



# 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](http://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.

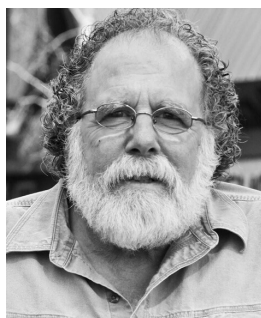
I would love to hear your comments and suggestions as we continue to develop curriculum and tools for making children aware of what is happening in the world around them.



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,

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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# SECOND 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 second 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](mailto:info@joy.org). Also, we would love to see or hear about your student's work. Send it to us at [info@joy.org](mailto: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 explain how characters respond to major events.
3. Students will respond by writing opinion letters about why people should help JOY International raise funds to fight modern-day slavery. They will elaborate by including colorful adjectives in their writing. They will combine sentences using conjunctions.
4. Students will work individually, in small groups, or as a team to help JOY International. 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

[Adjective Video](#)

Drawing Paper

Crayons & Pencil

## TIME FRAME

Three 45 minute sessions

# ACTIVITIES

## SESSION 1

Teacher will show [Adjective Video](#) explaining how adjectives describe nouns.

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



Teacher will picture walk through the book with the students to make predictions before reading. Teacher will encourage students to use adjectives in their answers. Teacher will activate background knowledge by reminding students that conjunctions are words that connect sentences, phrases or clauses together. Teacher will have students name some conjunctions as teacher records on a poster for students to refer to. Students will use their conjunctions when making their predictions to provide more detail (e.g., *and, but, or, so, because*).

Teacher will activate prior knowledge by asking students: What is slavery? What is a slave?

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, stopping to discuss the following questions.

## 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?

What did the mother do? How do you think she feels about what she did?

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

What does Dr. Jeff do to respond to slavery?

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# ACTIVITIES

## SESSION 2

Students will write opinion pieces as they respond to *Why Are You Barefoot?*. They will introduce the topic they are writing about, state their opinion and supply reasons that support their opinion. Students will use conjunctions (e.g., *because*, *and*, *also*) to connect their opinion and reasons, and provide a concluding statement or section. Students will share their writing.

Student will copy graphic organizer below to help plan the opinion piece.

Students will respond by writing opinion letters about why people should help JOY International raise funds to fight modern-day slavery. They will elaborate by including colorful adjectives in their writing. They will combine sentences using conjunctions.



OREO  
Opinion, Reason, Example, Opinion

Tell your readers how you feel about something.

Opinion: I think, I feel \_\_\_\_\_.

Tell readers how you feel and why. I feel \_\_\_\_ because \_\_\_\_\_.

Reason 1 and Example:

Reason 2 and Example:

Reason 3 and Example:

Conclusion: Tell your readers one more time your opinion and how you feel.





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# ACTIVITIES

## 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 can pretend he/she is a character in the story and write a letter to another character in the story.

Students can pretend they are a talk show host and are interviewing Dr. Jeff. Student will write the questions they would like to ask Dr. Jeff. They must begin with a capital letter, question word, and end with a question mark.

What was your least favorite part of the story? Rewrite that part to make it your favorite part of the story.

Create a flipbook to tell the story *Why Are You Barefoot?*



# COMMON CORE STANDARDS

CCSS.ELA-LITERACY.RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

CCSS.ELA-LITERACY.RL.2.3 Describe how characters in a story respond to major events and challenges

CCSS.ELA-LITERACY.W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

CCSS.ELA-LITERACY.SL.2.1.C Ask for clarification and further explanation as needed about the topics and texts under discussion.

CCSS.ELA-LITERACY.SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

CCSS.ELA-LITERACY.SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 here for specific expectations.)

CCSS.ELA-LITERACY.L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.2.1.B Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).

CCSS.ELA-LITERACY.L.2.1.E Use adjectives and adverbs, and choose between them depending on what is to be modified.

CCSS.ELA-LITERACY.L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCSS.ELA-LITERACY.L.2.5.B Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

CCSS.ELA-LITERACY.L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

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

# 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/>.

[Adjective Video](#)

[Free School]. (2016, September 20). All About Adjectives: English Grammar for Kids - Free School [Video File].

Retrieved from <https://www.youtube.com/watch?v=94cdAyyPj3Q>.

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](mailto:info@joy.org).

