

Urban Teacher Residency Inclusive Social Justice Curriculum Unit (SJU)

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PART 1: PLANNING THE UNIT OVERVIEW

Part I: Unit Overview

Potential grade level: 1st-2nd grade

Unit Title: Water Matters!

Topic: Global Water Crisis

Topic Justification-

For our unit plan, we have decided that our topic will be the water crisis, locally and globally. This topic addresses the 6 elements of social justice because students will learn more about where they come from, and deconstruct stereotypes about other cultures and environments. Students will be given opportunities to develop respect and compassion for others and learn about social crises happening in other communities and ways to help create positive change. In addition, this topic addresses Community Cultural Wealth because it allows students to see how wealth in a community affects the quality of water access the people receive.

Our topic is an example of community-responsive education because lessons will be embedded in the unit plan that focuses on informing students about the current water crisis in their city, Newark, New Jersey. Learning about the limited access to clean and running water in other countries, will also allow students to reflect on how those similar limitations have possibly affected their families and other families in their community. Our unit plan also aims to allow students to connect the information they will learn about other countries that lack resources, to their own lived experiences.

The topic of the water crisis in our world will address the 4I's of Oppression, because, through our unit plan, students will begin to develop their own beliefs and feelings about people who do not have access to clean, running water. Our unit plan will also highlight how the government and other people of power have impacted the global water crisis. The topic of the water crisis will allow students to reflect on how dealing with the water crisis in their own communities has made them feel. Students may have internalized the feeling of inadequacy or lack because of the experiences they have had without access to clean, and safe water. This topic will connect to the interpersonal relationships that students have in their lives, and how water access has impacted those relationships. Students will also learn about how the water crisis impacts family dynamics in their community and around the world.

With this unit plan, we hope to peak students' interest by connecting the lesson materials to their everyday lives and their lived experiences. Our unit lessons will also ask students to utilize their creativity. We will introduce students to the idea of being a water protector and how they can become active members of their community. The Newark Water Coalition is a non-profit organization based in Newark, New Jersey. The Newark Water Coalition is determined to foster a "self-determined local, national, and international community of people who recognize the connection between systemic environmental racism and capitalism. NWC fights to liberate natural resources whether it be food, land, air, or water as sources of life for

all.” (Newark Water Coalition 2022) The organization will be coming into our classrooms to share all of the ways they are fighting for higher-quality water in their city. Students will also be able to make connections to other young students in Flint, Michigan, and will also learn how to take part in the movement. Students will be exposed to books and videos to add to their understanding of the global water crisis. Guest speakers from the Newark Water Coalition will engage students in an interactive discussion surrounding their work in the city of Newark and the ways that our students can be a part of their powerful movement. During each lesson, students will be provided the opportunity to express their feelings and ideas about the current water crisis and the ways they plan to advocate for better water quality and access in their community, through writing, drawing, and group discussions.

Themes (about 4-6 words or phrases)

Water quality

Access

Equity

Crisis

Water value

Water scarcity

Section II: Enduring Understandings

What do you want students to remember 10 years from now?

- 1) SWUT there are steps that can be taken both individually and collectively to improve water access and water quality for people all over the world.
- 2) SWUT there are various ways to advocate for human rights.
- 3) SWUT water quality can vary by the community because of how and where their water is accessed.
- 4) SWUT not having access to essential resources leads to significant harm.

Essential Questions:

What question provides a doorway into this topic?

1. What can we do to ensure that all communities receive safe access to water?
2. How important is water to you?

Abstract

This unit is designed to inform students about the water crisis locally and globally. Students will learn about the experiences of people in Africa, Flint, Michigan, and Newark, New Jersey. We will introduce the book, *The Water Princess* by Susan Verde to show students the impact the water crisis has had on people in other countries, specifically Africa.

