



The CLAVES Curriculum

Unit 3: Race, Language, and Identity Cycle 2: Crown: Ode to the Fresh Cut Lesson 1

Unit Question	How do language, race, and identity impact people's daily lives?	
Cycle Discussion Question	How would you persuade lawmakers to support the Crown Act in order to protect people's right to express their identity through their hair?	
Cycle Language Targets	Vocabulary: Flawless, Masterful, Visible, Bias, Discriminate, Policy	Morphology: -less/-ful, ible/-able
		Syntax: Complex sentences and subordinating conjunctions
Lesson 1 Objectives	<ul style="list-style-type: none"> Discuss the words flawless, masterful, and visible. Read and discuss "<i>Crown: Ode to the Fresh Cut</i>" to think about how personal style (i.e. hairstyles) impacts the way we see ourselves. 	
Materials	Teacher	Students
	<input type="checkbox"/> "Crown" Powerpoint <input type="checkbox"/> "Crown" text	<input type="checkbox"/> Student Workbook, p. 3

NOTE: Italicized texts can be used as guidelines for language that you can SAY to your students.

Introduce Cycle and Lesson (5 mins)	<p>Introduce Cycle</p> <ul style="list-style-type: none"> <i>Today we'll start a new cycle, where we'll read "Crown: An Ode to the Fresh Cut". During this cycle, we will talk about how our hair, its texture and the styles we wear can reflect and celebrate our cultures and identities.</i> <i>To help us with our discussions, we'll learn about afro-texture hair and people within the Black community. We'll also learn about how uniform policies can have an effect on how people can cut and style their hair.</i> <i>As we learn about these things, we'll also be thinking about an important question: "Should there be a law that makes it illegal for schools or workplaces to suspend or expel people because of the way they wear their hair?"</i> <p>Have students turn to the Graphic Organizer (p. 3 of the Student Workbook).</p> <ul style="list-style-type: none"> <i>We will use this graphic organizer to take notes throughout the cycle.</i> <i>As you take notes, think about this question: What do the texts and the video tell you about the relationship between hair styles and identity?</i>
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Reading & Embedded Language (25 min)	<p>Activate and Build Background Knowledge</p> <ul style="list-style-type: none"> <i>Do you think your hair is connected to your identity? If so, how?</i> <i>What else about you connects to your identity?</i> <p>Pre-Reading Word Work Open "Crown" Powerpoint.</p> <ul style="list-style-type: none"> SLIDE 1: <i>Today we'll read "Crown: An Ode to the Fresh Cut"</i>
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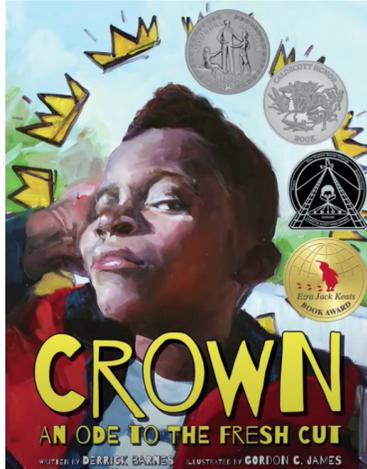
- **SLIDE 2:** *This time we have six words, which is more than usual. But you'll see they are closely related sometimes. The words are **flawless**, **masterful**, **visible**, **bias**, **discriminate**, and **policy**.*
- **SLIDE 3:** *Today, we'll be working with the first three words: **flawless**, **masterful**, and **visible**. Let's start with **flawless** and **masterful**, because they are related words.*
- **SLIDES 4-10: flawless**
 - Work through slides using the language in the Powerpoint as a guide.
- **SLIDES 11-19: masterful**
 - Work through slides using the language in the Powerpoint as a guide.
- **SLIDES 20-28: visible**
 - Work through slides using the language in the Powerpoint as a guide.

Guided Reading

Now we're going to start reading "Crown". Let's open our books.

Have students silently read (or guide student reading) for the entire book.

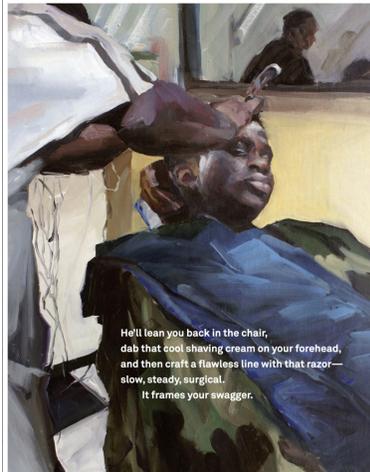
- **For silent reading:** Once students have finished reading, return to the text and ask questions following the guidance below.
- **For guided reading:** Use the guidance below as comprehension checkpoints.



