge gained from reading.

Common Core College and Career Readiness Anchor Standards

- Integration of Knowledge and Ideas in Reading
 - Read and comprehend complex literary and informational texts independently and proficiently.
 - Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- Speaking and Listening
 - Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Materials/Preparation

- Seven photographs by Judy Gelles associated with Religious Identity included with this lesson
- Project or show a world map
- Write these five major world religions on the board or on an easel: Buddhism, Christianity, Islam, Judaism, and Hinduism
- Secondary Resources:
 - URI—United Religions Initiative—World Religion Website Written for Elementary Children
 - <https://uri.org/kids/world-religions>

Assessment Evidence

- Formative assessment will come from group posters, from group discussion when teaching classmates, and from the final worksheet.

Learning Plan

Introduction

- The Bill of Rights ensures that Americans can practice any religion or no religion at all. What does religion mean to you? Does anyone in this classroom go to church, synagogue, or mosque? Discuss. ... Does anyone practice another religion? Define religion with the class:
- Religion—Definition for English-Language Learners from Merriam ...
 - <http://learnersdictionary.com/definition/religion>
- Today we will take a quick look at a few of the major religions that are practiced around the world and here in the United States. List the five major religions as you point to each on the board: Buddhism, Christianity, Islam, Judaism, and Hinduism. Tomorrow, we will each learn about one of these religions and on the final day we will be teaching one another about all the religions.
- Often times, some of the holidays we celebrate and even some of the food we eat, can tie back to a religion we celebrate or a religion that our ancestors once celebrated. Living in America, I imagine most of you have heard of Easter. Yes? But not every American celebrates Easter. This is because Easter is a Christian holiday. Some people who aren't Christian go on Easter egg hunts and eat chocolate, but Easter started out as an important holiday for Christians. There are many holidays that some people in America celebrate, but others don't. How many of you celebrate Dharma Day? Dharma Day is an important Buddhist holiday. If you were Buddhist, you would likely celebrate it. Let's make a list on the board of all the religions we know: Christianity, Buddhism, Judaism, Islam, Hinduism. There are more, but these are some of the biggest religions practiced in the world today.

Investigation

- We are going to look at a photography project by an artist named Judy Gelles. She has travelled around the globe taking pictures of fourth graders. When she meets these children she asks a few simple questions: Who do you live with? What do you wish for? What do you worry about? These simple questions get children to talk about their lives.
- Often times religions come up in these discussions because religion is important to many people. Let's look at one of these pictures that Judy has taken and see what this kid has to say. *Show the first photograph—USA, California-Private: "Lived Closer."*
- What do you notice about this photograph? How is it different from most photographs of kids people take? You can't see their face. They are photographed from behind ... Why do you think the artist did that? One possible reason: It makes us focus on their words and protects their identity.
- Now, let's take a close look at what this girl says ... Have students read to themselves and discuss with a partner. Share out a few things.
- Let's focus on what she says about religion. Can you pick out what this child (*point to USA California: Private: "Lived Closer"*) is saying about religion? Let's check off those two religions on the board. This girl is from California. In the United States, it happens often that one might have parents who celebrate two different religions. This is not as true in other countries. Let's find the United States and California and write those two religions on our world map.
- Look at the picture *India: "a Computer."* What do you notice about this picture? What is this boy saying about religion? What religion is he? Let's check that off our list on the board. This boy is from India. Let's take a look at where India is on our map and write down Islam where we find India.
- Follow the same procedure with the following photos—*India: Of Snakes, South Korea: and Healthy, USA, Nevada: About Anything, and India: Long Hair.*

Learning Plan (Continued)

Conclusion

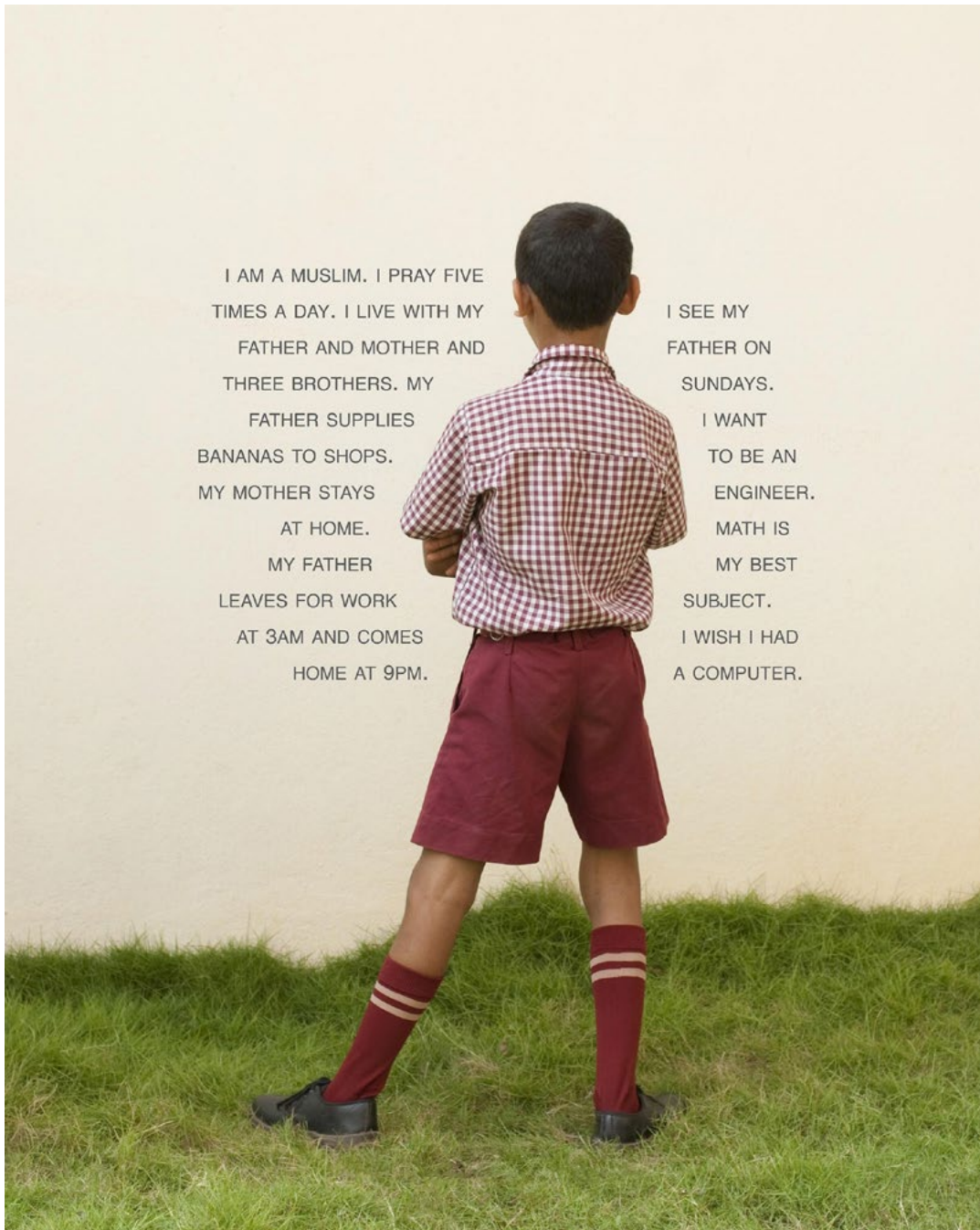
- Today we have heard about five major religions from these fourth graders. Some of these religions you may not have ever heard of before. That is going to change. In two days time, you all will know a bit about each of these religions.
- Let's look back at our map and see what religions were found in each of the countries we heard about. Discuss map. Do you think these are the only religions practiced in these countries? No, we'll learn more about that as well.



MY DAD IS JEWISH AND
MY MOM IS CHRISTIAN.
WE CELEBRATE BOTH
RELIGIOUS HOLIDAYS.
I LIKE EVERYTHING
ABOUT LEARNING.
I WANT TO BE AN
INTERIOR DESIGNER.
I WANT TO GO TO THE

RHODE ISLAND SCHOOL
OF DESIGN. I WISH
WE HAD MORE KIDS
IN OUR FAMILY. WE
VISIT MY GRANDMA
AND COUSINS IN THE
SUMMER. I WISH WE
LIVED CLOSER.

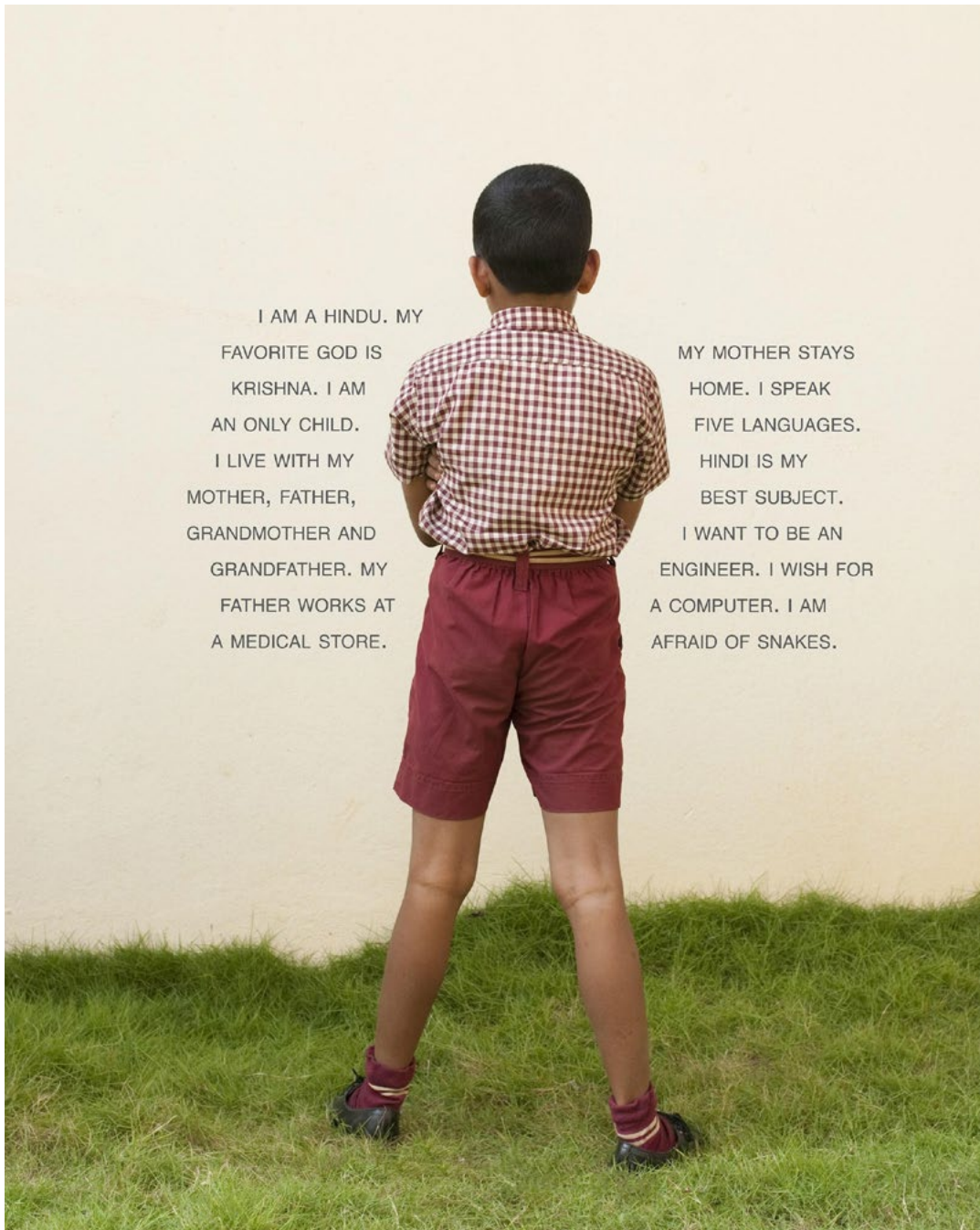
USA: California "Lived Closer"