Throughout the unit, students will also watch videos about Little Miss Flint, a child activist who advocated for clean water in her city, Flint, Michigan. Little Miss Flint will act as an example of a child activist, which we hope will encourage students to find their voice and feel as though they have the ability to advocate for better water quality in their city as well. Students will also be introduced to the term, “water protector,” and will learn about the different ways they can become a water protector. Science will also be embedded in the unit. Students will participate in a science experiment that will introduce them to lead and its properties while in water. The Newark Water Coalition will also be invited to engage students in a discussion and presentation of their efforts to bring clean and safe water to the city of Newark. NWC will share facts with students regarding the current state of the city’s water, and the ways in which students can become involved in advocating for clean and safe water in their community. To close the unit, students will use all that they have learned, to advocate for clean water, by writing letters expressing how they plan to become water protectors and to thank the NWC for visiting and for all that they have done for the city of Newark. This unit can help students understand the value of water, the unfortunate reality of the quality of water in specific communities, and ways in which we can come together in efforts to make positive changes in our communities.

Part 2: Planning With Standards

NJS Standards Addressed: Use the **2020 standards** for your subject area and find between 3-8 standards that cover the unit you are planning. Regardless of your subject area, also choose 3-7 social studies standards that cover your unit that you could use to justify why your topic is appropriate. <http://www.state.nj.us/education/cccs/>. Feel free to use any other content standards that fit your unit.

Standards for your subject area

Cut and paste below the “Standard” and the related “Content Statement” that covers your unit.

- K-2-ETS1-2 Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.
- K-2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change (e.g., climate change) to define a simple problem that can be solved through the development of a new or improved object or tool.
- RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- W.2.8 Recall information from experiences or gather information from provided sources to answer a question.
- K-ESS3-1 Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.

- K-ESS3-3 Communicate solutions that will reduce the impact of climate change and humans on the land, water, air, and/or other living things in the local environment.
- SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- RI.K.1 With prompting and support, ask and answer questions about key details in a text. (K-ESS3-2)

2020 Social Studies Standards

- 6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century. Standard 6.2 World History/Global Studies applies only to grades 5–12; at both the 5–8 and 9–12 levels, content organized by era. The strands and disciplinary concepts are incorporated in the alphanumeric code.
- 6.1.2.Geo.HE.4: Investigate the relationship between the physical environment of a place and the economic activities found there.
- 6.3.2.Geo.GI.1: Investigate a global issue such as climate change, its significance, and share information about how it impacts different regions around the world.
- 6.3.2.Geo.GI.2: Collect data and consider sources from multiple perspectives to become informed about an environmental issue and identify possible solutions

Part 4: 3 Day Unit

Unit Title: Water Matters!	Teacher: Ms. Crawford and Ms. Dixon	Grade: 1st
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Unit Description: In this three-day unit, students will learn about the water crisis locally and globally. We will cover the important role water plays in our lives, the dangers of lead in water, and the ways they can advocate for clean and safe water. Students will be exposed to the effects of the global water crisis in Newark, Flint, and Africa.

Standards Addressed:

6.3.2.GeoGI.1: Investigate a global issue such as climate change, its significance, and share information about how it impacts different regions around the world.

6.3.2.GeoGI.2: Collect data and consider sources from multiple perspectives to become informed about an environmental issue and identify possible solutions.

6.3.2.CivicsPD.1: With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change.

6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).

6.1.2.Geo.HE.4: Investigate the relationship between the physical environment of a place and the economic activities found there.

RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RI.K.1 With prompting and support, ask and answer questions about key details in a text. (K-ESS3-2)

		<p>W.2.8 Recall information from experiences or gather information from provided sources to answer a question.</p> <p>K-ESS3-3 Communicate solutions that will reduce the impact of climate change and humans on the land, water, air, and/or other living things in the local environment.</p>
<p>Enduring Understandings</p> <p>1) SWUT there are steps that can be taken both individually and collectively to improve water access and water quality for people all over the world.</p> <p>2) SWUT there are ways to advocate for human rights.</p> <p>3) SWUT water quality can vary by the community because of how and where their water is accessed.</p> <p>4) SWUT not having access to essential resources leads to significant harm.</p>		<p>Essential Questions</p> <p>1) What can we do to ensure that all communities receive safe access to water?</p> <p>2) How important is water to you?</p> <p>3) Why is it important to have clean water?</p> <p>4) What are ways to advocate for ourselves and our community?</p>
Day	Daily Mini-Lesson Summary (Reading/Writing Workshop: Mini Lesson, Guided/Small Group/Independent Practice, Closure)	Assessment: Phrased as: “Students will demonstrate understanding of (CONTENT) as evidenced by (PRODUCT)”
Day 1	<p>The Water Princess</p> <ul style="list-style-type: none"> ● Turn and talk prompt: “Why do we need water? What would life be like if we did not have it?” ● Record student responses into a word cloud ● Read the book The Water Princess <ul style="list-style-type: none"> ○ Provide electronic textual access to the book ● Problem and solution t-chart 	Students will demonstrate an understanding that other communities experience a difficult time accessing water as evidenced by the sentences they would write on how they would feel enduring the long journey Gie Gie and her community had to take each day.