- **BOOK COVER/TITLE PAGE:** *Read the title, author's name, and illustrator's name. What do you notice about the title, cover, author, or illustrator of this book?*
- **PAGE (pictured below):** *How is the boy feeling before he gets his hair/barber appointment? How does he expect to feel after his appointment?*



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He'll lean you back in the chair,
dab that cool shaving cream on your forehead,
and then craft a flawless line with that razor—
slow, steady, surgical.
It frames your swagger.



The cute girl in the class across the way
won't be able to keep her pretty eyes off of you.
Her friends will giggle and whisper, "Grilllll... he's so fine!"
Yeah. That's what they'll say.

- **PAGE (pictured below):** *What do you think the boy means by “rows and rows of ripples” and “more waves than the Atlantic Ocean”?*



The whole school will be seasick from the rows and rows of ripples.
You'll have more waves on your head than the Atlantic Ocean.
(Shout out to my do-rag and patience.)

- **PAGE (pictured below):** *What are some hairstyles that you are learning about? How does the boy feel about himself and others getting their hair masterfully styled?*

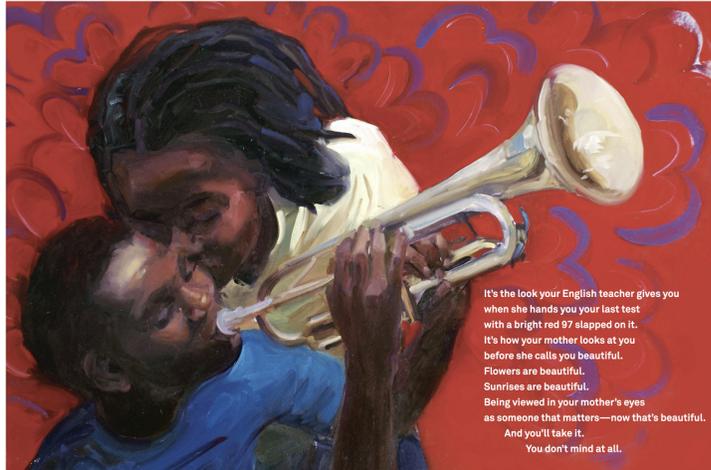


There are two dudes, one with locs, the other with
cornrows, and a lady with a butterscotch complexion,
and all they want is a "shape up," "tapered sides,"
"a trim," and a crisp but subtle line.
And sometimes in life, that's all you ever need.
A crisp but subtle line.

- **PAGE (pictured below):** *How does the boy and others around him react to his haircut? Why is hair an important visible feature for the boy?*



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Post-Reading Discussion/Writing

Write some notes on your graphic organizer that will help you as we build up to answering the question, "Should there be a law against policies that limit people's expression of their ethnic and cultural identity through hair and other visible characteristics?"

- How do you think the boy's haircut impacts his identity?
- What are some words that he uses to describe how he feels?
- What do you think he means by the word "**flawless**", and why do you think he uses that word in particular?

Wrap Up (1 min)

Close Lesson

Nice job everyone! Next time we will watch a video on the history of Black hair, and keep looking at our vocabulary words.



For Teacher Reference

Target Word	Definition	Spanish Translation	Mandarin and Cantonese Translations	Context
Flawless (adjective)	Flawless means to describe something as without a mistake	<i>Perfecto</i> <i>Perfecta</i>	完美 无瑕的 án měi wú xiá de 完美 无瑕 嘅 yun4 mei5 mou4 ha4 ge3	On the first day of school the boy had a magnificent and flawless hair cut.
Masterful (adjective)	Masterful means something that is full of excellence	<i>Maestra</i> <i>Maestro</i>	高超 的 gāo chāo de 精通 嘢 jing1 tung1 ga1	In a barbershop, the man loves the masterful design crafted on the side of his head.
Visible (adjective)	Visible means something is able to be seen.	<i>Visible</i>	可见 的 kě jiàn de 睇 得 见 嘅 tai2 dak1 gin3 ge3	Many people believe that hair is an important visible feature of their identity.
Bias (noun)	Bias means when a person or policy favors certain ideas or people over others in an unjust or unfair way.	<i>Parcialidad</i>	偏 见 piān jiàn 偏 见 pin1 gin3	A Malden Charter School in MA banned hair extensions in classroom. This rule was biased , because black students were more likely to wear extensions than their peers.
Discriminate (verb)	Discriminate means when people or organizations treat people unjustly because of who they are or what they believe.	<i>Discriminar</i>	歧 视 qí shì 區 別 對 待 keui1 bit6 deui3 doi6	On March 8, 2017, many businesses closed for the event “A Day Without a Woman” to protest discrimination on the basis of gender.
Policy (noun)	A policy is a contract or law made by an institution (like schools or governments)	<i>Política</i>	政 策 zhèng cè 政 策 jing3 chaak3	Wearing school uniforms is a policy at many schools.



