

Grade:	Module:	Page or lesson number(s):	Concerns:
K	1	198	<p>Create a Graffiti Wall Activity (teaching kids that Graffiti is something positive is wrong) Module 1 in its entirety is too advanced for Kindergarteners. This module is teaching the kids how to analyze text and how to find evidence in a text to back up information you learned from it. It has them creating a journal, evidence charts, annotating, citing text in their responses, using checklists to assess their writing (self evaluations) , and participating in Socratic seminars.</p> <p>It also has them analyzing paintings which seems not age appropriate either.</p> <p>It repeatedly uses the word "prompt" like they are in junior high getting ready to write an essay.</p> <p>Most activities are group focused (probably to foster a communist mentality of the group being more important than the self). They rarely do any work themselves. Some seem too advanced such as having the kids partner off and read a book and collect evidence from the text. *Aren't Kindergarteners barely learning to read?* They also create mini books in groups to show understanding of the concepts they are learning. Too much focus on group projects in my opinion.</p> <p>It also uses Equity Sticks and has a strange emphasis on non-verbal communication. For example when someone wants to talk they put their hand on their head and when someone else is talking the kids are supposed to point at their ears. They also do thumbs up or thumbs down instead of saying yes and no.</p> <p>I find it highly concerning that when "Rap a Tap Tap" is read the Great Depression, Race Issues, and the Harlem Renaissance are brought up during the lesson. Completely not age appropriate. Kindergarteners are not going to understand the historical complexities of this nor should they.</p>
K	1	206	<p>Module 1 in its entirety is too advanced for Kindergarteners. This module is teaching the kids how to analyze text and how to find evidence in a text to back up information you learned from it. It has them creating a journal, evidence charts, annotating, citing text in their responses, using checklists to assess their writing (self evaluations) , and participating in Socratic seminars.</p> <p>It also has them analyzing paintings which seems not age appropriate either.</p> <p>It repeatedly uses the word "prompt" like they are in junior high getting ready to write an essay.</p> <p>Most activities are group focused (probably to foster a communist mentality of the group being more important than the self). They rarely do any work themselves. Some seem too advanced such as having the kids partner off and read a book and collect evidence from the text. *Aren't Kindergarteners barely learning to read?* They also create mini books in groups to show understanding of the concepts they are learning. Too much focus on group projects in my opinion.</p> <p>It also uses Equity Sticks and has a strange emphasis on non-verbal communication. For example when someone wants to talk they put their hand on their head and when someone else is talking the kids are supposed to point at their ears. They also do thumbs up or thumbs down instead of saying yes and no.</p> <p>I find it highly concerning that when "Rap a Tap Tap" is read the Great Depression, Race Issues, and the Harlem Renaissance are brought up during the lesson. Completely not age appropriate. Kindergarteners are not going to understand the historical complexities of this nor should they.</p>
K	1	307	<p>Module 1 in its entirety is too advanced for Kindergarteners. This module is teaching the kids how to analyze text and how to find evidence in a text to back up information you learned from it. It has them creating a journal, evidence charts, annotating, citing text in their responses, using checklists to assess their writing (self evaluations) , and participating in Socratic seminars.</p> <p>It also has them analyzing paintings which seems not age appropriate either.</p> <p>It repeatedly uses the word "prompt" like they are in junior high getting ready to write an essay.</p> <p>Most activities are group focused (probably to foster a communist mentality of the group being more important than the self). They rarely do any work themselves. Some seem too advanced such as having the kids partner off and read a book and collect evidence from the text. *Aren't Kindergarteners barely learning to read?* They also create mini books in groups to show understanding of the concepts they are learning. Too much focus on group projects in my opinion.</p> <p>It also uses Equity Sticks and has a strange emphasis on non-verbal communication. For example when someone wants to talk they put their hand on their head and when someone else is talking the kids are supposed to point at their ears. They also do thumbs up or thumbs down instead of saying yes and no.</p> <p>I find it highly concerning that when "Rap a Tap Tap" is read the Great Depression, Race Issues, and the Harlem Renaissance are brought up during the lesson. Completely not age appropriate. Kindergarteners are not going to understand the historical complexities of this nor should they.</p>
K	1	322	Talking about race issues
1	4	n/a	My concern is the overall idea of presenting the same fairytale from six different cultures or traditions. I think this waters down the story and makes it less likely that it will have an impact on the first grader. Once they know the story - the "real" version, then comparison to other tellings might be interesting, but not in first grade. How about sixth grade for that?