	<ul style="list-style-type: none"> ● Movement break ● Group discussion about the role water plays in our daily lives and how the problem in the story affected Gie Gie and the families of Gie Gie’s village while referencing our t-chart. ● Introduce writing prompt and task: <ul style="list-style-type: none"> ○ How would you feel if you had to take the long journey Gie Gie had to take each day? ○ Provide students with the option to work alone or with a partner. ○ Display a visual 20-minute timer while students are working on their sentences. ● Provide students with some terms used to describe emotions. <p>If time permits, provide students the opportunity to share their sentences.</p>	
Day 2	<p>Water Coalition</p> <ul style="list-style-type: none"> ● Introduce toxic water experiment. Split the class into groups of 4, and give each group a clear container and 1 cup of bleach. <ul style="list-style-type: none"> ○ Display visual directions. ● Following the experiment ask, “What happened to the water after we added the bleach? Is our water now safe to drink? Can we smell the toxicity?” In this experiment, bleach represents lead. 	<p>Students will demonstrate an understanding of the harmful effects of lead, and the work that the Newark Water Coalition does to ensure better water quality and access in the city of Newark as evidenced by their responses during group discussions, and during partner turn and talk.</p>

	<ul style="list-style-type: none"> ● Explain how bleach is unsafe, toxic, and dangerous. Group discussion about lead's properties (invisible, no smell, no taste) ● Movement break ● Introduce Newark Water Coalition. ● Newark Water Coalition presentation with students ● After the presentation, students will turn and talk with a partner about what they learned from NWC's presentation. 	
Day 3	<p>Water Protector Letters/Little Miss Flint</p> <ul style="list-style-type: none"> ● Group discussion about what students learned from Day 2. ● Introduce Little Miss Flint using a slide deck with her photo ● Play Little Miss Flint, pause at (2:22) and make connections to the book The Water Princess. ● Movement break ● Little Miss Flint with Joe Biden (pause at time marker 0:42) Discuss the ways that LMF advocated for clean water access in her community. ● Create a chart paper titled, "What can we do to become water protectors?", record student responses to the question and review it as a whole group. ● Introduce the letter-writing prompt "I will be a water protector by..." ● Students will begin writing their letters to water protectors. 	Students will demonstrate an understanding of the efforts members of the community make to ensure access to safe and clean water as evidenced by their letters written to water protectors, who are a part of the Newark Water Coalition.

	<ul style="list-style-type: none"> Once letters are completed, collect them to be delivered to the Newark Water Coalition. 	
ADD ROWS as needed		

Lesson 1

Name	Topic/Title	Grade Level/CT
Ms. Crawford Ms. Dixon	The Water Princess	1st-2nd
1a. STANDARD: NJ Common Core Standards 6.3.2.Geo.GI.1: Investigate a global issue such as climate change, its significance, and share information about how it impacts different regions around the world. 6.3.2.Geo.GI.2: Collect data and consider sources from multiple perspectives to become informed about an environmental issue and identify possible solutions. 6.1.2.Geo.HE.4: Investigate the relationship between the physical environment of a place and the economic activities found there.		1b. ENDURING UNDERSTANDINGS SWUT there are steps that can be taken both individually and collectively to improve water access and water quality for people all over the world. SWUT water quality can vary by the community because of how and where their water is accessed.

RI.K.1 With prompting and support, ask and answer questions about key details in a text. (K-ESS3-2)

W.2.8 Recall information from experiences or gather information from provided sources to answer a question.

K-ESS3-3 Communicate solutions that will reduce the impact of climate change and humans on the land, water, air, and/or other living things in the local environment.