The CLAVES Curriculum

Unit 3: Race, Language, and Identity **Cycle 2: Crown: Ode to the Fresh Cut** Lesson 2

Unit Question	How do language, race, and identity impact people's daily lives?	
Cycle Discussion Question	How would you persuade lawmakers to support the Crown Act in order to protect people's right to express their identity through their hair?	
Cycle Language Targets	Vocabulary: Flawless, Masterful, Visible, Bias, Discriminate, Policy	Morphology: -less/-ful, ible/-able
		Syntax: Complex sentences and subordinating conjunctions
Lesson 2 Objectives	<ul style="list-style-type: none"> • Watch “<i>The Story of Black and Afro-Texture Hair</i>” and identify how hair is a cultural experience and part of people's identity. • Discuss the words bias, discriminate, and policy. 	
Materials	Teacher	Students
	<ul style="list-style-type: none"> <input type="checkbox"/> "The Story of Black and Afro-Texture Hair" video <input type="checkbox"/> “Crown” Powerpoint 	<ul style="list-style-type: none"> <input type="checkbox"/> Student Workbook, p. 3

NOTE: Italicized texts can be used as guidelines for language that you can SAY to your students.

Introduce Lesson (1 min)	<p>Introduce Lesson <i>Last time, we read “Crown: An Ode to the Fresh Cut” to understand how someone’s hair and other visible characteristics can be part of their identity. Today we’ll learn about why hair can be so important by watching “The Story of Black and Afro-Texture Hair”.</i></p>
Reading & Embedded Language (25 min)	<p>Activate and Build Background Knowledge <i>In the book we read yesterday (“Crown: An Ode to the Fresh Cut”), why do you think the boy loved getting his hair cut so much?</i></p> <ul style="list-style-type: none"> • Notice and encourage when students use key vocabulary words in their responses (i.e. flawless, masterful, and visible). <p>Guided Video-Watching <i>Now, we will watch “The Story of Black and Afro-Texture Hair” to see more examples of how hair affects identities. We’ll also learn more about the history of Afro-Texture Hair in the United States.</i></p> <ul style="list-style-type: none"> • As you watch, note down some ideas on p. 3 of your Student Workbooks. <p>Watch “<i>The Story of Black and Afro-Texture Hair</i>” video (https://youtu.be/MwCqKXV8300, 8:05 minutes)</p>



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	<p>Post-Reading Discussion/Writing</p> <p>Guide a discussion or have students write about the following prompts. You may also ask questions of your own.</p> <ul style="list-style-type: none">• What was the most interesting part of the video to you? Why?• How is hair connected to identity?• Why has it been challenging for people with Black/afro-textured hair?• How does hair impact the ways people see themselves and their identity? <p><i>Write some notes on the Graphic Organizer (p. 3 of Student Workbooks) that will help you as we build up to answering the question, "What do the texts and the video tell you about the relationship between hair styles and identity?"</i></p>
<p>Extended Language Work (10 min)</p>	<p>Guide Extended Language Work</p> <p>Open "Crown" Powerpoint.</p> <ul style="list-style-type: none">• SLIDE 29: <i>Today, we are going to talk about the words <u>bias</u>, <u>discriminate</u>, and <u>policy</u>.</i>• SLIDES 30-36: <u>bias</u><ul style="list-style-type: none">○ Work through slides using the language in the Powerpoint as a guide.• SLIDES 37-43: <u>discriminate</u><ul style="list-style-type: none">○ Work through slides using the language in the Powerpoint as a guide.• SLIDES 44-50: <u>policy</u><ul style="list-style-type: none">○ Work through slides using the language in the Powerpoint as a guide.
<p>Wrap Up (1 min)</p>	<p>Close Lesson</p> <p><i>Nice job everyone! Next time we will play a prediction game called "Our Hair"</i></p>