I AM A MUSLIM. I PRAY FIVE
TIMES A DAY. I LIVE WITH MY
FATHER AND MOTHER AND
THREE BROTHERS. MY
FATHER SUPPLIES
BANANAS TO SHOPS.
MY MOTHER STAYS
AT HOME.
MY FATHER
LEAVES FOR WORK
AT 3AM AND COMES
HOME AT 9PM.

I SEE MY
FATHER ON
SUNDAYS.
I WANT
TO BE AN
ENGINEER.
MATH IS
MY BEST
SUBJECT.
I WISH I HAD
A COMPUTER.

India: "a Computer"



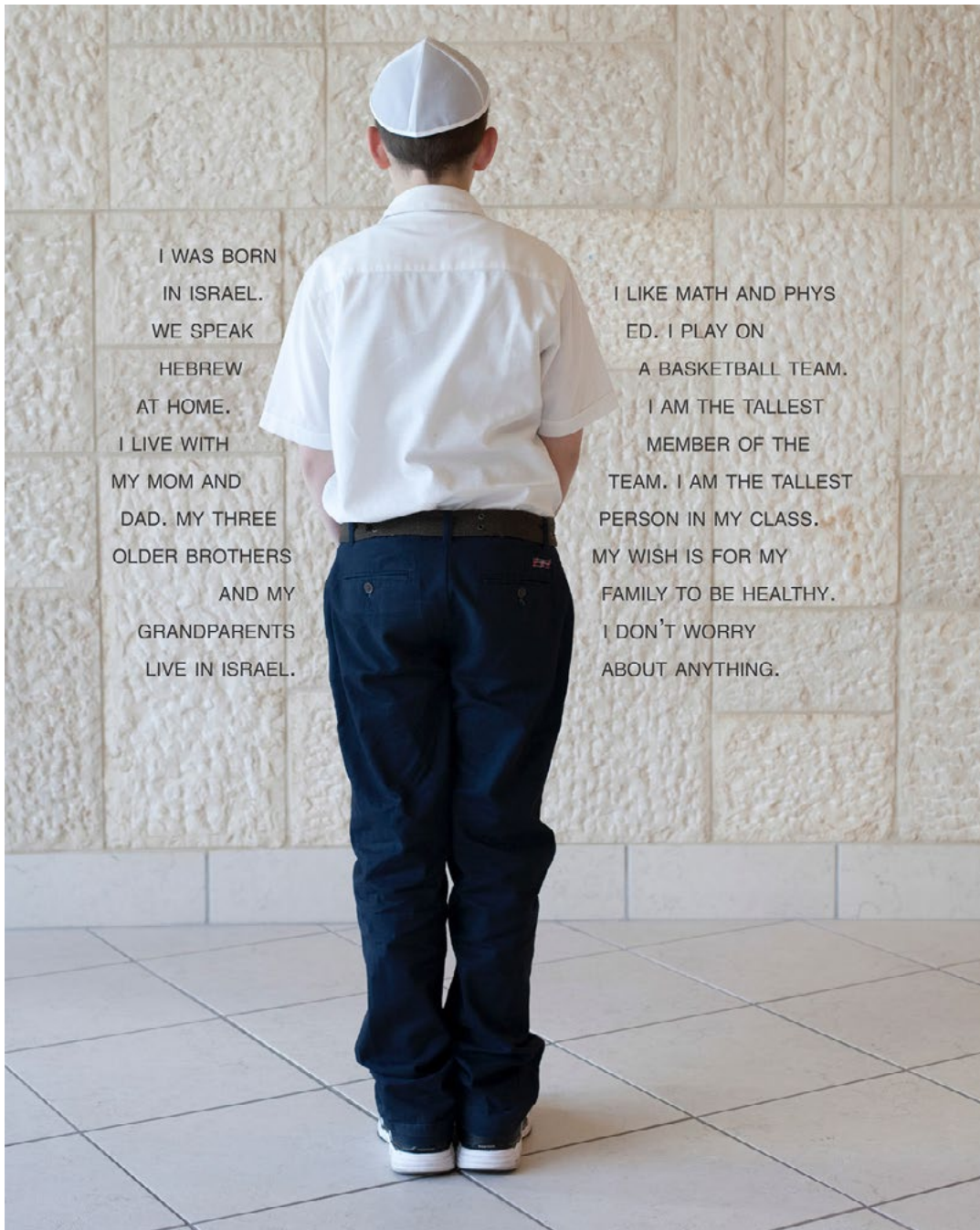
India "Of Snakes"



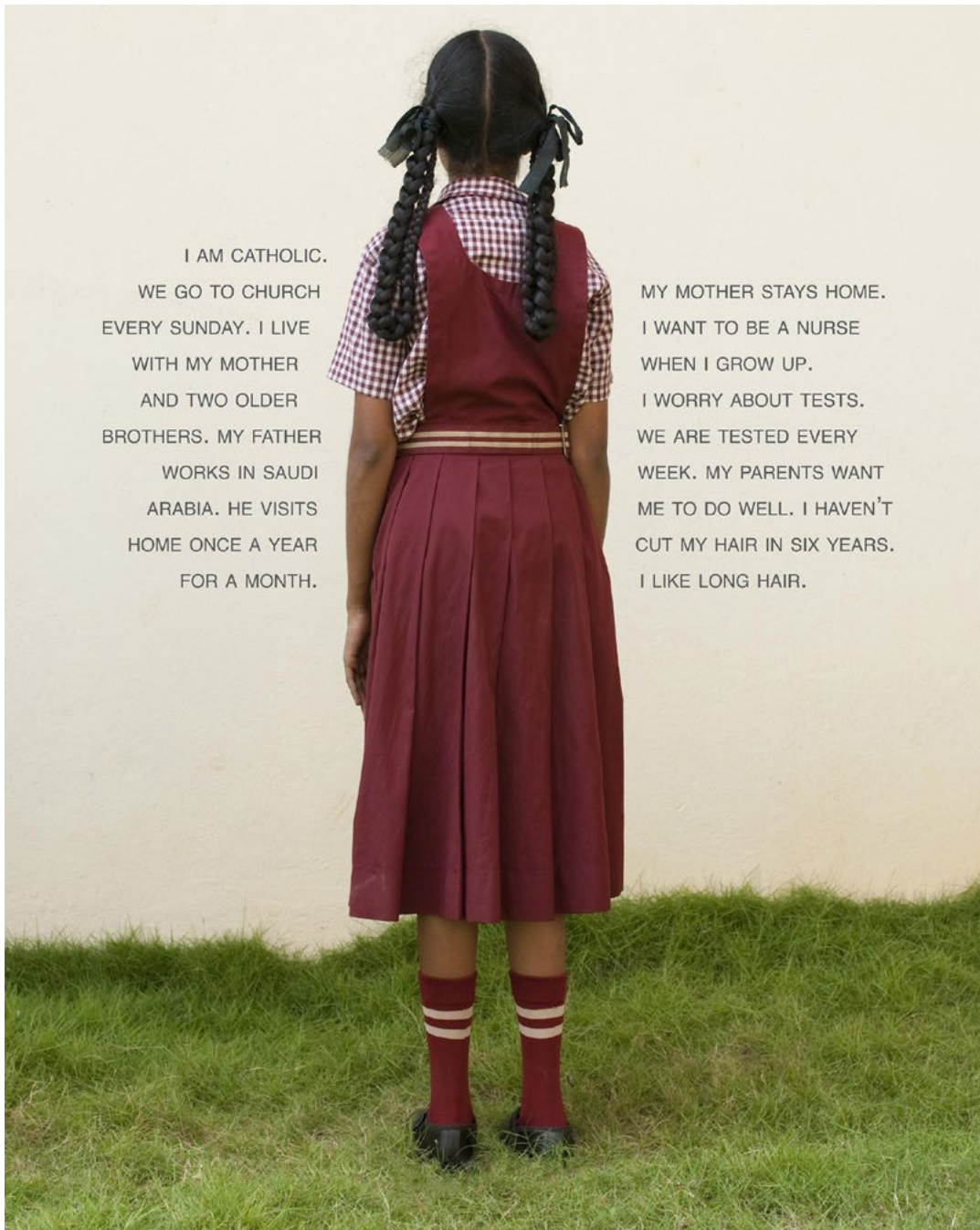
MY FATHER IS A
MECHANIC AND MY
MOTHER RUNS A
BUSINESS. I SEE MY
MOTHER ON THE
WEEKENDS. MY
GRANDMOTHER
TAKES CARE OF
US AFTER
SCHOOL AND
COOKS DINNER.

WHEN I GROW UP
I WANT TO BE
A FASHION
DESIGNER.
I AM BUDDHIST.
MY WISH IS FOR
A HAPPY
FAMILY, FOR
EVERYONE TO
BE SAFE AND
HEALTHY.

South Korea: "and Healthy"



USA: Nevada "About Anything"



I AM CATHOLIC.
WE GO TO CHURCH
EVERY SUNDAY. I LIVE
WITH MY MOTHER
AND TWO OLDER
BROTHERS. MY FATHER
WORKS IN SAUDI
ARABIA. HE VISITS
HOME ONCE A YEAR
FOR A MONTH.