W.1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

NJLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

2a. STUDENT LEARNING OBJECTIVES Students will be able to describe how they would feel if they had to endure a long journey to reach the water. Students will be able to identify why water is an essential part of our daily lives.		2b. TEACHER CONTENT KNOWLEDGE (<i>necessary prior knowledge</i>) I need to understand the importance of water in our daily lives, Africa's water crisis, and The Water Princess by Susan Verde.	
3. ASSESSMENT (Students will demonstrate understanding of X as evidenced by Y) Students will demonstrate an understanding that other communities experience a difficult time accessing water as evidenced by the sentences on how they would feel enduring the long journey Gie Gie and her community had to take each day.			
PROCEDURE AND PRACTICE			
TEACHER'S ROLE Questions to Ask		WHAT ARE STUDENTS DOING?	
1. LAUNCH/STARTER/ANTICIPATORY SET (_ min.) <ul style="list-style-type: none"> Begin with partner turn and talk prompt: "Why do we need water? What would life without water be like if we did not have it?" Allow students to draw their responses during turn and talk as opposed to writing. Record student responses into a word cloud with "No water" in the center		Participating in turn and talk	
2. LEARNING ACTIVITIES		Participating in group discussion	
		Chart paper Markers	
		Smartboard	

<ul style="list-style-type: none"> ● Come back together as a whole group and ask students to share what they discussed during partner turn and talk. ● On chart paper, write down all of the responses of why we need water and what life would look like if we did not have it. ● Read the book <i>The Water Princess</i> and provide textual access for students. ● Create problem and solution t-chart graphic organizer on chart paper ● As a whole group, discuss the role water plays in our daily lives and how the problem in the story affected Gie Gie and the families in Gie Gie’s community while referencing our t-chart. ● Movement break ● Introduce the writing prompt: “How would you feel if you had to take the long journey Gie Gie had to take each day?” Everyone will get a piece of lined paper that says, “If I were Gie Gie, I would feel..., and you will write the different emotions you would feel if you were Gie Gie.” “Why is it important that they take that long journey to reach the water?” ● Provide students with the choice to work with a partner or independently. ● Display a slide deck with a list of emotions for students to use in their writing. <ul style="list-style-type: none"> ○ For students who may struggle with writing, provide students the option to draw their response to their writing prompt, or may type their response to the prompt. 	<p>Responding to writing prompt</p>	<p>Chromebook (textual access)</p> <p>Book: <i>The Water Princess</i> by Susan Verde</p> <p>Problem and solution t-chart</p> <p>Markers</p> <p>Writing template with sentence starter “If I were Gie Gie, I would feel...”</p> <p>Pencils and drawing tools</p> <p>Slide deck with emotions</p>
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3. CLOSURE <ul style="list-style-type: none"> • After students have completed writing their sentences, students can volunteer to share their sentences with the class. • Discuss with students that we will have some visitors tomorrow who will be talking to us more about the water here in Newark. 	Responding to writing prompt	
HOMEWORK/FOLLOW-UP ACTIVITY (if appropriate).		

Lesson 2

Name Ms. Crawford Ms. Dixon	Topic/Title Water Access	Grade Level/CT 1st-2nd
1a. STANDARD: NJ Common Core Standards 6.3.2.GeoGI.2: Collect data and consider sources from multiple perspectives to become informed about an environmental issue and identify possible solutions. 6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals	1b. ENDURING UNDERSTANDINGS SWUT there are steps that can be taken both individually and collectively to improve water access and water quality for people all over the world. SWUT there are ways to advocate for human rights. SWUT not having access to essential resources leads to significant harm.	

collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).

6.1.2.Geo.HE.4: Investigate the relationship between the physical environment of a place and the economic activities found there.

W.2.8 Recall information from experiences or gather information from provided sources to answer a question.

K-ESS3-3 Communicate solutions that will reduce the impact of climate change and humans on the land, water, air, and/or other living things in the local environment.

K-2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change (e.g., climate change) to define a simple problem that can be solved through the development of a new or improved object or tool.



2a. STUDENT LEARNING OBJECTIVES
 Students will be able to identify what lead is.
 Students will be able to identify the harmful effects of contaminated water.
 Students will be able to identify solutions water protectors can partake in to help make a change in our community.