For Teacher Reference

Target Word	Definition	Spanish Translation	Mandarin and Cantonese Translations	Context
Flawless (adjective)	Flawless means to describe something as without a mistake	<i>Perfecto</i> <i>Perfecta</i>	完美无瑕的 án měi wú xiá de 完美无瑕疵 yun4 mei5 mou4 ha4 ge3	On the first day of school the boy had a magnificent and flawless hair cut.
Masterful (adjective)	Masterful means something that is full of excellence	<i>Maestra</i> <i>Maestro</i>	高超的 gāo chāo de 精通噶 jing1 tung1 ga1	In a barbershop, the man loves the masterful design crafted on the side of his head.
Visible (adjective)	Visible means something is able to be seen.	<i>Visible</i>	可见的 kě jiàn de 睇得见噶 tai2 dak1 gin3 ge3	Many people believe that hair is an important visible feature of their identity.
Bias (noun)	Bias means when a person or policy favors certain ideas or people over others in an unjust or unfair way.	<i>Parcialidad</i>	偏见 piān jiàn 偏见 pin1 gin3	A Malden Charter School in MA banned hair extensions in classroom. This rule was biased , because black students were more likely to wear extensions than their peers.
Discriminate (verb)	Discriminate means when people or organizations treat people unjustly because of who they are or what they believe.	<i>Discriminar</i>	歧视 qí shì 區別對待 keui1 bit6 deui3 doi6	On March 8, 2017, many businesses closed for the event “A Day Without a Woman” to protest discrimination on the basis of gender.
Policy (noun)	A policy is a contract or law made by an institution (like schools or governments)	<i>Política</i>	政策 zhèng cè 政策 jing3 chaak3	Wearing school uniforms is a policy at many schools.



The CLAVES Curriculum

Unit 3: Race, Language, and Identity **Cycle 2: Crown: Ode to the Fresh Cut** Lesson 3

Unit Questions	How do language, race, and identity impact people's daily lives?	
Cycle Discussion Question	How would you persuade lawmakers to support the Crown Act in order to protect people's right to express their identity through their hair?	
Cycle Language Targets	Vocabulary: Flawless, Masterful, Visible, Bias, Discriminate, Policy	Morphology: -less/-ful, ible/-able
		Syntax: Complex sentences and subordinating conjunctions
Lesson 3 Objectives	<ul style="list-style-type: none"> Identify different ways that hair can connect to one's identity and culture. Discuss some of the ways that we can personally connect to the topic of hair and identity. 	
Materials	Teacher	Students
	<input type="checkbox"/> Virtual card reading - Our Hair!	<input type="checkbox"/> Student Workbook, p. 4

NOTE: Italicized texts can be used as guidelines for language that you can SAY to your students.

Introduce Lesson (1 min)	<u>Introduce Lesson</u> <i>Today we will look at different ways that hair connects to culture, identity, and traditions. We will analyze different photographs of people and their hair, and think about different ways that hair is tied to identity.</i>
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Reading & Embedded Language (30 min)	<u>Activity: Virtual Card Reading</u> <i>These photographs represent people from all over the world with different hair textures and styles. We're going to explore the different ways that hair matters to these people.</i> Directions: <ul style="list-style-type: none"> Go to the "Our Hair!" link (https://wordwall.net/resource/30567551/v2-hair-and-identity) and click "Start". On the main screen of the game, have a student click the "Random Spinner" box. This will randomly select one of the four pictures arrayed on the screen. Once the picture has been selected, have students make a prediction based on the picture about why hair might be important for the person. Then, click "Flip" and read the description on the back of the card with the group. Have students reflect on the written description and compare it to the prediction they made. Repeat steps for all four pictures.
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Post-Activity Discussion/Writing

Students will fill out responses to two questions on their Graphic Organizers. This can be done as a whole group, in pairs, or individually. If students are working in pairs, or individually, have them share out their responses after writing.

Now that we've talked about each picture, turn to p. 4 in your Student Workbooks. Let's think about the people we just learned about, and how their hair forms part of their identity. Then, think about it from your own perspectives.

We'll think about two questions. First, "What are some things you learned about the different ways that hair connects to culture, identity and traditions?". Second, "What personal connections do you make between your hair and your identity?".

