



Why Are You Barefoot?

DR. JEFF BRODSKY

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CHILDREN'S CURRICULUM

WELCOME

Dear Teachers and Parents,

I would like to personally thank you for your interest in my book *Why are You Barefoot?*. At the end of a live presentation at an elementary school, the principal came up to me and said, "Dr. Brodsky, what you just did with these children was fascinating. It would make a great children's book." I took his words to heart and the book came to life. Since being published, I've enjoyed hearing wonderful comments from parents, teachers and the children themselves about how the book has touched them and especially how it has opened their eyes to what is currently happening around the world in the area of modern child slavery. I especially took to heart the comments from those who suggested having a curriculum for the book, geared to each of the target ages and classroom groups I was hoping to reach. After much discussion with the JOY International Team, we decided to put together the curriculum you have in your hands. It is intended to open the eyes of the children in your care in an even deeper manner, so as to hopefully give each child a greater understanding of the world we live in today, with tangible ideas of how they can get involved in seeing an end to this atrocity perpetrated against their peers; as well as, an understanding on their level, as how to protect themselves from perpetrators. The free tools, information and guides for both parents and teachers on our website at www.joy.org will also be an excellent resource for you to use as you raise, teach and train the children in your care.

I would like to thank two of my team members, Tonya Sweater and Gina Moran for their commitment, diligence and hard work in helping to put this curriculum together. It would never have happened without them.

I would love to hear your comments and suggestions as we continue to develop curriculum and tools for making children aware of what is happening in the world around them.

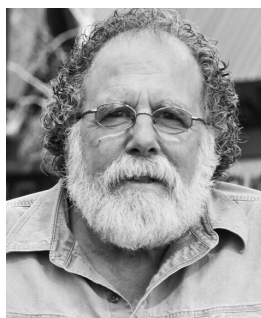


My life mantra is, "Awareness without action is apathy." My greatest hope for every child, is that this curriculum will go beyond making them aware, but that it will motivate them to action.

For the freedom of every child,

A handwritten signature in blue ink that reads "Jeff Brodsky". The signature is stylized and cursive.

Dr. Jeff Brodsky



Joy born, Joy destroyed.
Can the joy be found again?
Yes! When freedom rings.

Haiku by Jeff Brodsky

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THIRD GRADE

ABOUT THIS CURRICULUM

Why Are You Barefoot? by Dr. Jeff Brodsky discusses the sensitive subject of modern-day slavery. The book lends itself to a variety of academic lessons, which have been incorporated into this curriculum for parents and teachers. The curriculum is adapted to fit each grade level, from Grades 1-6, and the activities can easily be adjusted across grade levels, as needed. This particular curriculum is for third grade. Each curriculum offers questions to guide open-ended, age-appropriate discussions. Each activity is based on the Literacy and Writing objectives of the Common Core Curriculum.

If adults or students have questions for Dr. Jeff, they can email info@joy.org. Also, we would love to see or hear about your student's work. Send it to us at info@joy.org.

Thank you for all you do!

OUTCOMES

1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
2. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
3. Students will be able to respond by writing an opinion piece. Note: Opinion letters written to potential sponsors about what the student has learned and why he/she wants to help JOY International raise funds to help fight modern-day slavery could be done in place of this activity. Students will apply real-life connections between words and their usage (e.g. describe people as friendly or helpful.)
4. Students will work individually, in small groups, or as a team to help JOY International raise funds to help fight modern-day slavery. This could be collecting coins in a jar and encouraging others to join in, participating in a local Barefoot Mile or a Virtual Barefoot Mile, etc.



MATERIALS

Why Are You Barefoot? by Dr. Jeff Brodsky

[Character Motivation Video](#)

[Reasons and Examples Video](#)

Pencil and Paper

TIME FRAME

Three 45 minute sessions

ACTIVITIES

SESSION 1

Teacher will show the [video on Character Motivation](#). Explain that a character's motivation is why they are doing something. Teacher will tell students that the characters in the book, *Why Are You Barefoot?* have motivations for doing something.



Teacher will activate prior knowledge by asking students what slavery is. Teacher will build background by telling students slavery is where one person owns another person and that person has to work for them without getting paid or having any rights. This book is about slavery today.

Teacher will show the cover of the book and ask students what they notice about the people on the cover. Teacher will ask: What do you think they are doing? Picture-walk through the book to make predictions before reading. Students will use their conjunctions when making their predictions to provide more detail (e.g., *and, but, or, so, because*).

Teacher will read *Why Are You Barefoot?* aloud, stopping to discuss for comprehension.

QUESTIONS

Who is the special speaker and what is his motivation to go barefoot everyday?

Why did Dr. Jeff ask several students and the teachers to come to the stage?

When did the mother become worried about not being able to feed her children?