MY MOTHER STAYS HOME.
I WANT TO BE A NURSE
WHEN I GROW UP.
I WORRY ABOUT TESTS.
WE ARE TESTED EVERY
WEEK. MY PARENTS WANT
ME TO DO WELL. I HAVEN'T
CUT MY HAIR IN SIX YEARS.
I LIKE LONG HAIR.

India: "Long Hair"

Day 2 of 3

Lesson Plan Title:

Look and See—Religion Around the World

45–60 minutes

Enduring Understandings

Students will understand that ...

- There are many different religions in the world.
- Many have their own god or gods, but all believe in doing good and treating others with respect.
- All religious belief is meant to educate and inspire the believers to be better people.

Essential Questions

- What are some of the major religions around the world?
- How can we identify different religions?

Objectives

Students will be able to ...

- Identify different world religions by piecing together vocabulary terms associated with religion, background knowledge, and knowledge gained from reading.

Common Core College and Career Readiness Anchor Standards

- Integration of Knowledge and Ideas in Reading
 - Read and comprehend complex literary and informational texts independently and proficiently.
 - Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- Speaking and Listening
 - Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Materials/Preparation

- Be ready to show Short youtube clip about the spread of world religions
 - <https://www.youtube.com/watch?v=AvF16UBZLv4>
- Assign expert groups to each religion. Think about placing students with verbal weaknesses of any kind into larger groups, so they can work with partners the following day.
- Print out readings on the five major religions from this site or have children research online: World Religion Website for Kids (good readings and short video clips for each religion):
 - <https://sites.google.com/site/worldreligionsforkids/home>
- Scissors and glue for each group
- Print out Religious Term Vocab Sheet and Vocabulary word cards sets
- Print out posters for each group (also attached) posters can be enlarged to fit on 8 1/2 by 14 paper

Assessment Evidence

- Formative assessment will come from group posters, from group discussion when teaching classmates, and from the final worksheet.

Learning Plan

Introduction

- Make sure you have thought about groups beforehand, though you may need to adjust groups according to who is present at the time of the lesson. You may have some time to adjust during the video, if needed. Think about placing students with verbal weaknesses of any kind into larger groups, so they can work with partners the following day.
- Remind students that yesterday they were introduced to some of the major religions from students in the Fourth Grade Project. Review the major religions: Buddhism, Christianity, Islam, Judaism, and Hinduism.
- Consider watching a clip on the spread of different religions throughout the world.
 - <https://www.youtube.com/watch?v=AvF16UBZLv4>
 - Stop to explain and review, as needed.

Investigation

- In the United States all of these religions are practiced and more. This is true in many countries, though it is simplified a bit in the video. Religion can be an important part of the culture of a country and understanding religion can help us understand places and groups of people better.
- Today we are going to split into groups and you will learn about one religion today. One group of you is going to learn about Hinduism. Another group is going to learn about Islam. And so on. Each of you will be assigned to read about that religion. Then, you will come together with a group of students who researched the same religion as you. Your group will discuss what you learned about the religion and label a small poster with vocabulary cards. Tomorrow you will be using that poster or a photocopy of that poster to teach other classmates about the religion you studied. In this way you will be learning about all the different religions from your classmates.
 - (Jigsaw teaching method: <https://www.jigsaw.org>, if you want to know more.)
- Assign groups of 4 or 5 (or make smaller groups if you double up). You might consider putting more students in groups with English Language Learners or students who may not be able to communicate well with others, because each child will be eventually teaching others. Pass out readings or computers and headphones, and ask children to research quietly at their desks.

Gather together as a whole to introduce group work

- Before gathering people together for group work, explain that students will use the poster to discuss the religion they read about. Show students one of the posters and show them the vocab cards they will use to complete the poster. Remind students that they read about the images and vocabulary. They should bring the readings to the group so they can look back. You may consider assigning group roles such as: group manager, vocab card cutter, conversation starter, gluer. Finally, tell students the point of this activity is to talk as much as possible about what they learned. The poster and vocab words are just a means to get the group talking. Discussion is the important part, not gluing labels. Remind students that they will be responsible for teaching others in the class about this religion tomorrow and they will have to know what each vocabulary word means and will have to know about the religion as a whole.

- Now, send students out into groups with the poster and their readings. (Though you may consider having the groups discuss what they learned before putting the poster and terms in their hands.) When students are finished reading have them gather together in groups to discuss the images on the poster. Once students have spent some time discussing, hand out vocabulary sheet and ask them to match the vocabulary with the images in the picture.

Conclusion

- Call students back together to discuss the research and what they learned. Once again, point out and emphasise the name of the religion written on the board while discussing.

Name _____

Date _____

Religious Terms Vocabulary Sheet

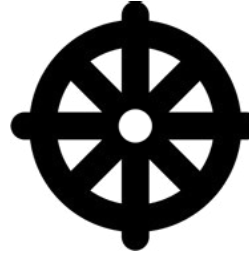
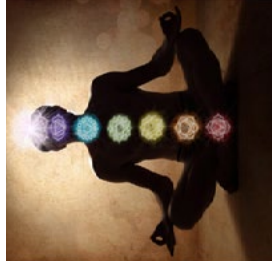
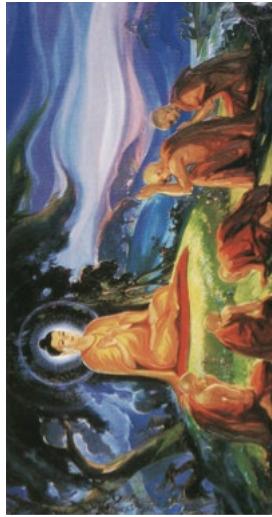
Islam



Name _____ Date _____

Religious Terms Vocabulary Sheet

Buddhism 

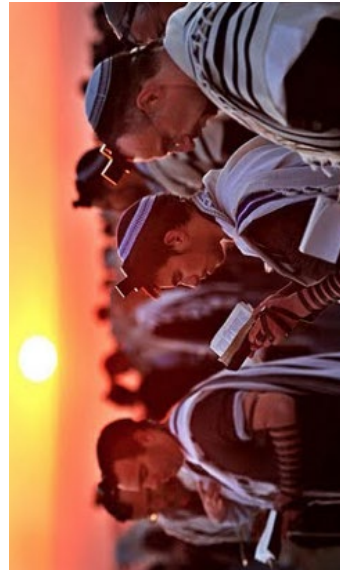


Name _____

Date _____

Religious Terms Vocabulary Sheet

Judaism 



Name _____ Date _____

Religious Terms Vocabulary Sheet

Hinduism



Name _____

Date _____

Religious Terms Vocabulary Sheet

Christianity †



Name _____ Date _____

Vocabulary Word Cards

Islam

- Qur'an
- Mosque
- Ramadan
- Prophet Mohammad
- Prayer Mat
- Lamp

Judaism

- The Scales of Justice
- Torah
- Moses
- Yom Kippur
- Bar Mitzvah
- Synagogue

Buddhism

- Dharma Day
- Meditation
- Tripitaka
- Shaved Heads
- Stupa
- Buddha
- Lotus Flower
- The Eight Spoked Wheel
- Yoga

Hinduism

- Sacred Cow
- Vedas
- Yoga
- Diwali
- Reincarnation
- Brahman
- Temple

Christianity

- Easter
- Jesus Christ
- Dove
- The Holy Trinity
- The Bible
- Church

Day 3 of 3

Lesson Plan Title:

Look and See—Religion Around the World

45–60 minutes

Enduring Understandings

Students will understand that ...

- There are many different religions in the world.
- Many have their own god or gods, but all believe in doing good and treating others with respect.
- All religious belief is meant to educate and inspire the believers to be better people.

Essential Questions

- What are some of the major religions around the world?
- How can we identify different religions?

Objectives

Students will be able to ...

- Identify different world religions by piecing together vocabulary terms associated with religion, background knowledge, and knowledge gained from reading.

Common Core College and Career Readiness Anchor Standards

- Integration of Knowledge and Ideas in Reading
 - Read and comprehend complex literary and informational texts independently and proficiently.
 - Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- Speaking and Listening
 - Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

Materials/Preparation

- Assign new groups with one child (or two children) from each previous expert group in a new group with students who studied all different religions. Each group today should have one (or two) students from each religion.
- Make enough copies of the students' posters so that every child in the original group has a copy of the poster they helped label.
- Print out the [World Religions Graphic Organizer Sheet](#) and [Vocabulary Terms](#) for every student (Attached at the end of this lesson).
- Prepare to project the Interactive World Religion Map from PBS
 - <https://mass.pbslearningmedia.org/resource/sj14-soc-religmap/world-religions-map/#.Wgzvi12dbIU>
- Prepare to project or show Judy Gelles photos: *Nicaragua: "Will Die"* and *US AR "Getting Kidnapped"*
- Secondary Resources:
 - URI—United Religions Initiative—World Religion Website Written for Elementary Children
 - <https://uri.org/kids/world-religions>

Assessment Evidence

- Notes taken while observing group work and worksheet completed by students
- Concluding discussion

Learning Plan

Introduction

- Yesterday each of you learned about one major world religion and discussed that religion with your group members. Today you will be teaching your classmates about that religion, so that by the end of class everyone will know a bit about each of the five major world religions. Let's list them on the board. Who studied Islam? Who studied Judaism? Etc..
 - <https://mass.pbslearningmedia.org/resource/sj14-soc-religmap/world-religions-map/#.Wgzvi12dbIU>
- Project the Interactive World Religion Map and discuss as a class, asking students to tell a bit about what they know as you lead the discussions to talk about each religion and some of the places it is practiced in the world. Spend no more than 5 minutes doing this.

