



Why Are You Barefoot?

DR. JEFF BRODSKY

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.

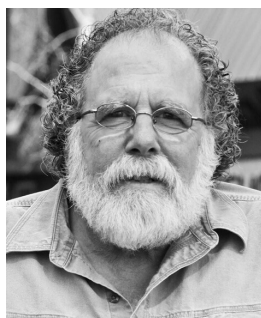


My life mantra is, "Awareness without action is apathy." My greatest hope for every child, is that this curriculum will go beyond making them aware, but that it will motivate them to action.

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

6

SIXTH 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 sixth 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 a Paideia Seminar or discussion.
2. Students will be able to make inferences using their background knowledge and textual evidence.
3. Students will choose and respond to a quote from *Why Are You Barefoot?* by reflecting on its meaning and importance to write a clear and coherent piece.
4. Students will work individually, in small groups, or a team to help JOY International raise awareness and funds to help fight modern-day slavery.



MATERIALS

Why Are You Barefoot? by Dr. Jeff Brodsky
[Making Inferences Video](#)
[8 Activities to Build Inference Skills](#)
[Responding to a Quote Graphic Organizer](#)
Pencil and Paper

TIME FRAME

Four + sessions 45 minutes to 1 hour each
Allow additional time at the end for community project

NOTE

A Paideia Seminar is an intellectual discussion about a text, movie, etc., in which students are in charge of their conversation and etiquette. The teacher serves as a facilitator. Students are in a circle, facing each other, following the conversation guidelines listed below.

ACTIVITIES

SESSION 1

Teacher will activate prior knowledge by asking:

What are some things you know about slavery?

Can slavery exist among all ages?

Who are some abolitionists and what are they known for?

Does slavery occur today?

Does slavery happen in the United States or only in other countries?



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 say today, you will learn about present-day slavery.

Teacher will remind students that an inference is a conclusion reached on the basis of evidence and reasoning. Teacher will write $BK + T = I$ (Background knowledge + Textual evidence = Inference). Teacher will show [video on Making Inferences](#).

Students will read independently or together *Why Are You Barefoot?*, citing any ideas, connections, or questions on post-it notes and placing on the page the information or thought is located. Students will come up with two to three open ended questions to share at the Paideia Seminar.

Teacher will ask:

What are some inferences you can make from the book?

How can you support your inferences with your background knowledge and information from the text?

What is something you learned?

Teacher will refer to the Guidelines for Paideia Seminar Participants and Ways to Respond below to review etiquette of discussion for the Paideia Seminar. Students will act as a facilitator (keeping the seminar running smoothly and ensuring everyone gets a turn), time-keeper, and a note-taker.

Note: If students are doing this activity at home with a parent, cutting the discussion questions out, choosing one at a time and having a discussion would be a great way to keep the discussion open. This could also be beneficial for a small online chat group



ACTIVITIES

SESSION 1 CONTINUED

GUIDELINES FOR PAIDEIA SEMINAR PARTICIPANTS

1. Come prepared to discuss.
2. Sit in a circle, facing each other and pay attention to the speaker.
3. You may refer to the text during the discussion.
4. If you are confused about something, ask for clarification.
5. Stick to the point currently under discussion; make notes about ideas you want to come back to.
6. Don't raise hands; take turns speaking.
7. Listen carefully. Speak so others can hear you.
8. Discuss ideas, rather than opinions.
9. Follow conversation starters for respectful conversation. If someone begins talking, drop out until your turn.



WAYS TO RESPOND

That is a good point,
but I think....
because....

That is a great point,
but I disagree
because....

I respect your input
and I would like
to add....

I agree
and I would
like to add....

I am unsure about...
could someone
clarify for me?



Teacher will begin by asking one question:
What stood out to you from the story?

Students will take over the discussion:

What evoked a strong feeling for you?

How have your views changed throughout the story? Provide a specific example.

What unanswered questions do you still have after reading this selection?

Why are those unanswered questions so important?

What are some ideas, characteristics, or elements from this reading selection that will continue to be relevant or important in the future?

Students may share their own open-ended questions to continue the discussion.

6

ACTIVITIES

SESSIONS 2-3

Teacher will guide students to choose a quote from the list at the end of *Why Are You Barefoot?* Students will reflect on the quote with the activities below.



Teacher may follow [Responding to a Quote](#) and print out the graphic organizer to help the student plan.

After planning, students will draft their response.

They will begin by introducing the quote.

The body of their writing will include answers to the following questions:

What do you think the author meant by this quote?

Why is the quote so important in today's world?

Why is the quote important to you?

Use specific ideas from your graphic organizer to support your thoughts.

Students will include precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

Students will provide a conclusion that follows the ideas and links back to the introduction.

Students will confer with an adult or peer to revise and publish the final copy.

Students can share in a group discussion or another Paideia Seminar.



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

~ Anne Frank

ACTIVITIES

SESSION 4

Students will work individually, in small groups, or a team to help JOY International. This could be a team for a Barefoot Mile, a school-wide Barefoot Mile, a Virtual Barefoot Mile, creating an event to raise money, or a STEM invention or product to sell.



EXTENSION ACTIVITIES

Write a radio interview and interview Dr. Brodsky on the topic.

Create an i-movie on the topic.

Design a t-shirt for the Barefoot Miles.

Create a brochure to share with parents and children on how to make safe decisions.

Write a skit about a parent and child having a conversation about safety. You are hosting a Barefoot Mile.

You are hosting a Barefoot Mile Walk. Create a schematic diagram, or map, of where the walk will take place, where the booths for food and drinks, t-shirts, and where a silent auction would be. Create math word problems about the distance between markers, the donations, t-shirts sold, etc.



6

COMMON CORE STANDARDS

CCSS.ELA-LITERACY.RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

CCSS.ELA-LITERACY.W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.6.1.A Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

CCSS.ELA-LITERACY.SL.6.1.B Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

CCSS.ELA-LITERACY.SL.6.1.C Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

CCSS.ELA-LITERACY.SL.6.1.D Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

CCSS.ELA-LITERACY.SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)

CCSS.ELA-LITERACY.L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.W.6.3.D Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

CCSS.ELA-LITERACY.W.6.3.E Provide a conclusion that follows from the narrated experiences or events.

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

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

6

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>.

[8 Activities to Build Inference Skills](#)

[Larson, Jennifer]. (2019, August 18). 8 Activities to Build Inference Skills. Retrieved from <https://the-teacher-next-door.com/my-blog/reading/8-activities-to-build-inference-skills>.

[Responding to a Quote Graphic Organizer](#)

Tc2. Responding to a Quote. The Critical Thinking Consortium. Vancouver, BC, Canada, 2016. Retrieved from https://tc2.ca/pdf/profresources/Asimov_lesson.pdf.

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