1	2	Lessons 15-20	repeated emphasis on mating process and male sea horses giving birth
1	2	Lessons 21-31	focus on scary and dangerous animals hurting and killing people
1	3	48	lesson on WIND - reading about hurricanes and describing them as "deadly"
1	3	48	use of the phrase "equity sticks" is being used to familiarize kids with the word for future brain washing
1	3	64	Discussing hurricanes - teachers say "blows off roofs, destroys houses" Concerns of causing fears for kids.
1	3	102	Assigns the story of a pet dying for 4 nights of reading practice. Death for 4 nights.
1	3	105	Of all the stories that can be used to study adjectives, this one is used. Adjectives include: ashamed, embarrassed, guilty, afraid, humiliated and sorry.
1	3	135	Depressing. They discuss in class and reading the story of a pet dying. This is also their fluency homework for every evening of the week. They are to read with the emotion sadness.

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1	3	147	teacher instructing kids to read in a sad voice because they are reading the story about the pet dying
1	3	155-156	Teaching "Shades of meaning" for sad. As a first grader, the extensive attention to "feelings" for units 8-12 would be tough. Especially with all the focus on the negative emotions.
1	3	113-114	Students are asked to focus on finding examples of sad and furious. Of all the adjectives available, the students are asked to look for the negative ones.
1	3	303-304	deep dive vocabulary - focusing on intensity of words unhappy to angry. Negative feelings
1	3	309	class is discussing what happens in this part of the book and acting out scenes - including the main character almost giving up and dying
1	3	326	manual suggests filming kids acting out scenes from the book and letting another adult watch to provide feedback. This is ELA, not acting. And the teacher should be able to know if the kids grasp the content.
2	1		It's all about changing seasons & Chamaeleon
2	3		See attachment
2	3	3	Teacher explains that injustices and unfairness are not the same
2	3	4	A class volunteer reminds the class of what injustice means. The students are to write what they have learned in regards to the Civil Rights Movement, and also 2 things that they want to learn more about it
2	3	7	A photograph with a racial slur in the background is shown to class. In the novel, "Ruby Bridges Goes to School," on pages 24 and 25, the teacher explains what a racial slur is and that it is still being used today as a hate speac. The children are to notice the power of language and how it causes pain. The Civil Rights Movement is brought to the front of this lesson.
2	3	7	Again, the children are then to have a discussion. Teacher's manual tells the teacher not to have the children be representatives of their race gender or creed and suggests inviting outside speakers or experts to come to the class for expanded lessons . The children are then asked again to write three things they learned about the Civil Rights Movement and two questions about Civil Rights they want to learn more about. Then they are to give presentations about their perspectives. Teacher is to be honest with the feelings they have on the subjects and how it's important to explore feelings and words and their impact on language. If children are hesitant , it is suggested they use journaling or submit an anonymous answer .
2	3	8	If students are struggling to generate observations and questions, the teacher is supposed to help them focus on a certain aspect of the photograph and direct them to generate one question or observation about the little girl, one about the men in the photograph, and one about the setting. This focus will support students who feel overwhelmed by all that is going on in the photograph.
2	3	9	Teacher is to collaborate with students to develop a nonverbal signal for injustice such as putting their hand over their heart. Students should signal throughout the module as they hear examples of injustice.
2	3	9	Children are told again that the struggle for equal rights still continues today and teachers are to share regional stories or current events of injustice with the class.
2	3	19	Wonder charts are introduced. Teachers are to ask various questions including: why was there a law to keep black and white people apart and why did Martin Luther King Jr. go to jail?
2	3	25	The word REFUSE is highlighted in the lesson. Children are asked to gather word evidence to support the meaning of refuse. Teacher's suggest "people were dragged out" to show they refused to leave. Children are then to draw stick figures with the word bubbles stating things that might be said at a protest or stating words that might be used in a argument if someone refused to do something.
2	3	32	A detailed list provided on why people marched to Washington to protest.
2	3	43	Teacher reminds children that they learned about Emancipation Proclamation in module two.
2	3	43	Teachers are to provide background knowledge on slavery and its connection to the Civil War.
