

Pacing: Three to four classes
GRADE: 2

LESSON ACTIVITY TITLE: The Symbol that Separates Us!

ESSENTIAL QUESTIONS:

- What does the fence symbolize?
- What message might the girls in the story be trying to send to others?
- How and why do the girls' perspectives change throughout the story?

ENDURING UNDERSTANDING:

Students will understand that symbols only have power if you attach meaning to them.

PICTURE THE DREAM REFERENCE BOOK: *The Other Side* by Jacqueline Woodson, illustrated by E. B. Lewis

SOCIAL STUDIES GSE TO ADDRESS IN ACTIVITY:

SS2H1: Describe the lives and contributions of historical figures in Georgia history.

SS2CG1: Define the concept of government and the need for rules and laws.

SS2CG3: Give examples of how the historical figures in SS2H1 demonstrate positive citizenship traits such as: honesty, dependability, trustworthiness, honor, civility, good sportsmanship, patience, and compassion.

MAJOR CONCEPTS AND VOCABULARY:

- | | |
|-------------|-----------|
| • symbol | • equal |
| • symbolism | • courage |
| • separate | • bravery |

MATERIALS:

STUDENT SUPPLIES:

- The premade trifold paper for the end of the assignment
- Pencil, crayons, or colored pencils

TEACHER SUPPLIES:

- *Picture the Dream* image, "My mama says I shouldn't go on the other side . . ." (included in PPT resource available at High.org)
 - *The Other Side* by Jacqueline Woodson, illustrated by E. B. Lewis
 - 8.5 × 11 paper*
- *The students will complete a trifold at the end of the lesson.
- Pictures of symbols premade and laminated by the teacher for student use.

Picture the Dream

The Story of the Civil Rights Movement
through Children's Books

Grade 2 Social Studies TEACHER RESOURCE

Written by Lisa Rogers,
Cobb County Schools

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OPENING

HOOK/INTRODUCTION ACTIVITY:

Day One:

- Separate your students into table groups. Have a set (you can determine the amount) of premade cards with pictures of symbols on them. Some examples of symbols can be, but are not limited to: a flag, a crosswalk pedestrian sign, an airport, a hashtag, Roblox.
- Create cards that you know your students will understand or enjoy figuring out. Distribute the cards facedown at each table group—do not allow the students to see the pictures.
- Set the timer for eight minutes. Tell the students to flip their cards over and begin figuring out what the symbols are. Allow the students to have conversations within their groups as they work through each picture.
- When time is up, as a class, have the students share and discuss what they talked about at their tables. The students will name the symbols and most likely offer some detailed background information about them.
- Write the word *SYMBOL* on the board. Ask the students to consider what they know about symbols and that you need their help generating a definition of what a symbol is (basic definition of a symbol is below). Allow the students to generate the definition—you will be the facilitator. When you have all come to a consensus as a class and are satisfied with the definition, display a few pictures on your board. Use these examples or your own:
 - Key
 - Window
 - Graduation hat
 - Cupcake
- Ask the students if they can interpret these pictures (using their perspectives) as symbols with multiple meanings. For example, a cupcake can be celebratory, yet it can also signal temptation to someone who may be on a diet. A key can keep someone in, lock them out, or open a door. A graduation hat could symbolize a new beginning or an ending to school. A window can protect from the elements, allow someone to see out, or block someone from seeing in. Go through the pictures with the class. You will be surprised when you hear the interesting connections the students make with each picture.

Definition of a Symbol

A symbol is an object or action that represents something more than its literal meaning.



HIGH MUSEUM OF ART

ATLANTA

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WORK PERIOD

STUDENT AND TEACHER PROCEDURES:

Day One continued:

- Read the inside flap of the book to the students. It begins with a quote from the story:

"That summer, the fence that stretched through our town seemed bigger. We lived in a yellow house on one side of it. White people lived on the other. And mama said, 'Don't climb over that fence when you play.' She said it wasn't safe."

- Read this passage twice to allow the students time to process. Ask them to share their thoughts. Allow for time to share; you may find that the students have a lot to say, and some may not say anything at all. Read the author's note to the students.
- Display the image from the *Picture the Dream* exhibition "My mama says I shouldn't go on the other side . . ."
- Use a strategy to promote student engagement called **See, Think, Wonder** (below).

See, Think, Wonder**

Display the image under the document camera or in a way that all students can see it. Students will analyze the illustration and identify the following:

- What they see
- What they think
- What they wonder about the picture

**This thinking routine was developed as part of the Visible Thinking project at Project Zero, Harvard Graduate School of Education. Explore more Thinking Routines at pz.harvard.edu/thinking-routines.