Wrap Up (1 min)

Close Lesson

Nice work everyone! Next time we will begin to read about a policy called the Crown Act and discuss why it is important to protect cultural and ethnic hair expression.



The CLAVES Curriculum

Unit 1: Race, Language, and Identity **Cycle 2: Crown: Ode to the Fresh Cut** Lesson 4

Unit Questions	How do language, race, and identity impact people’s daily lives?	
Cycle Discussion Question	How would you persuade lawmakers to support the Crown Act in order to protect people's right to express their identity through their hair?	
Cycle Language Targets	Vocabulary: Flawless, Masterful, Visible, Bias, Discriminate, Policy	Morphology: -less/-ful, ible/-able
		Syntax: Complex sentences and subordinating conjunctions (because, although, even though)
Lesson 4 Objectives	<ul style="list-style-type: none"> • Understand the history of hair discrimination and a new law that may protect people’s rights to express their identity through hair. • Complete complex sentences using subordinating conjunctions. 	
Materials	Teacher	Students
	<ul style="list-style-type: none"> ❑ <i>“The Crown Act: Protecting Cultural and Ethnic Hair Identity”</i> text (p. 5-7 of Student Workbooks) ❑ Playing with Syntax Word Wall 	<ul style="list-style-type: none"> ❑ Student Workbook, p. 5-7

NOTE: Italicized texts can be used as guidelines for language that you can SAY to your students.

Introduce Lesson (3 min)	<p>Introduce Lesson</p> <p><i>So far in this cycle, we have looked at two texts together: 1) “Crown: An Ode to the Fresh Cut”, and 2) “The Story of Black and Afro-Texture Hair”.</i></p> <p><i>Today, we will read another text, “The Crown Act: Protecting Ethnic Hair Identity”, in order to find evidence in support of laws that protect cultural and ethnic hair expression from discrimination.</i></p>
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Reading & Embedded Language (25 min)	<p>Activate and Build Background Knowledge</p> <p><i>We’ve talked a lot about hair and identity. Now we’re going to look at an article that describes a law that was written to protect our rights to wear our hair however we want.</i></p> <p>Guided Reading and notice language</p> <p><i>Now we’re going to read an article called “The Crown Act: Protecting Cultural and Ethnic Hair Identity”. Let’s open up p. 5 & 6 of the Student Workbooks.</i></p> <p>Have students silently read, or guide student reading.</p> <ul style="list-style-type: none"> • For silent reading: Once students have finished reading, return to the text and ask questions following the guidance below. • For guided reading: Use the guidance below as comprehension checkpoints.
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	<ul style="list-style-type: none">● PAGE 5: Choose one question from the list below, or ask your own.<ul style="list-style-type: none">○ <i>What did president Obama do in the Oval Office?</i>○ <i>How was the photo of President Obama a “powerful message” about ethnic hair identity?</i> Choose one question from the list below, or ask your own.<ul style="list-style-type: none">○ <i>What is New York City’s Commission on Human Rights doing to protect people? How is the existing law imperfect?</i>○ <i>What does the Crown Act protect? And why do Black people need protection for their hair?</i>○ <i>Why do you think the U.S. Department of Defense started a ban on Afros, braids, and twists? Why do you think they ended this ban?</i>○ <i>How is hair an important part of Black people’s cultural and ethnic identity?</i>
<p>Extended Language Work (20 min)</p>	<p><u>Introduce Language Targets</u></p> <ul style="list-style-type: none">● <i>Now we are going to zoom in and talk about a few important words from this text.</i>● <i>We are going to think about how the words because, although, and rather than help us to link two ideas together, and build strong arguments.</i>● <i>Review p. 8 of the Student Workbook to review the functions of because, although, and rather than in complex sentences.</i> <p><u>Subordinating Conjunctions Game</u></p> <p><i>Let’s practice with the words we just reviewed.</i></p> <p>How to Play:</p> <ul style="list-style-type: none">● Open the link to the “Subordinating Conjunctions” game (https://wordwall.net/resource/31180660)● Work through all 7 pages as a whole group.● The teacher will facilitate group discussion to solicit thoughts about what subordinating conjunction might be most appropriate to fill in the blank.● The teacher will then drag and drop the appropriate word into the sentence.● With the group, discuss why the selected word is the correct answer.
<p>Wrap Up (1 min)</p>	<p><u>Close Lesson</u></p> <p><i>Nice job! Next time, we’ll finish the “Crown Act” text and play a vocabulary game with the spinner.</i></p>