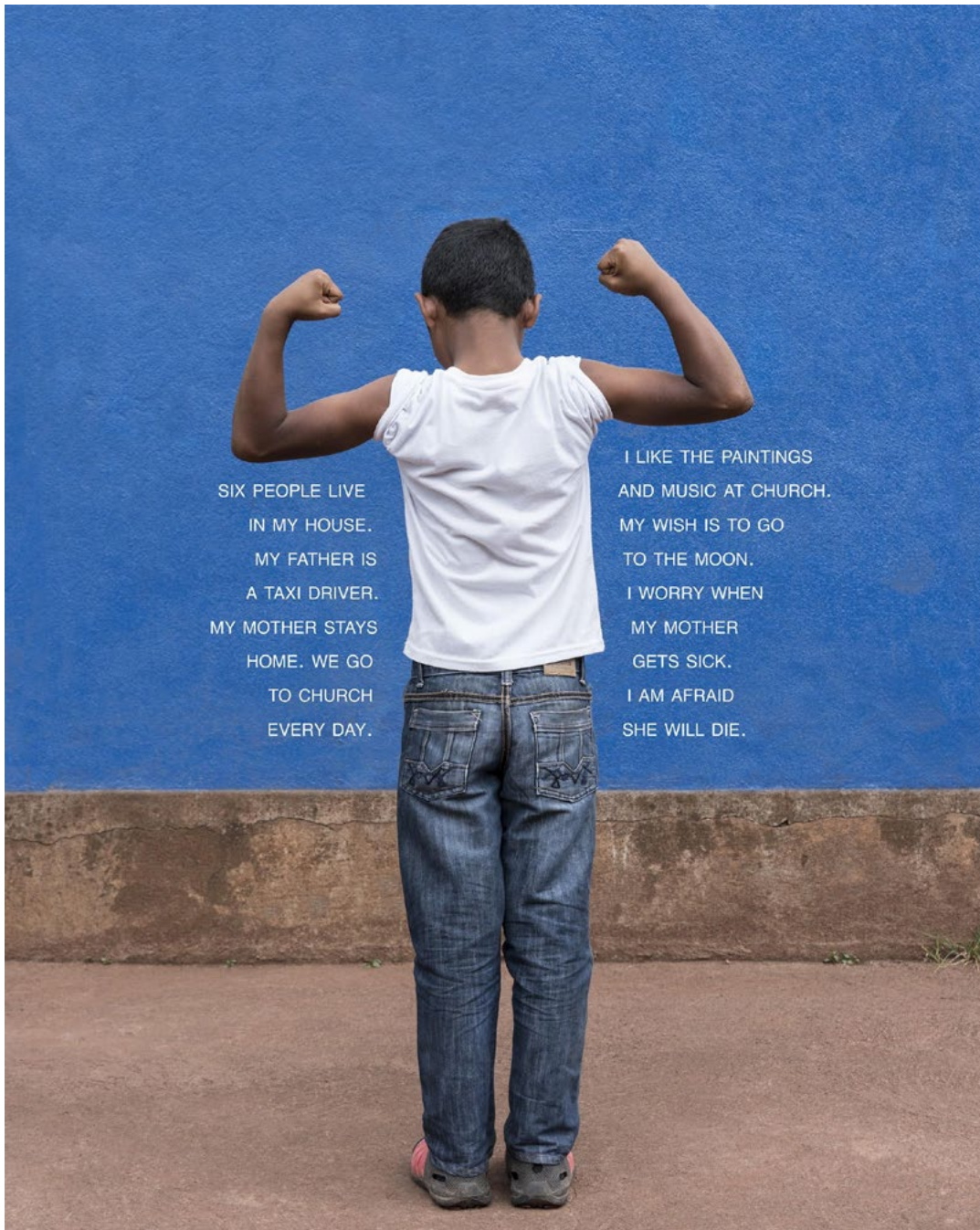
Investigation

Teaching one another in small groups:

- If students are unfamiliar with the Jigsaw method, model how students should teach one another the material they focused on the day before. Create a group of students who are good talkers, one from each religion, to demonstrate how to use their own poster to teach others members in this new group. Have other students watch on the periphery as the students in the expert group discuss and teach their religions using the poster they created the day before. Tell students the object is to say as much as you can about the religion they learned about.
- Pass out World Religions Graphic Organizer and Religious Vocab List for students to complete in groups. Then, assign groups and remind students that they are teaching one another. Each student will be recording what they learn from one another in groups. Have students take turns according to who comes first on the World Religions Graphic Organizer.
- Circulate while students are meeting in small groups to help encourage conversation and learning. Before calling students together to discuss learning, write the major religions on the board or at your easel, wherever you plan to hold the wrap up discussion.

Conclusion

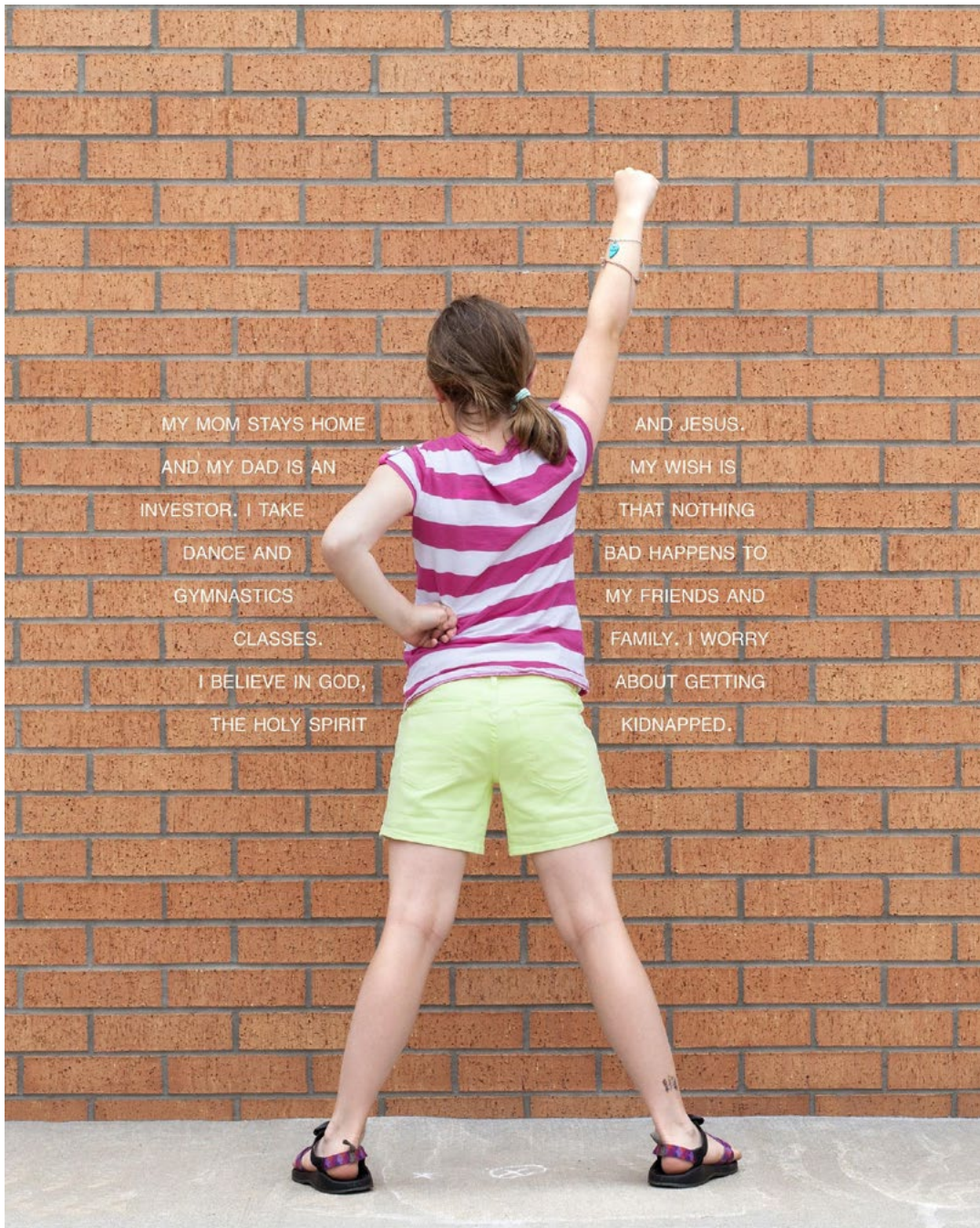
- How did you like teaching one another about different religions? Share. ...
- Have a discussion as a whole group about what students learned from their group work. Take notes on the board or easel while students are talking. You might ask students to name what religion they are talking about beforehand and record what they said under that religion.
- This was a quick introduction to religions around the world. You will come across religious terms while reading books, while learning about history, while listening to your parents, and at the Thanksgiving dinner table. Now you will know and understand a little bit more about the world you live in. Once you know these terms, you will see how much they come up.
- Let's take a look at these last two photos from Judy Gelles and see if we can tell what religion these children are, even though the fourth graders don't mention their religion by name. Look at *Nicaragua: "Will Die"* and *US AR: "Getting Kidnapped."*



SIX PEOPLE LIVE
IN MY HOUSE.
MY FATHER IS
A TAXI DRIVER.
MY MOTHER STAYS
HOME. WE GO
TO CHURCH
EVERY DAY.

I LIKE THE PAINTINGS
AND MUSIC AT CHURCH.
MY WISH IS TO GO
TO THE MOON.
I WORRY WHEN
MY MOTHER
GETS SICK.
I AM AFRAID
SHE WILL DIE.

Nicaragua: "Will Die"



USA, Arkansas: "Getting Kidnapped"

Name _____

Date _____

World Religion Graphic Organizer

Match the religious vocabulary terms on the next page with each of the major religions below.



Islam



Buddhism



Christianity

Name _____

Date _____

World Religion Graphic Organizer

Match the religious vocabulary terms on the next page with each of the major religions below.



Judaism



Hinduism

Name _____

Date _____

Religious Vocabulary Terms

Important Person to the Religion:

Jesus Christ, Prophet Muhammad, Buddha, Moses, Brahman

A Religious Book:

Bible, Quran, Vedas, Tripitaka, Torah

Place of Worship:

temple, church, mosque, monastery, synagogue, stupa

One of the Important Holidays:

Easter, Ramadan, Diwali, Dharma Day, Yom Kippur

Religious Symbol:

Dove, Sacred Cow, The Scales of Justice, Lamp, Lotus Flower

Other items of Note (some of these fit in two categories):

meditation, The Holy Trinity, yoga, Bar Mitzvah, prayer mat

Day 1 of 2

Lesson Plan Title:

We All Worry About Things ...

40 minutes

Enduring Understandings

Students will understand that ...

- Fourth graders around the world worry about similar things
- Speaking to others about the things we worry about makes us feel better
- There are things we can do to help us feel less afraid

Essential Questions

- What do fourth graders worry about?
- How does knowing about other students' worries change the way we see other fourth graders?

Objectives

Students will be able to ...

- Identify different themes students worry about
- Reflect on their own worries
- Make connections between themselves and other

Common Core College and Career Readiness Anchor Standards

- Key Ideas and Details:
 - Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
 - Determine central ideas or themes of a text and analyze their development

Materials/Preparation

- Print out Worries worksheet or have students write on paper or in a journal
- Print out the images/stories below for students to read.
- Print out a copy of Reflection for each student

Assessment Evidence

- Reflection

Learning Plan

Introduction

- “In the Fourth Grade Project, Judy Gelles asks students three questions. *Who do you live with? What do you wish for? What do you worry about?* These are three simple questions that help students really reflect on their lives and open up to others. Today we are going to focus on the question: What do you worry about? Do any of you ever worry about things? You can take a few examples from students of things they worry about.
- “I’ve handed out a worksheet (alternatively students can write in a journal). You will have a few minutes to think of some of the things that you worry about. Then, you can write a list of these things on your paper.”