2	3	43	Teachers are to prompt students to remember their discussion on Emancipation Proclamation where they learned about John Henry, a former slave, in module two and reiterate that the Emancipation Proclamation is the name for the order that President Lincoln gave that prompted an end to slavery. Teachers are supposed to remind students that while President Lincoln helped, he certainly was not the only person who brought the end of slavery. In 1963, black and whites still are not treated equally , so it's still not just or fair .
2	3	44	Parts of a story line are explained (before and after) that even after Lincoln abolished slavery, things are still not just or fair.
2	3	45	Teachers and children are to reread curriculum to find specifics on injustices. Children are instructed there's no need for them to have their own evidence organizer and that the class will use a class organizer instead of an individual one.
2	3	45	Children are instructed there's no need for them to have their own evidence organizer and that the class will use a class organizer instead of an individual one.
2	3	49	Teacher reminds students about their use of nonverbal gestures. Teachers are to demonstrate and have students repeat hand motions that represent integration and segregation (i.e., fingers and hands interlocked as integration and hands apart as segregation).
2	3	55	A class discussion on what makes a good protest song .
2	3	56	Children are asked "what injustice does the image show?" It encourages students to look closely at this image and discuss how they know that it depicts something unfair.
2	3	61	March to Washington is photographed and children are to imagine themselves in the photograph.
2	3	73	Teacher is to ask children about Jim Crow laws and what they do . Teacher discusses Bill Conner Stateans and how he was a person who forced people to follow segregation laws.
2	3	73	Teacher discusses Bill Conner Stateans and how he was a person who forced people to follow segregation laws .
2	3	98	Curriculum highlights that this text has high vocabulary demands for grade 2 and children are to reread "I Have a Dream" many times to fully understand it.
2	3	99	Teacher is to explain that an oasis is a place in the middle of the desert where there is water and plants can grow. Support students in noticing how King uses the word heat to describe injustice and oasis to describe freedom. The teacher is to ask, "what would an oasis of freedom feel like? How would it be different from the heat of injustice?" The teacher is to explain that an oasis of freedom would feel good; it would feel like getting water when you are really thirsty and that freedom feels good. Tat the heat of injustice would feel bad and when things are unfair, people feel bad.
2	3	100	Curriculum confirms that this is a sophisticated concept for grade 2.
2	3	113	Children are told that MLK Jr. wanted everyone to be treated the same, right down to being able to go to jail together as equals .
2	3	117	Children are asked to imagine themselves being part of the March On Washington .
2	3	113	After looking at a picture, children are to recognize that the clouds are dark and they make them feel that they are in danger. The dark cloud appears to press down on the people and the people are all together. They are not separate; there is no individual. Being together gives the line power.
2	3	148	Teachers are to remind children to use their nonverbal signals .
2	3	155	Teacher is to ask "what might a just world mean?"

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2	3	157	Teacher reminds children what the Civil Rights Movement is.
2	3	157	Teachers reaffirm the point of being able to go to jail together .
2	3	158	Class discusses how the different texts provide similar points about the Civil Rights Movement. Then, students write in their Response Journal to tell how the two texts provide different points about civil rights.
2	3	171	The use of the "Liberty and Freedom" poem, pointing out the sad part of the poem specifically .
2	3	197	<i>Wit & Wisdom</i> modules feature a number of craft models, including CSPER and SCAPE. In this module, SCAPE is used to support students in developing exploded moments, a type of narrative writing that often does not include a clear resolution . Teacher is informed that although this is an informational text, its structure lends itself to literary elements.
2	3	205	Comparison of a calm Ruby Bridges and vicious crowd .
2	3	227	Children are to put themselves in Ruby's shoes to tell the story in the first person .
2	3	229	Curriculum reaffirms that these topics are difficult .
2	3	239	The photo with a racial slur is reintroduced . This time the slur is removed. Teachers are to discuss as previously directed if children notice .
2	3	242	Teachers are advised to reuse poems and songs throughout the module.
2	3	248	Children make detailed lists about what they have learned about Ruby Bridges thus far.
2	3	253	Children are instructed that emotional and personal writing makes you feel for the writer .
2	3	266	Students will reread the section that contains the EXPLODED moment in the text they are going to study more closely. Next, they will use the SCAPE strategy to pull out the factual information. Then, they will think deeply about the characters and what is happening to them. This will help them add information to help the reader better understand what it must have been like to be in that situation.