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Unit 3: Language, Race, & Identity **Cycle 2: Crown: An Ode to the Fresh Cut** Lesson 5

Unit Questions	How do language, race, and identity impact people's daily lives?	
Cycle Discussion Question	How would you persuade lawmakers to support the Crown Act in order to protect people's right to express their identity through their hair?	
Cycle Language Targets	Vocabulary: Flawless, Masterful, Visible, Bias, Discriminate, Policy	Morphology: -less/-ful, ible/-able
	Syntax: Complex sentences and subordinating conjunctions (because, although, even though)	
Lesson 5 Objectives	<ul style="list-style-type: none"> ● Understand why the Crown Act is needed to protect identity expression. ● Deepen awareness that hair can be an aspect of people's cultural identity. ● Review cycle vocabulary. 	
Materials	Teacher	Students
	<ul style="list-style-type: none"> ❑ "Crown Act" text (p. 5-7 of Student Workbook) ❑ CLAVES Definition Wheel 	<ul style="list-style-type: none"> ❑ "Crown Act" text (p. 5-7 of Student Workbook)

NOTE: Italicized texts can be used as guidelines for language that you can SAY to your students.

Introduce Lesson (1 min)	<p>Introduce Lesson <i>Last time we started reading a new expository text called "The Crown Act: Protecting Ethnic Hair Identity", in order to find evidence for why cities are making laws to protect cultural and ethnic hair expression from discrimination.</i></p> <p>Today we will finish reading the text and play a definition game afterward.</p>
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Reading & Embedded Language (25 min)	<p>Guide Reading or watching and notice language <i>Now let's finish reading this article on p. 7 of the Student Workbooks.</i></p> <p>Have students silently read, or guide student reading.</p> <ul style="list-style-type: none"> ● For silent reading: Once students have finished reading, return to the text and ask questions following the guidance below. ● For guided reading: Use the guidance below as comprehension checkpoints. ● PAGE 6: Choose one question from the list below, or ask your own. <ul style="list-style-type: none"> ○ <i>How do the photos represent hair expression as masterful or visible?</i> ○ <i>How do you think Andrew Johnson and Nichole Pyles felt after the way they were treated?</i> ○ <i>How do you think it impacted their identity? How do you think these experiences impacted their professional and academic life?</i>
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	<ul style="list-style-type: none">● PAGE 7 Choose one question from the list below, or ask your own.<ul style="list-style-type: none">○ <i>How can hair expression be connected to a person's civil rights?</i>○ <i>Do you agree that hairstyling can be a form of protest?</i>○ <i>How did this lesson change your understanding of Afro-textured hair, hair styling, and hair expression?</i>○ <i>What do you think the Crown Act can do about policies that limit people's expression of their ethnic and cultural identity through hair and clothing?</i>
Extended Language Work (20 min)	<p><u>Play CLAVES Definition Wheel</u></p> <p><i>Let's play one last game! We are going to review our main vocabulary words with a spinner game. Each of you will take a turn clicking the spinner. When it lands on a word, you say something that you learned about the word during this cycle. You could:</i></p> <ul style="list-style-type: none">● <i>Give a definition of the word,</i>● <i>Say where you have seen or heard the word being used,</i>● <i>Say something about the parts of the word (i.e. it has -ible or -less),</i>● <i>Give us a translation into another language,</i>● <i>Or you could just use it in a sentence.</i>● <i>Whatever comes to mind about the word, tell us about it!</i> <p>Directions:</p> <ul style="list-style-type: none">● Open the link to "CLAVES Definition Wheel" (https://wheelofnames.com/wnx-xjq)● Invite one student at a time to click the spinner.● The student who spinned the wheel will be asked to answer the prompt: "Share with the group something you know or have learned about this word".● Play until time is up, or interest has waned.
Wrap Up (1 min)	<p><u>Close Lesson</u></p> <p><i>Nice job everyone! Next time we will have our discussion to end this cycle.</i></p>



The CLAVES Curriculum

Unit 3: Language, Race, & Identity **Cycle 2: Crown: An Ode to the Fresh Cut** Lesson 6