2b. TEACHER CONTENT KNOWLEDGE (*necessary prior knowledge*)
 I need to understand the mission of the Newark Water Coalition and what it means to be a water protector.

 I need to understand the harmful effects of lead in water.

<p>3. ASSESSMENT (Students will demonstrate understanding of X as evidenced by Y) Students will demonstrate an understanding of the harmful effects of lead, and the work that the Newark Water Coalition does to bring greater water quality and access in the city of Newark as evidenced by their responses during group discussions, and during partner turn and talk.</p>		
PROCEDURE AND PRACTICE		
TEACHER'S ROLE Questions to Ask	WHAT ARE STUDENTS DOING?	MATERIALS
<p>1. LAUNCH/STARTER/ANTICIPATORY SET (_ min.)</p> <ul style="list-style-type: none"> ● Introduce toxic water experiment. "Today, we will be completing a toxic water experiment in groups of 4." ● Divide students into groups, no more than 4 students in each group. ● Provide each group with a large, clear container and a cup of unscented bleach. ● Instruct students to pour their cups of unscented bleach into their containers. ● Ask, "What happened to the bleach? Can we see it in the water? Can we smell the bleach?" ● Say, When we add bleach to water, we can no longer drink it. Similar to bleach, lead is also very dangerous. Lead is toxic, and when it's in our water, we cannot drink it. 	<p>Listening and asking questions</p>	<p>½ cup of unscented bleach for every group Water 1 large clear container for every group</p>
<p>2. LEARNING ACTIVITIES</p> <ul style="list-style-type: none"> ● Group discussion about lead's properties. <ul style="list-style-type: none"> ○ Say, "Lead in paint, soil, or water is invisible and has no taste or smell. When lead gets 	<p>Participating in toxic water experiments with group members</p>	

<p>into our water, it is not safe to drink. It can make us very sick and can harm our bodies. Sometimes, we are not allowed to drink from our water fountains at school, or from the faucet at home because there is lead in the water.”</p> <ul style="list-style-type: none"> ● Movement break ● Say, “There are great people in our community who work really hard to make sure the water we drink is clean and safe. They also bring clean water to Newark when we need it. They are called water protectors.” ● Introduce the Newark Water Coalition. “Today, we have a special guest (s), who are also water protectors. They will talk to us about all that they do to bring clean water to Newark, the ways lead can get into our water at school and at home, and what we can do to become water protectors in our community.” ● Newark Water Coalition’s presentation/discussion with students <ul style="list-style-type: none"> ○ NWC will explain the current state of the water in the city and will inform students when/where water is safe to use. ○ NWC will address any possible misconceptions students may have about lead in the city’s water. 	<p>Participating in group discussion and NWC presentation</p>	
<p>3. CLOSURE</p>	<p>Listening and responding in partner turn and talk</p>	

<ul style="list-style-type: none"> ● After the presentation, students will turn and talk with a partner to discuss one thing they learned from the water protectors (visitors). <ul style="list-style-type: none"> ○ “Turn and talk with the person next to you to discuss the harmful effects of lead in water.” ○ For students who may be less likely to engage in verbal communication, provide dry-erase boards and allow students to draw as a form of response. 	<p>For students who are less likely to engage in verbal communication, students will draw their responses on a dry-erase board.</p>	
<p>HOMEWORK/FOLLOW-UP ACTIVITY (if appropriate). For homework, assign students to write a list or draw of 3 things that they think they can do to become a water protector.</p>	<p>Writing or drawing a list of three things that they think they can do to become a water protector.</p>	

Lesson 3

<p>Name Ms. Crawford Ms. Dixon</p>	<p>Topic/Title Water Protectors</p>	<p>Grade Level/CT 1st-2nd grade</p>
<p>1a. STANDARD: NJ Common Core Standards</p>		<p>1b. ENDURING UNDERSTANDINGS SWUT there are steps that can be taken both individually and collectively to improve water access and water quality for people all over the world.</p>

