



# 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.

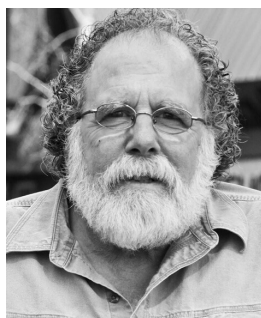


My life mantra is, "Awareness without action is apathy." My greatest hope for every child, is that this curriculum will go beyond making them aware, but that it will motivate them to action.

For the freedom of every child,

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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# FIFTH 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 fifth 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 use their inferencing, speaking, and listening skills to participate in small group discussions or a Paideia Seminar.
2. Students will write an opinion piece explaining why people should become involved in JOY International to help fight modern-day slavery.
3. Students will work individually, in small groups, or a team to help JOY International raise funds to fight slavery.



## MATERIALS

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

[Making Inferences Video](#)

[Opinion Writing Video](#)

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 reminding 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 guide students through brainstorming what this selection could be about. Have students make individual written predictions about the story prior to reading the selection.

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 provide guided practice to students by showing students the picture of the girl at the lemonade stand in *Why Are You Barefoot?*.

Teacher will have students examine the picture and will ask:

What is happening in the picture?

What evidence can you use to support your answer?

Do you think she will be successful?

Students will read *Why Are You Barefoot?* in small groups or partners, making connections, making inferences with background knowledge and textual evidence, and asking questions on post-it notes. Students will apply the post-it notes to where the information is found in the book. If this is done in a whole group setting, break students into small groups and have them record their thoughts on poster paper.

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. They will share their inferences and comments from their reading.



# ACTIVITIES

## SESSION 2

The following questions could be answered in a small group discussion, a Paideia Seminar or written down for the student to answer. Partners or small groups would be beneficial so students could have conversations and creatively record their answers via poster, thinking map, etc. Students must be ready to present their answers.



What was a prediction you made prior to reading the book?  
Was it correct? How was it changed?

What were some inferences you made from looking at the illustrations and reading the book? What background information and textual evidence did you use to support your inference?

How is the culture of the family Dr. Brodsky described the same and different from your culture? Use a double bubble map or Venn diagram to note your details

Why do you think Dr. Brodsky chose to write this book? What was his motivation?

How have your opinions or feelings changed while reading this selection? Provide a specific example.

What unanswered questions do you still have after reading this selection? Why are those unanswered questions so important?



Students will present the group's answers in a discussion. Students can formulate their own questions to provide open-ended discussion on *Why Are You Barefoot?* and take the lead of their discussion.

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.

# ACTIVITIES

## SESSION 3

Students will write an opinion piece about why people should raise funds to help JOY International fight child trafficking.

Teacher will review planning and writing opinion pieces. Teacher will show a video on [reviewing opinion writing](#).

Students will duplicate the OREO plan below to include his/her opinion, reasons and evidence to support the opinion, and provide a concluding statement related to the opinion.

After planning, students will write their opinion piece in full sentences, linking opinions and reasons by using phrases such as, for instance, in addition, in order to. With adult or peer conferences, students will revise and publish their final copy. Students can share their writing.



### 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...



# ACTIVITIES

## SESSION 4

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

You are hosting a Barefoot Mile. 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.

Create a mural to raise awareness of modern day slavery and why it should be stopped.

Choose a quote from *Why Are You Barefoot?* and state your opinion on what you think it means. Include reasons and evidence on that quote of choice. Present these to peers for a discussion.





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# COMMON CORE STANDARDS

CCSS.ELA-LITERACY.L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.5.2.A Use punctuation to separate items in a series.\*

CCSS.ELA-LITERACY.L.5.2.B Use a comma to separate an introductory element from the rest of the sentence.

CCSS.ELA-LITERACY.RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-LITERACY.RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

CCSS.ELA-LITERACY.W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

CCSS.ELA-LITERACY.W.5.1.A Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.

CCSS.ELA-LITERACY.W.5.1.B Provide logically ordered reasons that are supported by facts and details.

CCSS.ELA-LITERACY.W.5.1.C Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).

CCSS.ELA-LITERACY.W.5.1.D Provide a concluding statement or section related to the opinion presented.

CCSS.ELA-LITERACY.W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

CCSS.ELA-LITERACY.SL.5.1.C Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

CCSS.ELA-LITERACY.SL.5.1.D Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

CCSS.ELA-LITERACY.L.5.2.E Spell grade-appropriate words correctly, consulting references as needed.

CCSS.ELA-LITERACY.L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

CCSS.ELA-LITERACY.SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

[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>.

## [Opinion Writing Video](#)

[Davis, Abby]. (2017, October 26). OREO Opinion Writing [Video File]. Retrieved from <https://www.youtube.com/watch?v=ZTWXWVvSpa0>.

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).