Investigation

- “From what we know about ourselves, our classmates, and the Fourth Grade Project, we’ve learned that students worry about different kinds of things. We’re going to be detectives today to figure out what those kinds of things are. We are going to read stories from the Fourth Grade Project to see what other students worry about. Then we can look at our lists and see if there are any similarities between what we worry about and what other students from around the world worry about.
- “Let’s look at this picture of a girl from China. (China My Parents) After we read through her story, we will think about what she worries about and we can add it to our list. We need to make sure that we have textual evidence from the story to support each item on our list.
- “Now it’s your turn to try on your own. You will work with a partner to read through six different stories. You will list the things the students worry about. When you are finished, you will read through your list again and see if there are any similarities between the two lists. If you think of new things you worry about, you can add them to your list at any time. When we gather at the end of the lesson, we will think about these similarities and try to identify any big themes or ideas that could be grouped together. We’re detectives trying to figure out what kinds of things students worry about.”
- Students should be paired off and given the 6 images below.

Conclusion

- “What similarities or connections did you notice between what you worry about and what other students worry about?”
- “Can any of these worries be grouped into big ideas/themes?” Possible ideas: school work, health, safety, families being separated, bullying ...
- “How does it make you feel to know that other students worry about these same ideas? Is it surprising that students who live far away might be struggling with the same things as you?”

Reflection

- Students complete reflection independently. You can allow students to sit together in pairs to share their thoughts when they finish.

Name _____

Date _____

Worries

1. What do I worry about?

2. What do students in the Fourth Grade Project worry about?

Name _____

Date _____

Reflection

1. Did you find that other students worry about the same things as you or your classmates? What connections did you make? What do students in the Fourth Grade Project worry about?

2. How does it make you feel to know that other fourth graders around the world worry about the same ideas? Why?

Day 2 of 2

Lesson Plan Title:

We All Worry About Things ...

40 minutes

Enduring Understandings

Students will understand that ...

- Fourth graders around the world worry about similar things
- Speaking to others about the things we worry about makes us feel better
- There are things we can do to help us feel less afraid

Essential Questions

- What do fourth graders worry about?
- How does knowing about other students' worries change the way we see other fourth graders?

Objectives

Students will be able to ...

- Brainstorm ways to mitigate worrying
- Connect to a student from a different part of the world by sharing thoughts and ideas in a letter

College and Career Readiness Anchor Standards for Writing

- Text Types and Purposes:
 - Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

Materials/Preparation

- Students can work in groups of 4 (combine two partnerships from the day before)

Assessment Evidence

- Final Task—Letter to Student

Learning Plan

Introduction

- “Yesterday, we searched for themes in what fourth graders worry about. Then we thought about how this connects to what we worry about. How did it make you feel to know that others worry about the same thing? Does it change the way you feel about your worry? Does it change the way you feel about someone else who worries about the same thing?” (You can have children turn and talk about these questions or just think about them and have a few children share their thoughts)
- “Today, we are going to focus on how we can try to help ourselves and others feel better about the things we worry about.”

Investigation

- “It’s part of human nature to worry about things. It’s totally normal to feel worried or afraid. We can’t always fix the thing we are worrying about so we want to have strategies to help us deal with these worries. We also want to be able to help other students feel better as well. One example of something I do when I’m worried is ... ,” (possible examples could be breathe deeply, write in my journal, talk to a friend. ...) You can allow students to share a few ideas together as a class before they work in groups.
- “Today you are going to work in groups to brainstorm ways we can help ourselves. You can also come up with ideas of people we can talk to or ways we can do research to help us find answers. We could bring in an expert to speak with the class.”
- Split students into groups of 3 to brainstorm a list of ideas. Students will come up with ideas from their own lives/experiences. As you circulate, you can also push students to think of other resources they could use to find new information. Examples: Invite in guest speakers/guidance counselor, research on the internet, talk to parents. ...

Conclusion

- Bring students back together for a discussion and make a master list of their ideas. If students have come up with ideas for further research, make a plan for next steps.

Final Task

- Students will write a letter to one of the students in the Fourth Grade Project. Students should include the following in their letters and use specific examples to support their ideas:
 - How do you connect to this person’s worries?
 - How does it make you feel to know that this student also worries about something you are concerned about?
 - What ideas have you come up with to help decrease your fears/worries?
 - How do you think you could help other fourth graders around the world?

Assessment Rubric

Rubric:

- 3—Proficient
- 2—Developing
- 1—Basic

Student Name	Day 1—Reflection: Student makes connections between his/her worries and others' worries	Day 2—Letter to Student: Student responds thoughtfully with specific examples to 3 out of 4 required elements in letter



EIGHT PEOPLE LIVE IN
MY HOUSE. MY FATHER
WORKS ON THE
COFFEE FARM.
WE GO TO
CHURCH EVERY
WEEK. MY WISH
IS TO DO BETTER
IN SCHOOL.

I WORRY ABOUT
THE WALK TO
SCHOOL. I SAW
SOMEONE HIT BY
A MOTORCYCLE.
I ALSO WORRY
ABOUT GETTING
KIDNAPPED.

Nicaragua: "Getting Kidnapped"



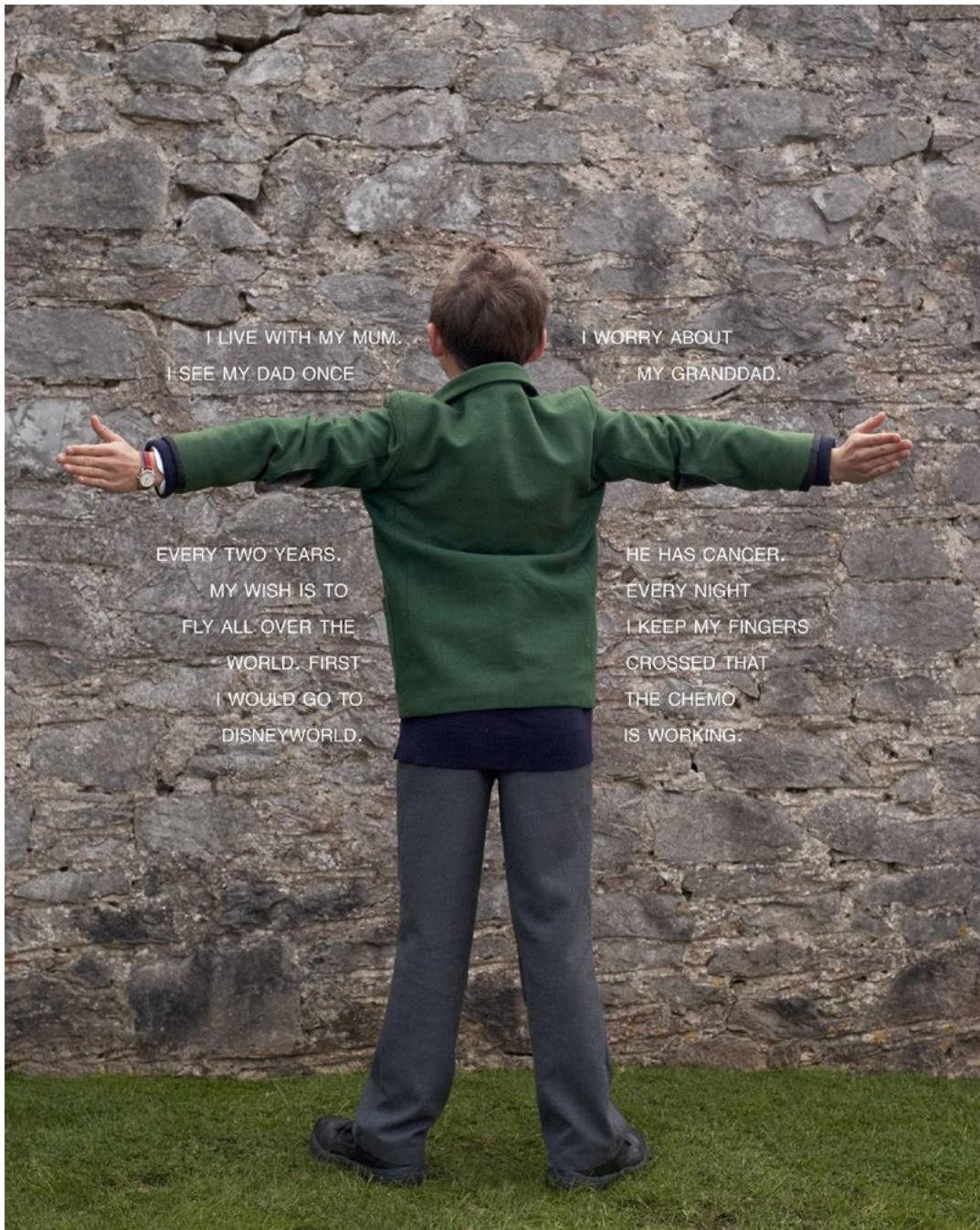
USA: Arkansas "Have Asthma"