Unit Questions	How do language, race, and identity impact people's daily lives?	
Cycle Discussion Question	How would you persuade lawmakers to support the Crown Act in order to protect people's right to express their identity through their hair?	
Cycle Language Targets	Vocabulary: Flawless, Masterful, Bias, Discriminate, Imperfect, Undeniable, Visible	Morphology: -less/-ful, ible/-able
		Syntax: Complex sentences and subordinating conjunctions (because, although, even though)
Lesson 6 Objective	<ul style="list-style-type: none"> Engage in collaborative discussions about how to persuade lawmakers to support the Crown Act in order to protect people's rights to express their identity through their hair. 	
Materials	Teacher	Students
		<ul style="list-style-type: none"> Student Workbook with notes from the cycle

NOTE: Italicized texts can be used as guidelines for language that you can SAY to your students.

Introduce Lesson (5 min)	<p><u>Introduce Lesson</u> <i>Today we will have a discussion about how you could convince someone that people can keep a connection to their culture even if they don't speak all the languages of that culture.</i></p> <p>NOTE: Give students an opportunity to look at their materials and independently prepare for the discussion.</p>
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Dialogic Reasoning (20 min)	<p>Review norms (if necessary)</p> <ol style="list-style-type: none"> I am respectful of my classmates. I listen carefully to the ideas my classmates are presenting. I stick to the topic. I can talk without raising my hand. <p><u>Initiate and Facilitate Discussion</u></p> <ul style="list-style-type: none"> Allow students to begin discussing, taking opportunities when needed to model, prompt, clarify, summarize, encourage, repeat central question/present follow-up questions, intervene if the discussion goes astray, and model metacognition to stimulate/guide the discussion, if needed. See the facilitation guide table below for ideas on how to extend the conversation. Close discussion by taking a poll on students' current beliefs on the topic after discussing the question together.
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Wrap Up (1 min)	Close Lesson <i>Nice job everyone. Next time, we will move on to our writing cycle, where we will write a “testimonio” about our languages and identities!</i>
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For Teacher Reference

Possible Arguments For and Against a Law that Bans Hair Discrimination

Possible Arguments FOR	Possible Arguments AGAINST
<p>Yes, there should be a law against policies that determine how people can express their identity through visible/physical characteristics such as hair, or clothing.</p> <ul style="list-style-type: none"> ● People have been fired from their jobs and suspended from schools. ● People have lost many academic and professional opportunities because of discriminatory policies. ● These rules especially affect Black girls and women. ● It would eliminate policies that promote racial and ethnic bias. ● Hairstyle can be a part of someone’s racial, ethnic, and religious identity. ● Discriminatory policies can be harmful to people’s identity, social status, and self-esteem. ● Discriminatory policies target Black hair traditions. ● Biased policies also discriminate against other racial and ethnic hair traditions. 	<p>No, there should NOT be a law against policies that determine how people can express their identity through visible/physical characteristics such as hair, or clothing.</p> <ul style="list-style-type: none"> ● There are already policies against discrimination. ● Many banned hairstyles are not exclusively worn by Black people. ● Some hairstyles are too unprofessional for school and work places. ● People should wear their hair in similar ways to help maintain standards and consistency. ● Hairstyle is a choice. ● Hairstyle is just about what is stylish. ● These policies don’t affect most people.



For Teacher Reference

Dialogic Reasoning facilitation moves

Move	Description	Example
Prompt	Ask students to be more explicit in their argumentation by asking them to state their position or reason, provide evidence, or respond to a challenge.	Is there evidence in the story that supports what you are saying? Can anyone think of another reason or example?
Ask for clarification	Ask students to clarify what they mean, particularly when they use vague or imprecise language.	Do you mean [X] or [Y]? Do you mean to say [paraphrase]...?
Challenge	Present countering ideas or ideas that students haven't thought about yet.	Some people might say [give a reason from the opposing view point]. If you were [CHARACTER] would you...
Encourage to participate	Ask more quiet students to contribute to the discussion.	Carlos, anything that you'd like to add here?
Summarize	Sum up positions presented by students, or describe the discussion process.	You seem to be pretty much split on whether it was bad luck or a bad case of nerves. Some of you believe it was bad luck, cause sometimes things just happen, and some of you thought it was nerves.
Foster independence	Encourage students to talk to each other, rather than to and through the teacher.	Hands are down. Let's talk to each other.
Redirect	Ask students to consider discussion question or present a follow up question.	So if we take what you're saying, and bring it back to the question at hand should she speak up to the teacher or should she let it ride?