How do you think the mother felt? How would you describe her?

Where were the mother and her children when the bad man came?

Why did the mother sell her daughter? How do you think she was feeling?

What did the bad man tell the mother? What was his motivation?

How is the place that the family was from alike or different from where you live?



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ACTIVITIES

SESSIONS 2-3

Teacher will ask: What is your motivation to help JOY International? Students will plan their opinion piece about why people should help JOY International raise funds to help fight modern-day slavery. They will include their opinions and reasons.

Students will copy the graphic organizer below to plan an opinion piece. The plan does not need to be in full sentences.

After planning, teacher will show [Reasons and Examples video](#) Teacher will show this video to demonstrate how to include reasons and examples in an opinion piece.

Students will write an opinion piece in full sentences, linking opinions and reasons, using phrases such as *for example*, *because*, *therefore*, *since*. Teacher will remind students to apply real-life connections between words and their usage, using the example to describe people as friendly or helpful.

Students will provide a concluding statement related to the opinion.

With adult or peer conferences, students will revise and publish their final copy. After that is finished, they can share with their peers.



OREO Opinion, Reason, Example, Opinion
My purpose: Opinion Sentence Starters: In my opinion, I believe, I prefer, I think, I feel...
An example, Another reason, In addition...because, therefore, since Reason 1 and Example:
Reason 2 and Example:
Reason 3 and Example:
Conclusion: In conclusion, To summarize, As you can see...

SESSION 4

Students will work individually, in small groups, or a team to help JOY International raise funds to fight modern day slavery. Ideas for this include forming a team for a Barefoot Mile, a school Barefoot Mile, a Virtual Barefoot Mile, creating an event to raise money, or a STEM invention to sell or collecting change, etc.

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ACTIVITIES

EXTENSION ACTIVITIES

Create a PowerPoint presentation to retell the selection.

Write an acrostic poem about Dr. Jeff, adding suffixes to base words.

Choose a character from the selection and rewrite the story from his or her point of view.

Write a song on the topic.

Design a bumper sticker to get people to fight slavery.

Create puppets of the characters from household goods and put on a puppet show with a different ending.



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COMMON CORE STANDARDS

CCSS.ELA-LITERACY.RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

CCSS.ELA-LITERACY.RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events

CCSS.ELA-LITERACY.RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)

CCSS.ELA-LITERACY.W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

CCSS.ELA-LITERACY.W.3.1.A Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

CCSS.ELA-LITERACY.W.3.1.B Provide reasons that support the opinion.CCSS.ELA-LITERACY.W.3.1.C Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.

CCSS.ELA-LITERACY.W.3.1.D Provide a concluding statement or section.CCSS.ELA-LITERACY.SL.3.1.D Explain their own ideas and understanding in light of the discussion.

CCSS.ELA-LITERACY.SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

CCSS.ELA-LITERACY.SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 here for specific expectations.)

CCSS.ELA-LITERACY.L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.3.1.D Form and use regular and irregular verbs.CCSS.ELA-LITERACY.L.3.1.E Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.

CCSS.ELA-LITERACY.L.3.1.H Use coordinating and subordinating conjunctions.CCSS.ELA-LITERACY.L.3.1.I Produce simple, compound, and complex sentences.

CCSS.ELA-LITERACY.L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.3.4.D Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

CCSS.ELA-LITERACY.L.3.5.B Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

[HTTP://WWW.CORESTANDARDS.ORG/](http://www.corestandards.org/)

RESOURCES

Brodsky, Dr. Jeff, *Why Are You Barefoot?*, Bloomington, IN, Archway Publishing, 2019.

[Character Motivation Video](#)

[Curriculet Instruction Videos]. (2018 September 4) Understanding Characters [Video File]. Retrieved from <https://www.youtube.com/watch?v=tAjdk3-Q1qY>.

[Reasons and Examples](#)

[Teaching Without Frills]. (2016, November 27). Opinion Writing for Kids/Episode 5/Writing a Draft: Reasons and Examples [Video File]. Retrieved from <https://www.youtube.com/watch?v=X1e8Zg-fYgE>

<http://www.corestandards.org/>

2020 Common Core State Standards Initiatives

Authors: National Governors Association Center for Best Practices, Council of Chief State School Officers Title: Common Core State Standards (1st-6th Grades Literacy and Writing). Publisher: National Governors Association Center for Best Practices, Council of Chief State School Officers, Washington D.C. Copyright Date: 2020. Retrieved from <http://www.corestandards.org/>.

All curriculum illustrations are taken from *Why Are You Barefoot?*, written by Dr. Jeff Brodsky and illustrated by Ellie Sullivan.

We want to see what you've done!
Share your work or ask Dr. Jeff a question
by emailing info@joy.org.