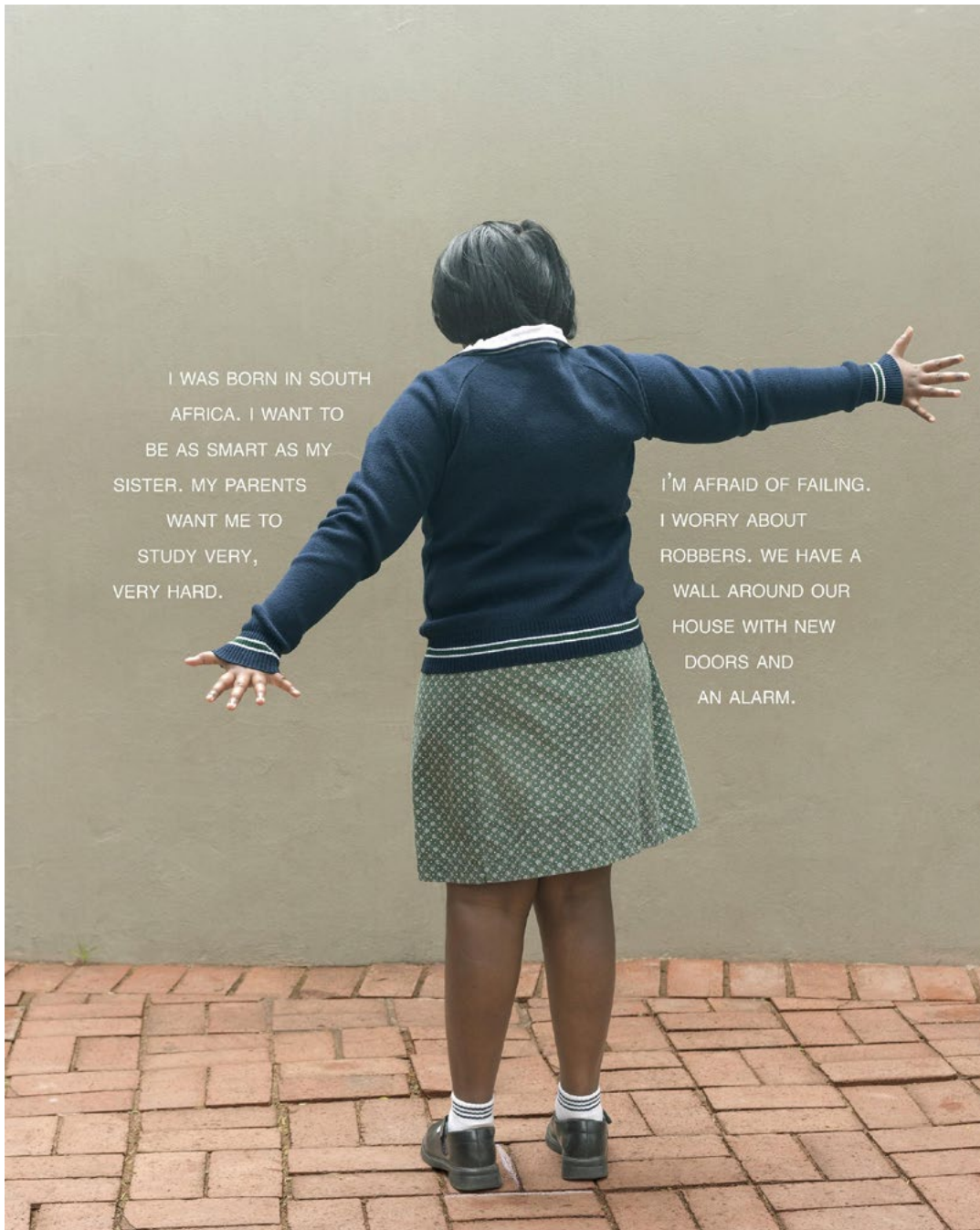
USA: California "No Worries"



South Korea: "Do Well"



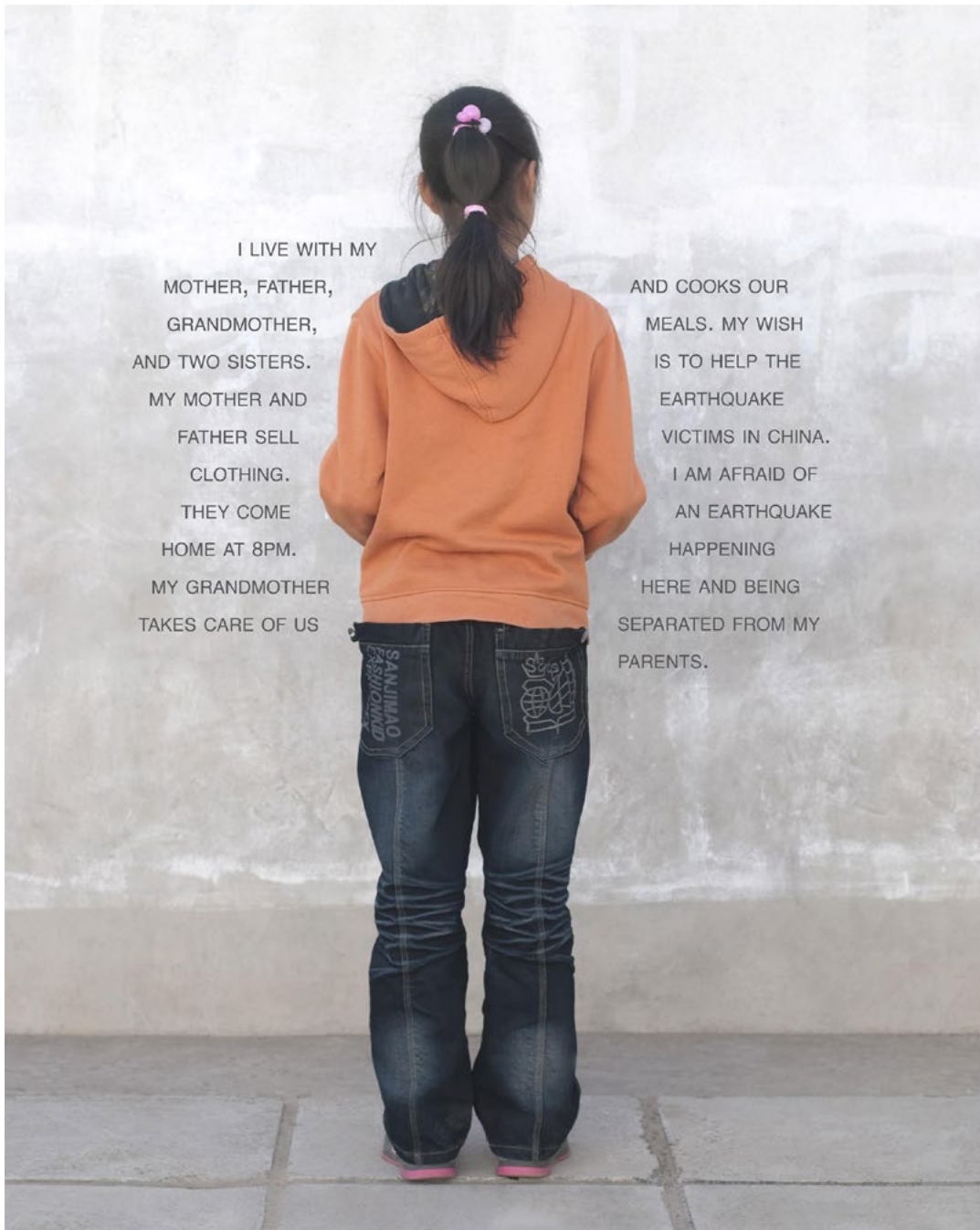
England: "Is Working"



I WAS BORN IN SOUTH
AFRICA. I WANT TO
BE AS SMART AS MY
SISTER. MY PARENTS
WANT ME TO
STUDY VERY,
VERY HARD.

I'M AFRAID OF FAILING.
I WORRY ABOUT
ROBBERS. WE HAVE A
WALL AROUND OUR
HOUSE WITH NEW
DOORS AND
AN ALARM.

South Africa: "An Alarm"



I LIVE WITH MY
MOTHER, FATHER,
GRANDMOTHER,
AND TWO SISTERS.
MY MOTHER AND
FATHER SELL
CLOTHING.
THEY COME
HOME AT 8PM.
MY GRANDMOTHER
TAKES CARE OF US

AND COOKS OUR
MEALS. MY WISH
IS TO HELP THE
EARTHQUAKE
VICTIMS IN CHINA.
I AM AFRAID OF
AN EARTHQUAKE
HAPPENING
HERE AND BEING
SEPARATED FROM MY
PARENTS.

China: "My Parents"



Israel: "The World"

Books for Children

Selections that explore topics of relevance to the exhibition, including world cultures and religious identities (particularly those represented by the student subjects of Judy Gelles's photos), immigration, bullying, the meanings of "family," and appreciating the individual life experiences of youth in various places and circumstances.

Ada, Alma Flor and Gabriel M. Zubizarreta. *Dancing Home*. New York: Atheneum, 2011. Grades 3–6.

Adamson, Heather. *Exploring Countries: United Arab Emirates*. Minneapolis: Bellwether Media, 2016. Grades 3–5.

Part of the "Exploring Countries" series from Bellwether Press. Other titles in the series that offer an overview of the other countries with schools featured in *The Fourth Grade Project* are: China, England, India, Israel, Italy, Nicaragua, South Africa, and South Korea.

<https://bellwethermedia.com/series/10060-exploring-countries>

Angelou, Maya. Illustrated by Margaret Courtney-Clarke. *My Painted House, My Friendly Chicken, and Me*. New York: Crown, 2003 (1994). Grades P–2.

Bates, Amy June and Juniper Bates. *The Big Umbrella*. New York: Simon & Schuster, 2018. Grades P–3.

Byers, Grace. Illustrated by Keturah A. Bobo. *I Am Enough*. New York: Balzer + Bray, 2018. Grades P–3.

Clickard, Carrie. Illustrated by Katy Wu. *Dumpling Dreams: How Joyce Chen Brought the Dumpling from Beijing to Cambridge*. New York: Simon & Schuster, 2017. Grades K–3.

Da Costa, Deborah. Illustrated by Cornelius Van Wright and Ying-Hwa Hu. *Snow in Jerusalem*. Morton Grove, IL: Albert Whitman & Co., 2008. Grades 1–3.

Danticat, Edwidge. Illustrated by Leslie Staub. *Mama's Nightingale: A Story of Immigration and Separation*. New York: Dial, 2015. Grades K–4.

* Fox, Mem. Illustrated by Leslie Staub. *Whoever You Are / Quienquiera que seas*. New York: Harcourt, 1997. In English and Spanish. Grades Pre-K–3.

Glossop, Jennifer. Illustrated by John Mantha. *The Kids Book of World Religions*. Toronto,

Canada: Kids Can Press, 2013. Grades 3–7.

Hoffman, Mary. Illustrated by Ros Asquith. *The Great Big Book of Families*. New York: Dial, 2011. Grades K–3.

Hoose, Phillip. *It's Our World, Too! Young People Who Are Making a Difference; How They Do It—How You Can, Too*. New York: Farrar, Straus and Giroux, 2002 (1993). Grades 5–8.

* House, Silas and Neela Vaswani. *Same Sun Here*. Somerville, MA: Candlewick Press, 2013. Grades 4–7.

Hughes, Susan. *Off to Class: Incredible and Unusual Schools Around the World*. Berkeley, CA: Owlkids Books, 2011. Grades 3–7.

Javaherbin, Mina. Illustrated by A. G. Ford. *Goal!* Somerville, MA: Candlewick Press, 2012. Grades 1–4.

King, Dedie. Illustrated by Judith Inglese. *I See the Sun in India*. Hardwick, MA: Satya House, 2014. Grades 2–3.