2	3	268	Kids are once again asked to feel how Ruby would feel during this time in her life.
2	3	275	Children learn that different points of view can be experienced at the same time during the storyline.
2	3	275	Children are encouraged to roleplay during a confrontational time in the story between Ruby and Mrs. Henry. Children are to talk as if they are irritated .
2	3	280	Children are to contribute information they find specifically from the story, not anything that is not from the story line.
2	3	285	Text states, " howling people " and " angry mob ."
2	3	289	Children are shown "how do I explode a moment? " in text.
2	3	302	In page 28 of <i>The Story of Ruby Bridges</i> , the teacher explains to students that this book has an "afterword." Students are to listen closely as it is read aloud. On page 28, the teacher is to ask the children the following: " why did the two white boys eventually come back to the school with Ruby? "
2	3	314/326	The curriculum states this is a complex text that will be introduced via pictures initially the entire day, then they will go into reading of the text later.
2	3	327	The curriculum examines problems occurring to Mexicans in this timeline.
2	3	334-336	Inferior and superior is highlighted in vocabulary .
2	3	351	Class is informed that the family still faces injustice even after the father served in the World War .
2	3	354	Class is informed that the family fought so white people would stop thinking they were better than Mexican people .
2	3	356	Teacher is to reaffirm that segregation makes one group feel bad and one group feel as if they are better than the other .
2	3	356	The children are to write as if they were Sylvia , explaining what her thoughts and feelings would be like during this time.
2	3	363	Children are to unpack Spanish text to distill the essential meaning of the book. It highlights that "when you fight for injustice, others will follow" .
2	3	365	Teacher is to point out that Sylvia's aunt didn't fight .
2	3	365	Teachers is to emphasize the role of legal action in responding to injustice .
2	3	366	The children are to, again, write as if they are Sylvia .
2	3	377	The teacher is to connect all lessons about Sylvia, Ruby, and Martin Luther King Jr. comparing the similarities and the differences in how they fight injustice.
2	3	382	Teacher is to ask children if they speak two languages .
2	3	391	The children write another exploded moment narrative as either Sylvia or Ruby .
2	3	400	Teachers explain to children that nonviolence wasn't an easy idea, especially for southern blacks. They met hate every day, including from the all-white police force. They expected unfair arrests, beatings, or worse from police .
2	3	407	Children are to enact a mock interview interviewing Ruby Bridges.
2	3	409	The children are asked " how can 'children' respond to injustice? "
2	3	410	Children write another narrative writing piece .
2	3	413	Children are asked "how does the poem 'Dream' build your knowledge on the Civil Rights Movement?"
2	3	414	Children are asked " how can responding to injustice impact the world? "
2	3	415	Teacher asks if the children's narratives include at least one thought, one feeling, and one action? " Students are to reflect silently.
2	3	418	Direct Vocabulary Assessment given. This assessment seems juvenile especially after expecting children to have worked at such high standards during this module .
2	3	423	Children are asked what three things they have learned about the Civil Rights Movement, and what two questions about Civil Rights do they want to learn more about? "
2	3	426	Children are asked " Why is it important to respond to injustices? What happens if we don't respond to injustices? "
2	3	427	The students are asked " What will you do to help make the world a more fair, or just, place? "
2	3	19	Wonder charts are introduced. Teachers are to ask various questions including: why was there a law to keep black and white people apart and why did Martin Luther King Jr. go to jail?
2	3	25	The word REFUSE is highlighted in the lesson. Children are asked to gather word evidence to support the meaning of refuse. Teacher's suggest " people were dragged out " to show they refused to leave. Children are then to draw stick figures with the word bubbles stating things that might be said at a protest or stating words that might be used in an argument if someone refused to do something.
2	3	32	A detailed list provided on why people marched to Washington to protest.
2	3	43	Teacher reminds children that they learned about Emancipation Proclamation in module two.
2	3	43	Teachers are to provide background knowledge on slavery and its connection to the Civil War.

