



Why Are You Barefoot?

DR. JEFF BRODSKY

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CHILDREN'S CURRICULUM

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FOURTH GRADE

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.

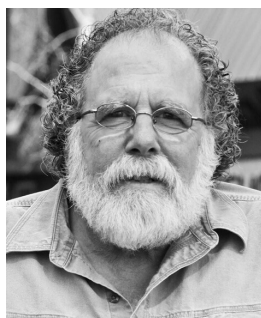


My life mantra is, "Awareness without action is apathy." My greatest hope for every child, is that this curriculum will go beyond making them aware, but that it will motivate them to action.

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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FOURTH 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 fourth 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. Students will use their inferencing, speaking, and listening skills to participate in small group discussions.
2. Students will justify their opinions with reasons and details from *Why Are You Barefoot?* and present these to peers. Note: Letters written to potential sponsors stating their opinion with supporting reasons of why it is important to help JOY International could be done in place of this activity.
3. Students will work individually, in small groups, or a team to help JOY International raise funds to help fight modern-day slavery.



MATERIALS

Why Are You Barefoot? by Dr. Jeff Brodsky

[Making Inferences Video](#)

[Reasons and Examples video](#)

[Writing a Conclusion video](#)

Pencil and Paper

TIME FRAME

Four 45 minute sessions

ACTIVITIES

SESSION 1

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.



Teacher will engage students in a discussion by asking:

What are some things you know about slavery?

Who are some abolitionists and what are they known for?

Does slavery occur today?

If a mother sells her child, does it make her a bad mother?

Teacher will guide students through brainstorming what this selection could be about. Have students make individual written predictions about the story prior to reading the selection. After the story is read, students can compare their predictions with information they recall from the story. Students can check their predictions against supporting evidence from the story.

Teacher will show video on [Making Inferences](#).

Teacher will have students copy the acronym $BK + T = I$ for making inferences, and remind students that Background Knowledge + Textual Evidence = Inference. Teacher will practice making inferences with students by showing the picture of the girl at the lemonade stand from *Why Are You Barefoot?*. Teacher will ask students: What do you think is happening in this picture? What details in the picture make you think this? How do you think the girl in the picture is feeling and what details from the picture make you think this? What time of year do you think this is and why do you think so?

Teacher will explain that as students read *Why Are You Barefoot?* independently or with a partner, they will make connections, predictions, ask questions, and make inferences while reading. Students will record ideas on post-it notes and apply the post-it notes to where the information is found in the book. Students will be able to explain their reasoning.



ACTIVITIES

SESSION 1 QUESTIONS



What were some of the thoughts you had as you were reading?

How do the characters within the reading selection relate to and/or interact with each other?

Describe your overall feelings after reading *Why Are You Barefoot?*

How might the information from the selection be helpful to you?

Why do you think Dr. Brodsky chose to write *Why Are You Barefoot?* What was his motivation?

Did you find this story predictable? Why or why not?

What inferences were you able to make from the selection?

What background knowledge did you use, along with the textual evidence, to help you make this inference?

Discuss the characters and how they were depicted in the story. What was your impression of them?

In what ways did your thinking change as a result of reading the selection?



“How wonderful it is that nobody need wait a single moment before starting to improve the world.”

~ Anne Frank

ACTIVITIES

SESSIONS 2-3

Teacher will show [Reasons and Examples video](#) to demonstrate how to include reasons and examples in an opinion piece. Students will copy the graphic organizer below to help plan the opinion piece. After planning, students will write their opinion piece in full sentences, linking opinions and reasons, using phrases, such as *for instance*, *in addition*, *in order to*.



Teacher will show [Writing a Conclusion video](#). 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...



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ACTIVITIES

SESSION 4

Students will work individually, in small groups, or a team to help JOY International raise funds to fight modern day slavery. This could be a team for a Barefoot Mile, a school Barefoot Mile, a Virtual Barefoot Mile, creating an event to raise donations, or a STEM invention to sell.

EXTENSION ACTIVITIES

Design a book to include similes and metaphors to respond to *Why Are You Barefoot?*

Write a newspaper article to describe, in detail, a character, setting, or event from the selection.

Create a movie asking people about slavery and educating them on the topic.

Pretend you are hosting a Barefoot Mile. Create a schematic diagram, or map of where the walk will take place, booths for food and drinks, t-shirts, and a store. Create math word problems about the distance between the markers, donations, t-shirts and items sold, etc. Be creative!

Create a "Who Am I" mystery game on abolitionists, including Dr. Jeff, in which peers must make an inference based on textual evidence provided and use their background knowledge to guess who the mystery abolitionist is.



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COMMON CORE STANDARDS

CCSS.ELA-LITERACY.RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-LITERACY.RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

CCSS.ELA-LITERACY.RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

CCSS.ELA-LITERACY.W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

CCSS.ELA-LITERACY.W.4.1.A Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.

CCSS.ELA-LITERACY.W.4.1.B Provide reasons that are supported by facts and details.

CCSS.ELA-LITERACY.W.4.1.C Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).

CCSS.ELA-LITERACY.W.4.1.D Provide a concluding statement or section related to the opinion presented.

CCSS.ELA-LITERACY.W.4.2.C Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).

CCSS.ELA-LITERACY.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.SL.4.1.C 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.

CCSS.ELA-LITERACY.SL.4.1.D Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

CCSS.ELA-LITERACY.SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.

CCSS.ELA-LITERACY.L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.4.1.F Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*

CCSS.ELA-LITERACY.L.4.1.G Correctly use frequently confused words (e.g., to, too, two; there, their).*

CCSS.ELA-LITERACY.L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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

LEARN MORE AT [WWW.JOY.ORG](http://www.joy.org)

RESOURCES

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

[Core Standards](#)

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/>.

[Making Inferences](#)

[ELAhacks]. (2013, July 27). Making Inferences [Video File]. Retrieved from <https://www.youtube.com/watch?v=to30Ajm2epQ>.

[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>.

[Writing a Conclusion](#)

[Teaching Without Frills]. (2016, November 27). Opinion Writing for Kids/Episode 6/Writing a Draft: Conclusion [Video File]. Retrieved from <https://www.youtube.com/watch?v=3Xo9C8BxgWE&t=2s>.

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.