Part of the “I See the Sun” series by Dedie King and Judith Inglese. Other titles in the series that offer an overview of the other countries with schools featured in *The Fourth Grade Project* are: China and the USA.

<https://www.iseethesunbooks.com/#intro>

* KostECKI-Shaw, Jenny Sue. *Same, Same but Different*. New York: Henry Holt & Co., 2011. Grades P–2.

Krishnaswami, Uma. Illustrated by Jamel Akib. *Bringing Asha Home*. New York: Lee & Low, 2006. K–3.

* Lai, Thanh Hà. *Inside Out and Back Again*. New York: HarperCollins, 2011. Grades 4 and up.

Lamothe, Matt. *This Is How We Do It: One Day in the Life of Seven Kids from around the World*. San Francisco: Chronicle Books, 2017. Grades K–3.

Lewis, Barbara A. *The Teen Guide to Global Action: How to Connect with Others (Near & Far) to Create Social Change*. Minneapolis: Free Spirit Publishing, 2008. Grades 7 and up.

Lord, Cynthia. *A Handful of Stars*. New York: Scholastic, 2015. Grades 4–8.

Ludwig, Trudy. *My Secret Bully*. New York: Knopf, 2014. Grades 2–5.

* Maestro, Betsy. Illustrated by Susannah Ryan. *Coming to America: The Story of Immigration*.

- New York: Scholastic, 1996. Grades K–3.
- Marsico, Katie. *Buddhism*. Ann Arbor, MI: Cherry Lake Publishing, 2017.
- Part of the series Global Citizens: World Religions by Cherry Lake Publishing Group, with additional titles: *Christianity, Hinduism, Islam, Judaism, and Sikhism*.
- Mobin-Uddin, Asma. Illustrated by Barbara Kiwak. *My Name is Bilal*. Honesdale, PA: Boyds Mills Press, 2005. Grades K–4.
- Moore, Daniel Barclay. *The Stars Beneath Our Feet*. New York: Alfred A. Knopf, 2017. Grades 5–9.
- O’Leary, Sara. Illustrated by Qin Leng. *A Family Is a Family Is a Family*. Toronto, Canada: Groundwood Books, 2016. Grades P–2.
- Pak, Soyung. Illustrated by Susan Kathleen Hartung. *Dear Juno*. London, UK: Picture Puffins, 2001. Grades P–3.
- * Parr, Todd. *The Family Book*. New York: Little, Brown & Co., 2001. Grades P–1.
- Peña, Matt de la. Illustrated by Christian Robinson. *Carmela Full of Wishes*. New York: G. P. Putnam’s Sons, 2018. Grades P–3.
- Perkins, Mitali. *The Not-So-Star-Spangled Life of Sunita Sen*. New York: Time Warner, 2005 (1993). Grades 4–8.
- Priddy, Sam and Suneha Dutta. *A School Like Mine: A Celebration of Schools Around the World*. New York: DK Children, 2016. Grades 3–7.
- Radley, Gail. *Understanding Islam*. Minneapolis: Abdo Books, 2019. Grades 6 and up.
- Part of the “Essential Library” series Understanding the World’s Religions and Beliefs, with books exploring: Buddhism, Christianity, Hinduism, Islam, Judaism, Scientology, Sikhism, and the nonreligious.
<https://abdobooks.com/series/1182-understanding-world-religions-and-beliefs?l=x>
- Recorvits, Helen. Illustrated by Gabi Swiatkowska. *My Name is Yoon*. New York: Square Fish, 2014. Grades P–3.
- Resau, Laura. *Star in the Forest*. New York: Delacorte Press, 2010. Grades 4–6.
- Rohmer, Harriet. Illustrated by Mira Reisberg. *Uncle Nacho’s Hat / El Sombrero del tío Nacho*. San Francisco: Children’s Book Press, 1997. Grades K–3. In English and Spanish.

- Ruurs, Margriet. Illustrated by Nizar Ali Badr. *Stepping Stones: A Refugee Family's Journey*. Olympia, WA: Orca Books, 2016. In English and Arabic.
- * Sanders, Jayneen. Illustrated by Sofia Cardoso. *You, Me and Empathy: Teaching Children about Empathy, Feelings, Kindness, Compassion, Tolerance, Respect, and Recognizing Bullying Behaviors*. Victoria, Australia: Educate2Empower, 2017. Grades K–3.
- Saunders, Catherine, Sam Priddy and Katy Lennon. *Children Just Like Me: A New Celebration of Children Around the World*. New York: DK Children, 2016. Grades 2–5.
- Sundem, Garth. *Real Kids, Real Stories, Real Change: Courageous Actions Around the World*. Minneapolis: Free Spirit Publishing, 2010. Grades 4–8.
- Thompson, Laurie Ann. *Be a Changemaker: How to Start Something that Matters*. New York: Simon & Schuster, 2014. Grades 7 and up.
- Tonatiuh, Duncan. *Pancho Rabbit and the Coyote: A Migrant's Tale*. New York: Harry N. Abrams, 2013. Grades 1–4.
- Tutu, Desmond and Douglas Carlton Abrams. Illustrated by A. G. Ford. *Desmond and the Very Mean Word: A Story of Forgiveness*. Somerville, MA: Candlewick Press, 2013. Grades 1–4.
- Williams, Karen Lynn and Khadra Mohammed. Illustrated by Catherine Stock. *My Name is Sangoel*. Grand Rapids, MI: Eerdmans Books, 2009. Grades 1–4.
- * Wills, Anna and Nora Tamm. *Who Believes What? Exploring the World's Major Religions*. Translated by Shelley Tanaka. Berkeley, CA: Owlkids Books, 2018 (2017). Grades 2–5.
- Woodson, Jacqueline. Illustrated by Rafael López. *The Day You Begin*. New York: Nancy Paulsen/Penguin, 2018. Grades K–3.
- Woodson, Jacqueline. Illustrated by E. B. Lewis. *Each Kindness*. New York: Nancy Paulsen/Penguin, 2012. Grades K–3.
- Yaccarino, Dan. *All the Way to America: The Story of a Big Italian Family and a Little Shovel*. Decorah, IA: Dragonfly Books, 2014. Grades K–4.
- Yan, Ma and Pierre Haski. *The Diary of Ma Yan: The Struggles and Hopes of a Chinese Schoolgirl*. New York: Harper Collins, 2009. Grades 5–6.
- Yang, Kelly. *Front Desk*. New York: Arthur A. Levine/Scholastic, 2019. Grades 4–8.

This section defines terms that appear in the graphic text on the works in this exhibition (text based on interviews of the youth subjects)—terms that may be unfamiliar to some audience members, particularly youth. It also includes some terms that are used in the lesson plans of The Fourth Grade Project (the CultureTrust Greater Philadelphia education project that can serve as a natural curricular extension of *The Fourth Grade Project* exhibition) and additional student portraits that are reproduced in those lesson plans. All terms are defined within the context of this exhibition and body of photographic work.

adopted—a child legally taken in by a family other than the child’s birth family; a family that will care for the child as their own.

Afrikaans—a language of southern Africa and an official language of the nation of South Africa; also, the Afrikaner people.

American Indian reservation—an area of land “reserved” by or for an Indian band, village, or tribe (tribes) to live on and use. Reservations were created by treaty, by congressional legislation, or by executive order. Since 1934, the Secretary of the Interior has had the responsibility of establishing new reservations or adding land to existing reservations. Students from the Yakama Nation Indian reservation (near Yakima, Washington) are a part of *The Fourth Grade Project*.

Arabic—a language group that is part of the Afro-Asiatic language family. The largest number of modern Arabic speakers live in the Middle East and North Africa.

architect—a person who designs buildings and may also oversee their construction.

aspiration—a hope or ambition.

asthma—a respiratory condition that makes it difficult to breathe.

boarding school—a school where students live on the grounds, in contrast to a day school.

Bolt, Usain—a world-record-holding Olympic sprinter from Jamaica. He is mentioned in the graphic text of one of the fourth graders from Dubai, featured in *The Fourth Grade Project*.

bounty hunter—a person who chases and tries to catch criminals or who hunts wild animals, in order to collect reward money. One of the American students in *The Fourth Grade Project* named this as the occupation of his father.

birth mother—a woman who has given birth to a child; also called biological mother.

Brahman—in Hinduism, the general name for the creator God, and more broadly, the single binding unity behind diversity in all that exists in the universe; the Universal Principle and Ultimate Reality.

Buddhism—A major world religion. According to URI Kids: About 2,500 years ago, a prince named Siddhartha Gautama began to question his sheltered, luxurious life in the palace. He left the palace and saw four sights: a sick man, an old man, a dead man, and a monk. These sights are said to have shown him that even a prince cannot escape illness, suffering, and death. After many years of praying, meditating, and fasting, he gained enlightenment (or nirvana) and was given the title of Buddha, which means Enlightened One. Buddhists study the Three Universal Truths, the Four Noble Truths, the Eightfold Path, and meditation.

<https://uri.org/kids/world-religions/buddhist-beliefs>

bullying—repeated, malicious (hurtful) teasing, particularly when one person is more powerful in some way than the other.

bursar—the person who manages the finances at a college or university.

Cantonese—a Chinese language of the Sino-Tibetan language family, it has large numbers of speakers in Southeastern China, Hong Kong, and Macau.

casino—a business operating gambling games. Some casinos are operations that provide economic support to American Indian reservations. As sovereign Nations, American Indian tribes are able to operate casinos to promote tribal economic development and self-sufficiency, and they use the revenue earned to fund schools, infrastructure, and social programs for the community.

Catholicism—also known as the Roman Catholic Church, Catholicism is the largest faith (by number of followers) of **Christianity**, one of the world's major religions. It is led by the Bishop of Rome, also known as the Pope. According to URI Kids: Christianity traces its beginning to the miraculous birth, adult ministry, death, and resurrection of Jesus of Nazareth, known as Jesus Christ. Over 2,000 years ago in Palestine (today's Israel), Jesus was born into a humble Jewish family. The sacred text of Christianity is the Holy Bible, which has two parts: the Old Testament (the Hebrew scriptures of Jesus's time) and the New Testament, which contains writings about Jesus Christ and about the early church.