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3	2	29, 53, 57, 59	<p>One theme in the teacher manual is... Does what you say/think link to what someone else says? Emphasis on "group think" "group thought" not individual thought or to think for yourself. Not to think but what to think. Discourages creativity and diversity of thought.</p> <p>"my comments showed that I can recount what others say" repeated throughout as a repetitive writing/participation exercise.</p> <p>Question use of anti-church book Starry Messenger Galileo Galileo by Peter Sis as (one of two books) use for module focus.</p>
3	2	88	<p>Lessons 1-12 Book Starry Messenger, Peter Sis - Concern re: pushing an agenda with a provided script for student response as well as a point of view detailed and outlined. Discourages individual thought. Unfounded conjecture throughout w a common bias. No cultural context or balanced perspective.</p> <p>Lesson 6 Negative focus with speculation that is not found in book or passag</p>
3	2	90	<p>Lessons 1-12 Book Starry Messenger, Peter Sis - Concern re: pushing an agenda with a provided script for student response as well as a point of view detailed and outlined. Discourages individual thought. Unfounded conjecture throughout w a common bias. No cultural context or balanced perspective.</p> <p>Lesson 6 Giving teacher a script for what students should be saying/thinking. Pushes an agenda and discourages individual thought. Unfounded rhetoric and inappropriate for 3rd grade (8yrs old)</p>
3	2	101	<p>Lessons 1-12 Book Starry Messenger, Peter Sis - Concern re: pushing an agenda with a provided script for student response as well as a point of view detailed and outlined. Discourages individual thought. Unfounded conjecture throughout w a common bias. No cultural context or balanced perspective.</p> <p>Lesson 7 Biased opinion in "teachers note" Negative ideas about church and its influence, biased and anti-church. Inappropriate rhetoric for 8 yr olds. None of which is supported by actual text in assigned book. References should remain contextual to book and neutral.</p>
3	2	139	<p>Lesson 10 Teacher script gives cause-and-effect example as necessary doubting of tradition in order to achieve Galileos success in new findings. This is conjecture - nothing in book Starry Messenger states this was Galileo's motivation. Can not build teaching regarding cause-and-effect on rhetoric. Should be stated in text students are reading.</p>
3	2	156	<p>Lesson 11 Entire page is bulleted points naming "Students may notice the following contributions to their Knowledge of the World:" included are "Galileo was arrested for teaching something against the pope" "Traditional beliefs are hard to let go of, even when they are proven untrue. People at time of Galileo 'did not doubt wonder' if traditional teachings about earth and sun were true and even when Galileo showed them what he saw through his telescope, they would not believe him." None of this is in the book. This is all biased rhetoric. Further this is designed to guide students into thinking certain thoughts. The true assignment is to notice what they read and garner from the assigned reading. This is designed to think something specific and biased. Students should be able to make their own observations for their "Knowledge of the World"</p>
3	2	172	<p>Lesson 12 As a group the class is asked to set up 4 sections for their Knowledge Journals; Knowledge of the World, Knowledge of Ideas, Knowledge of Skills, and Reflections. Why are FACTS not included? "...the Knowledge Journal is where we place our most important learning." This is misguided. Evidence and Facts are important. So is cultural context and the balance of ideas. As well as balance of perspective. Children at 8yrs old should not be led through a series of biased conjecture limited in perspective. Taught lesson upon lesson where the teachers manual guides students into one particular viewpoint throughout a quarter and then places the most emphasis on these findings vs. actual history taught in context. The whole perspective and balance should be highlighted. Not simply the negative. There is more evidence of all the good the churches influence has had in history and that should be equally represented.</p>
3	2	126	<p>Lesson 9 Promoting the idea that "tradition" does not co-exist w "Science" Untrue. Another "possible student response" Unnecessary, students should be able to reflect and provide observations without a biased script.</p>
3	2	127	<p>Again "students may respond" Promoting idea that science and tradition are opposites and we value Science above Tradition. This is conjecture. Further Galileo based many of his findings on previous Scientist and Astronomers, Science of his day. These were the ideas of the church. They are not anti-science. Putting a hyper-value on Science might give students a confusing view of faith, something you can not see but you believe as Truth.</p>
3	2	130	<p>Lesson 9 "Look for the following success criteria:" Success=Question Tradition Falsely promotes questioning all tradition. Tradition in this context is The Church. Religion and specifically Catholicism. Students should be encouraged to use text to support ideas. If that is done they have accomplished goal of assignment. This is the job of the teacher. Under heading "Next Steps" there is an item that references a concluding paragraph that the class writes collaboratively. Why are the students asked to collaborate on an idea that is identifying an "essential meaning" of the book? This leads to a group think mentality with no room for original or individual thought. Further the teacher manual has already force fed the line of thinking that the main idea in the book is bucking tradition and only then is success achieved. Further, Science is valued more than tradition a negative outlook on The Church and its beliefs, and inaccurate conjecture on historical context.</p>
3	2	132	<p>Lesson 9 Inaccurate definition of the word Influence (this is a content and vocabulary deep dive) as "Unfair use of power that can change events" Poor example of the word influence..." A celebrity's power over fashion" These are 8yr olds. They don't know or are not greatly exposed to celebrities.</p>

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3	2	133	Lesson 9 The word is Believed. Why are they using the past tense of this word to define? Defined as "Held as true something that cannot be proven" Again this is inaccurate and also continues the theme that only what is seen or relegated to science is true. Anything else aka belief is false or should be questioned. Examples are then given in the present tense? "Can you believe his crazy story?"
