



Why Are You Barefoot?

DR. JEFF BRODSKY

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CHILDREN'S CURRICULUM

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FIRST 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.

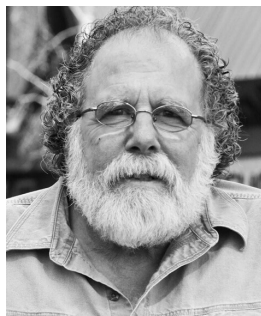


My life mantra is, "Awareness without action is apathy." My greatest hope for every child, is that this curriculum will go beyond making them aware, but that it will motivate them to action.

For the freedom of every child,

A handwritten signature in blue ink that reads "Jeff Brodsky".

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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FIRST 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 first 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 be able to answer 5W + H (*who, what, where, when, why, and how*) questions, using conjunctions, to understand key details in a text.
2. Students will be able to respond by writing five sentences about what they have read. Note: Letters written to potential sponsors about what the student has learned and why the student wants to help JOY International could be done in place of this activity.
3. Students will work individually, in small groups, or as a team to help JOY International raise funds to 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
Jar
Drawing paper
Crayons
Pencil

TIME FRAME

Three 30-45 minute sessions

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ACTIVITIES

SESSION 1

Teacher will ask students: What do you notice about the people on the cover? What do you think they are doing? Why do you think so?



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 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 read aloud *Why Are You Barefoot?* by Dr. Jeff Brodsky.

Teacher will ask 5W + H (*who*, *what*, *where*, *when*, *why*, and *how*) questions while reading selection to aid in comprehension. Students will answer by using their conjunctions (*and*, *but*, *or*, *so*, *because*).

QUESTIONS



Who is the special speaker and why does he go barefoot everyday?

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

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

What did the bad man tell the mother?

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

Why do you think Dr. Jeff chose the title of this book?

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ACTIVITIES

SESSION 2

Teacher will show a [video](#) discussing the use of conjunctions.

Students will retell *Why Are You Barefoot?* by writing five sentences. Students will use conjunctions to link their sentences.

Note: Letters written to potential sponsors about what the student learned and why the student wants to help JOY International could be done in place of this activity. Students will use conjunctions in their writing to connect sentences.

SESSION 3

Students will devise a plan to help JOY International 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.

EXTENSION ACTIVITIES

Students may draw a picture and add a caption, design a placemat, create a flow map or comic book to describe what they learned.

Teacher will cut out shapes or use sentence strips and students will write questions they would like to ask Dr. Jeff. Questions must begin with a capital letter, question word, and end with a question mark.

Decorate a coin jar to show the events in the story. Save coins to donate to JOY International.





COMMON CORE STANDARDS

CCSS.ELA-LITERACY.RL.1.1 Ask and answer questions about key details in a text.

CCSS.ELA-LITERACY.RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

CCSS.ELA-LITERACY.RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.

CCSS.ELA-LITERACY.SL.1.1.C Ask questions to clear up any confusion about the topics and texts under discussion.

CCSS.ELA-LITERACY.SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

CCSS.ELA-LITERACY.SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

CCSS.ELA-LITERACY.SL.1.6 Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations.)

CCSS.ELA-LITERACY.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.1.1.A Print all upper and lowercase letters.

CCSS.ELA-LITERACY.L.1.1.B Use common, proper, and possessive nouns.

CCSS.ELA-LITERACY.L.1.1.C Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).

CCSS.ELA-LITERACY.L.1.1.D Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).

CCSS.ELA-LITERACY.L.1.1.F Use frequently occurring adjectives.

CCSS.ELA-LITERACY.L.1.1.G Use frequently occurring conjunctions (e.g., and, but, or, so, because).

CCSS.ELA-LITERACY.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.1.2.A Capitalize dates and names of people.

CCSS.ELA-LITERACY.L.1.2.B Use end punctuation for sentences.

CCSS.ELA-LITERACY.L.1.2.D Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

CCSS.ELA-LITERACY.L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

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

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

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RESOURCES

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

<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/>.

[Conjunction Video](#)

[Periwinkle]. (2019, January 19). Conjunctions And - But - Or | English Grammar | Periwinkle [Video File].

Retrieved from <https://www.youtube.com/watch?v=nNGiDfCX7PI>

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