<https://uri.org/kids/world-religions/christian-beliefs>

CEO—or chief executive officer—the highest-ranking person in a company or organization; the top decision-maker.

chemo—or chemotherapy—a powerful drug treatment used to stop the growth of cancer.

consultant—a person whose job is to provide expert advice in a specific field.

deport—to remove a person who is not a citizen from a country.

earthquake—the shaking or rolling of the ground caused when two blocks of the earth’s surface suddenly slip past one another. Most earthquakes are too small to even be felt, but major earthquakes can cause damage and injury, even death. For more information, see the US Geological Survey’s Earthquakes for Kids site:

<https://earthquake.usgs.gov/learn/kids/index.php>

fashion designer—a person who creates ideas and concepts for new clothing and personal accessories.

four wheeler—or all-terrain vehicle (ATV)—a vehicle that operates similarly to a motorcycle with four wheels.

fundraiser for charity—an event that helps raise money for those in need.

global warming—the long-term heating of the Earth’s climate caused by human activities, especially the burning of fossil fuels. Global warming, along with natural processes, contributes to climate change—long-term change in average weather patterns, including the frequency and severity of extreme weather. For more information, see the Global Climate Change site for NASA: <https://climate.nasa.gov/resources/global-warming-vs-climate-change/>

go cart—an open-wheel car for recreation or racing, they can be powered by gravity or a motor.

Google Earth—a computer program that maps the Earth using satellite images, aerial photography, and GIS data, showing its users locations from various angles. For more information, visit: <https://www.google.com/earth/>

hardship—something difficult or unpleasant that a person must endure or overcome; adversity.

headmaster—the title given to the person in charge at many private schools; the principal.

Hindi—a language in the Indo-European family and one of the most widely-spoken languages in the world. It is an official language in India.

Hinduism—According to URI Kids: Hinduism began about 4,000 years ago in India. It was the religion of an ancient people whose philosophy, religion, and customs are recorded in their sacred texts known as the Vedas. These texts were initially handed down by word of mouth from teacher to student, and much later, written down. Archeological evidence from the Indus Valley civilization of northwestern India helps to establish Hinduism as the world's oldest living religion. Yoga is the practice of unifying the individual self with the inner spirit, or spark of God in the soul. For more information, visit: <https://uri.org/kids/world-religions/hindu-beliefs>

The Holy Spirit—for many followers of Christianity, the Holy Spirit is one part of the being of God, along with God the Father and God the Son.

immigrant—a person who comes to permanently live in another country.

improvisation—making or performing something without preparation or planning, being spontaneous and creative.

interior designer—a person who decorates the interior of buildings.

interview—a meeting where one person asks another person questions to gain information. Artist Judy Gelles interviewed more than 300 fourth graders for *The Fourth Grade Project*.

investor—a person or organization that provides money for something, such as a business, usually hoping to earn profit in the future.

Islam—is a major world religion and its followers are Muslims. According to URI Kids: Islam is a monotheistic faith centered around belief in the one God (Allah). In this regard, it shares some beliefs with Judaism and Christianity by tracing its history back to the patriarch Abraham, and ultimately to the first prophet, Adam. All the prophets preached the same universal message of belief in one God and kindness to humanity. The last in the series of prophets, according to Muslims, was Muhammad. Muhammad was born in Mecca, Saudi Arabia, around 570 CE. The Five Pillars of Islam are: declaration of faith, ritual daily prayer five times daily, alms (charity to the poor), fasting, and pilgrimage (journey) to the sacred site of Mecca. The Qur'an or Koran is the sacred text. For more information, visit: <https://uri.org/kids/world-religions/muslim-beliefs>

Ivy League university—a private college that belongs to a certain elite group, with selective admissions and large financial resources.

Jewish day school—a school where students study Judaism and Jewish culture along with their secular academic studies. It differs from Jewish boarding schools or part time weekend schools.

Judaism—According to URI Kids: Judaism began about 4,000 years ago with the Hebrew people in the Middle East. Abraham, a Hebrew man, is considered the father of the Jewish faith because he promoted the central idea that there is one God. Abraham's son was Isaac and his grandson was Jacob, also called Israel. Their descendants came to be known as the Israelites. The Hebrews lived in Egypt where they were enslaved until Moses led the Hebrew people out of the Sinai Desert toward the promised land. At Mt. Sinai, God gave Moses the laws called the Ten Commandments—the basis of the Torah, the book of Jewish law. For more information, visit: <https://uri.org/kids/world-religions/jewish-beliefs>

judo—a sport of unarmed combat that uses body holds and leverage to unbalance the opponent.

kibbutz—a community settlement in Israel, typically a farm. The residents share property and work together to collectively provide for everyone’s needs.

kidnapped—to take someone away illegally by force. Kidnappers may be hoping for a ransom (a cash payment to return the kidnapped person), to swap the kidnapped person for a political prisoner, or to force the victim to commit a crime, among other reasons. Kidnapping is a common fear of residents in certain countries of the world.

kippah or **yarmulke**—a brimless, dome-like, cloth hat (skullcap) traditionally worn by some Jewish males.

Krishna—a popular divinity in India, worshipped as the eighth incarnation (or avatar) of the Hindu god Vishnu. He is the god of compassion, tenderness, and love.

Mandarin—a Chinese language of the Sino-Tibetan language family, it is the native language of more than two-thirds of the population of China. The Beijing dialect of Mandarin is considered Standard Chinese and is the national language of the People’s Republic of China and Taiwan, among other places.

master quilter—a person with expertise in the fabric art of quilt making.

mechanic—a person who repairs and maintains machinery.

Messi, Lionel—Lionel Messi is a professional footballer (soccer player) in Argentina. He is mentioned as a role model by one of the fourth graders from Italy, featured in *The Fourth Grade Project*.

migrant worker—a person who moves to another country or region to find work, particularly seasonal or temporary work.

morality—distinguishing between right and wrong or good and bad behavior. Moral education is taught as a subject in some schools.

moshav—a cooperative community of farmers in Israel, typically a farmer’s village. A moshav is similar to a kibbutz, but the residents live more independently. They share some resources and help one another.

mosque—a building in which Muslims worship.

Muslim—a follower of the Islam faith. See Islam.

myths—traditional stories that often explain natural or social phenomenon and may involve supernatural beings.

net ball—a team sport similar to basketball and often played by females.

pediatric diabetes—a serious medical condition in which a child’s body no longer produces an important hormone, insulin. One of the American students in *The Fourth Grade Project* had the long term goal of becoming a pediatric diabetes nurse.

pediatrician—a doctor who cares for children.

plastic surgeon—a doctor who specializes in reconstructing or repairing parts of the body or face through surgery.

portrait—a painting, drawing, or photograph of a person.

powwow—a North American Indian gathering that includes singing, dancing, foods, traditional arts and regalia (clothing and accessories), competitions, and social time. The event begins with the Grand Entry—a parade with flags (tribal and military), regalia, dancers, singers, and drummers. One of the fourth graders from the Yakama Nation Indian reservation mentions a powwow in *The Fourth Grade Project*.

prejudice—an opinion that is not based on reason or actual experience and may be negative or harmful.

preparatory school—generally an independent private school that prepares students for college.

private school—a school supported by an organization or individuals rather than the government. Private schools often charge students tuition or fees.

professionalism—being qualified and effective; doing a job well, with respect for others.

public school—a school funded by the government or public funds (e.g., taxes) and generally free to students.

rattlesnake—a type of large venomous (poisonous) snake found in North and South America.

role model—someone to admire and look up to.

rowing—a sport that involves propelling a boat on water using oars.

rugby—a team sport played with an oval ball; a type of football.

software engineer—a person who designs, maintains, tests, and evaluates computer software.

stroke—a sudden medical emergency that occurs when a blood vessel that carries oxygen and nutrients to the brain bursts or is blocked by a clot, as well as the symptoms that may continue due to the death of brain cells caused by such an event.

synchronized skating—a team sport where a group of figure skaters (usually eight to sixteen skaters) perform choreographed routines.

suspended—temporarily removing a student from school for a period of time, as punishment for breaking school rules or policies.

ten point buck—a large adult deer with ten antler points on its head.

Urdu—a language in the Indo-European language family that is spoken in India and Pakistan primarily.

Vietnamese—an Austroasiatic language that is the official language of Vietnam.

Wright, Frank Lloyd—an American architect with worldwide influence. His work spanned the late nineteenth-century to his death in 1959. He is mentioned as a role model by one of the fourth graders from the Pennsylvania private school, featured in *The Fourth Grade Project*.

Xhosa—a language in the Niger-Congo language family that is one of the official languages of South Africa and Zimbabwe.

Zulu— a language in the Niger-Congo language family that is one of the official languages of South Africa.

Books Grouped By Theme

Partner with your local library, local educators, storytelling group, or children's theatre to present a children's story time series featuring picture books. Each segment can focus on a different theme with ties to *The Fourth Grade Project*. A few titles that are recommended in the Programming Guide Bibliography are included in potential thematic groupings below, but ask your librarian to select recently published titles that will resonate in your region.

Books that focus on ways we are alike:

- *The Big Umbrella* by Amy June Bates and Juniper Bates
- *Whoever You Are* by Mem Fox
- *Same, Same but Different* by Jenny Sue Kostecki-Shaw
- *Dear Juno* by Soyung Pak

Books that celebrate our diversity and individuality and cultivate acceptance:

- *I Am Enough* by Grace Byers
- *My Name is Bilal* by Asma Mobin-Uddin
- *The Not-So-Star-Spangled Life of Sunita Sen* by Mitali Perkins
- *The Day You Begin* by Jacqueline Woodson

Books with immigration stories and/or messages about cultural continuity and acceptance:

- *Dumpling Dreams: How Joyce Chen Brought the Dumpling from Beijing to Cambridge* by Carrie Clickard
- *Mama's Nightingale: A Story of Immigration and Separation* by Edwidge Danticat
- *Coming to America: The Story of Immigration* by Betsy Maestro
- *Carmela Full of Wishes* by Matt de la Peña
- *My Name is Yoon* by Helen Recorvits
- *Stepping Stones: A Refugee Family's Journey* by Margriet Ruurs
- *Pancho Rabbit and the Coyote: A Migrant's Tale* by Duncan Tonatiuh
- *My Name is Sangoel* by Karen Lynn Williams and Khadra Mohammed
- *All the Way to America: The Story of a Big Italian Family and a Little Shovel* by Dan Yaccarino

Books about families:

- *The Great Big Book of Families* by Mary Hoffman
- *Bringing Asha Home* by Uma Krishnaswami
- *A Family Is a Family Is a Family* by Sara O'Leary
- *The Family Book* by Todd Parr

Books about bullying:

- *My Secret Bully* by Trudy Ludwig
- *You, Me and Empathy: Teaching Children about Empathy, Feelings, Kindness, Compassion, Tolerance, Respect, and Recognizing Bullying Behaviors* by Jayneen Sanders
- *Desmond and the Very Mean Word: A Story of Forgiveness* by Desmond Tutu and Douglas Carlton Abrams
- *Each Kindness* by Jacqueline Woodson