

Picture Books for Big Kids lessons for Day 1 and Day 2**Day 1****MUSICAL MOMENT**

As students enter the classroom, play “I am Woman” by Helen Reddy, 1972. (Available on the internet.) Direct students to listen closely. Ask, *What is the message of this song? To whom is it directed? Why?* Have students turn to partners and tell each other what the song is about. Invite students to share their partner’s response. Tell students, *In the early 1970’s many women felt that there should be an amendment to the Constitution to guarantee equal rights for women since the Preamble states “all men are created equal” but doesn’t say anything about women. The Equal Rights Amendment was controversial and was never passed. This song became an anthem for what is known as the Women’s Rights Movement. Even though the amendment wasn’t passed, this political movement resulted in much change in the lives of girls and women in America.*

READ ALOUD

Ask, *Do you think all Americans have equal rights today? Why or why not? Where do these rights come from? How do you know?* Tell students, *Today we’re going to hear a story about a little Chinese girl who would like the same opportunities her brothers have.* Invite students to think about their ideas of equality as they listen to the story *Ruby’s Wish* by Shirin Yim Bridges.

EXPLORE DEMOCRATIC VALUES

1. Think-Pair-Share.

Ask students, *How are your life choices different from and similar to the choices Ruby faced before her grandfather made her wish come true? Why?* Give students a few minutes to ponder this question on their own. Then invite them to discuss their thoughts with a partner. Finally, have partners share with the class.

2. Document Analysis.

Pass out document sets (A-D, pages 9-12) to groups of 3-4 students and the Document Analysis worksheets (pages 13, 14, 15). Remind them to examine the documents carefully before they begin. When most students have completed the task, invite groups to share with the class. Assign students to complete the Conclusion worksheet individually or with their group.

MATERIALS for Equality Lessons

Ruby’s Wish by Shirin Yim Bridges
To locate, see the ISBN for this book on page 8

Song “I Am Woman” by Helen Reddy, 1972

“Equality” Document sets, pages 9-12
Student Activities pages 13-19

Day 2**THINK PIECE**

Review the previous day’s lesson. Display the second two-page spread of *Ruby’s Wish*, which shows Grandfather seated, surrounded by family. Ask, *Who is missing?* Give students a few minutes to discuss this question in groups. Then read aloud the first paragraph of the essay “Equality” by Professor Graticule, page 16. Read and discuss the remainder of the essay “Equality”. Depending on the reading level of your students, you may wish to continue reading this essay aloud or have students read with a small group, a partner or independently.

PENCIL POWER!

Direct students to choose a project on page 17. Each assignment requires students to publish or present their work. Discuss with the class how you will make this possible by providing stamps for letters or arranging to use the school PA system. Review the Assessment Guide on page 18. To facilitate research, provide groups with “Research Baskets” which contain current events articles, *Junior Scholastic* magazines, books and other materials.

ART CONNECTION

Explore Chinese calligraphy. Use inexpensive watercolors and card stock with natural fibers and flecks in it, available at office supply stores. Search Chinese calligraphy at the following website for many resources including step-by-step instructions: <http://library.thinkquest.org/> After you demonstrate the basic methods, provide students with photo copies of a variety of simple characters. Have students follow the steps described on page 19 to create their own work of art.