<p>6.3.2.GeoGI.2: Collect data and consider sources from multiple perspectives to become informed about an environmental issue and identify possible solutions.</p> <p>K-ESS3-3 Communicate solutions that will reduce the impact of climate change and humans on the land, water, air, and/or other living things in the local environment.</p> <p>W.2.8 Recall information from experiences or gather information from provided sources to answer a question.</p> <p>6.3.2.CivicsPD.1: With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change.</p> <p>W.1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion and provide some sense of closure.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>SWUT there are various ways to advocate for human rights.</p>
<p>2a. STUDENT LEARNING OBJECTIVES Students will be able to identify ways to advocate for their community to demonstrate an understanding of the different ways water protectors in Newark, and Little Miss Flint has advocated for clean water in their community.</p>	<p>2b. TEACHER CONTENT KNOWLEDGE <i>(necessary prior knowledge)</i> I need to understand who Little Miss Flint is and the various ways she advocates for clean water and water access in her community and around the country.</p> <p>I need to understand the ongoing local and global water crisis.</p>

<p>3. ASSESSMENT (Students will demonstrate understanding of X as evidenced by Y)</p> <p>Students will demonstrate an understanding of the various ways water protectors (Newark Water Coalition and Little Miss Flint) have advocated for clean and safe water as evidenced by their letters written to water protectors.</p>		
<p>PROCEDURE AND PRACTICE</p>		
<p>TEACHER'S ROLE Questions to Ask</p>	<p>WHAT ARE STUDENTS DOING?</p>	<p>MATERIALS</p>
<p>1. LAUNCH/STARTER/ANTICIPATORY SET (_ min.)</p> <ul style="list-style-type: none"> ● Group discussion about what students learned from Day 2. <ul style="list-style-type: none"> ○ “What did you learn yesterday?” ● Introduce and show a photo of Little Miss Flint. 	<p>Responding to discussion question</p>	<p>Smartboard Slide deck with a photo of Little Miss Flint</p>
<p>2. LEARNING ACTIVITIES Play the video about Little Miss Flint.</p> <ul style="list-style-type: none"> ● Remind students to think about the story The Water Princess from Day 1, as they watch the video. Ask, “How does the video remind you of Gie Gie and the people in her community?” ● Play a video of LMF with Joe Biden, stop at time marker 0:42. ● <ul style="list-style-type: none"> ○ “Who did Little Miss Flint meet with? What’s his job?” 	<p>Watching videos, and participating in class discussions by responding to questions and by listening to their peers’ ideas Writing letters to water protectors</p>	<p>Youtube videos on Little Miss Flint: Little Miss Flint video Little Miss Flint and Joe Biden</p> <p>Paper, pencil, laptop</p>

<ul style="list-style-type: none"> ○ “What did Little Miss Flint do to spread the word about the water in her community?” ● Ask “Yesterday (or on Day 2), we learned about water protectors. What is a water protector? What can we do to become water protectors?” ● Using chart paper titled, “What can we do to become water protectors?” write down student responses. ● Review student responses as a whole group. ● Introduce the letter-writing prompt: <ul style="list-style-type: none"> ○ “Using the list we created as a class, you will write a letter to a water protector, a part of the Newark Water Coalition, who came to visit yesterday. In your letter, you will write what you will do to become a water protector, and you will thank the water protector you are writing to, for advocating for better water access and better water quality in Newark. “ ○ Provide every student with lined paper that has the sentence starter, ”Dear water protector, I will become a water protector by....” ○ For students who struggle with writing, provide students the option to draw a picture of their letter, or to type their letter. 		<p>Writing template with sentence starter ”Dear water protector, I will become a water protector by....</p>
<p>3. CLOSURE</p> <ul style="list-style-type: none"> ● Once all students have finished completing their letters, explain how the letters will be sent to the 		<p>Completed student letters</p>

<p>Newark Water Coalition for water protectors of Newark to receive.</p> <ul style="list-style-type: none"> ○ “The letters that you wrote will be sent to the Newark Water Coalition, who we learned about and met yesterday. The NWC will share our letters with all of the water protectors that volunteer around the city. Writing these letters, thanks them for all of their hard work, and tells them that we will join them in bringing clean and safe water to Newark. ● If time permits, students can volunteer to share their letters with the rest of the class. 		
<p>HOMEWORK/FOLLOW-UP ACTIVITY (if appropriate).</p>		