- Begin reading the entire book aloud, only stopping to show the pictures. Allow the students to reflect on the book until the next class period.
- Link to read aloud, if needed: <https://www.youtube.com/watch?v=C80HdoDkHxY>



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WORK PERIOD

Day Two:

- Review what a symbol is with the students.
- Begin reading the book again. This time, as you read each page, pause and show the students the pictures. Remind the students that they should observe the picture carefully. When you get to pages 15-16, stop—do not read the pages. (As you come to stopping points, record on the board, or on chart paper, what the students say about the pages.) On these pages, you will see both girls looking at each other through the fence. Show this illustration to the students, and ask them what they see, think, and wonder about the picture.
- Continue reading until you get to the page with the image from the *Picture the Dream* exhibition, "My mama says I shouldn't go on the other side . . ." Display the image again. Give them time to process the pages and make note of what they are seeing. Ask students, "What do you think might come next in the story? What do you see that makes you say that?"
- Continue to pages 27-28 and ask the students what they notice in the pictures. Ask the students if something has changed, and if so, what? When you have finished the story, pause for a moment to give the students time to reflect.
- Return your focus back to symbols. Ask the students to have a discussion with their table group on whether they noticed any objects that could be perceived as symbols throughout the book. If necessary, give the examples of the key, graduation hat, cupcake, and window. The idea of the fence being a symbol should come up among the students. If it does not, prompt them.
- Display the image from *The Other Side* again for a visual reference.
- Spend some time focusing on the fence (refer to how this can be used as a barrier to keep in things or to keep people out). Ask the students what symbol the fence represents in the story. You may hear students note the color yellow that is used throughout the story. If they do not refer to it, do not elaborate on it. They may make a connection as they complete the summarizing activity below.

CLOSING

Day Three:

To complete a summarizing activity for the book, students will create a culminating performance task titled "Color, Symbol, Image" (see the example below).

- Fold a piece of computer paper into thirds.
- On the left side of the trifold, write the word *color* at the top. Students will select a color that they feel best represents/captures the essence of the book and explain why.
- On the middle of the trifold, write the word *symbol* at the top. Students will select a symbol that they feel best represents/captures the essence of the book and explain why.
- On the right side of the trifold, write the word *image* at the top. Students will select an image that they feel best represents/captures the essence of the book. Allow the students to present their projects to the class and explain why they selected their colors, symbols, and images.

A THINKING ROUTINE FROM PROJECT ZERO, HARVARD GRADUATE SCHOOL OF EDUCATION

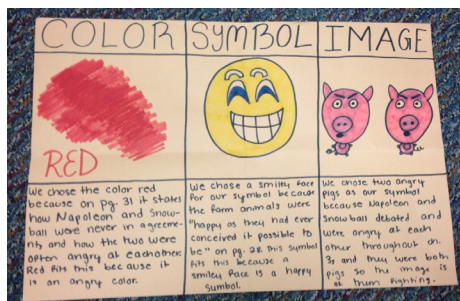
Color, Symbol, Image

A routine for distilling the essence of ideas non-verbally.

As you are reading, listening, or watching, make note of things that you find interesting, important, or insightful. When you finish:

- Choose a **color** that you feel best represents or captures the essence of a key idea.
- Choose a **symbol** that you feel best represents or captures the essence of a key idea.
- Choose an **image** that you feel best represents or captures the essence of a key idea.

With a partner or group, first share your color and then share the item from your reading that it represents. Tell why you chose that colour as a representation of that idea. Repeat the sharing process until every member of the group has shared his or her Color, Symbol, and Image.





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Earl Bradley (E. B.) Lewis (American, born 1956), *"My mama says I shouldn't go on the other side . . ."*, *The Other Side*, 2001, written by Jacqueline Woodson, watercolor, collection of Harriet and Michael A. Seidman, XL.2019.46.2.



Lisa Rogers is a dedicated and enthusiastic educator preparing innovative leaders for tomorrow. She began her teaching career almost twenty years ago in the Cobb County School District. She has taught all grade levels ranging from kindergarten through eighth, as well as Special Education, and is now a Gifted and Talent Development teacher for grades K-5. Since 2003, she has shared her educational pedagogy at numerous educational conferences throughout the state of Georgia, and she has written curriculum for the State of Georgia and for Cobb County for well over a decade. She was filmed by Georgia Public Broadcasting Television, where she demonstrated how to get students excited and engaged in the art of inquiry. In September of 2014, she was awarded the Javits-Frasier Scholarship for Diverse Talent Development, which helped propel her into mentoring others on how to serve underrepresented groups in gifted and talent development as it relates to literacy and learning.