3	2	134	Lesson 9 Pure conjecture. (see manual for quote and picture)
3	1	299	teacher instructed to define "wicked" as bad or evil. the context in which the word is used should be defined to first graders as "mean". The word Evil is being over dramatic for this book.
3	1	285	"I see the words "Blood" and "thirsty", so bloodthirsty might mean, "eager to drink blood." WTH
3	1	326	There is a "take a stand" activity. Although not bad, there is no question that this is ACTIVISM 101.
3	1	307	CA
3	1	141	"Why the Ocean Matters) Climate change is mentioned "The treats to the ocean are SO extensive that more than 40% of the ocean has been severely affected and no area has been left untouched. Consequently, humanity is losing the food, jobs, and critical environmmetla services that a healthy ocean generates." (my thoughts- This starts climate change activism at age 8....telling poor children that we will possibly run of food and jobs, etc. Man=bad, unless we do something.
3	1	231	Jacques Cousteau states that the ocean is important to us and we need to protect it. (WE don't need to protect it. God made the earth- we care for it, not protect it. It doesn't need protecting. We protect children, we care for the earth by being respectful. Statements like this take away from the diety and power of an all powerful creator and slaps us with needing to protect HIS work. Biblically, it doesn't work that way.
4	2	190-193	regarding Hatchet, they request the students to delve deep in to the panic, fear, and feelings the main character has about the plane crash, the secret of his parents divorce, and why he's angry at his mom. They are constantly pushing how he needs to change, adapt, and how he overcomes many obstacles. While the learning points are great, the material to pull these literary concepts from could be greatly improved. All Summer in a day and Hatchet are both dark books, that are asking children to identify with mean spiritedness, fear, panic, anger, and quite frankly, are just unnecessary to have them read. It asks the kids to find where the text becomes tricky and for them to reread and find missing information. When we are still teaching them literary concepts, why are we choosing texts that are tricky? They barely understand what these concepts are, let alone have the capability to pick them out when they are obscure. They also send home assignments that require them to read passages 3 times each night. What is the point of that? Isn't that truly just a waste of time. That's 12 times in a week.
4	3	148	This module covers George vs. George and Colonial Voices, and also incudes the Boston Massacre painting by Paul Revere, which they label as propaganda. It pulls quotes about the slaves perspective, that while he doesn't care about the tea tax, he also knows the patriot's don't care about his freedom. Furthermore, the Colonial Voices comes across as a real account of the perspectives of the colonists even though it's FICTION. Are we making sure to clarify this with students so that they know this isn't what colonists really thought? Just seems like we are trying to make it seem like a lot of these voices are actual accounts of how people felt during this period.
4	3	298-302	Wood Runner is the text being read where the character has to bury the dead bodies that are from the cabins burned so that animals wouldn't eat them. Seems graphic for 9 year olds. Many good reviews of the book, but most people said either middle school or high school is the right age for it. The content of the questions being asked by these kids and some of the graphic parts they are having to dive into to understand the character and the emotions he felt during some of the more graphic parts of the novel. On a side note, Hatchet and Wood Runner, both books about 13 year olds going through difficult events with strong emotions, are both written by Gary Paulson. Shouldn't we also be looking to find other authors, maybe some with storylines that can balance the dark in either of these two books and with different writing styles. If we are trying to broaden our kids horizons, shouldn't we broaden it with different authors that might write differently?
4	1	333	The assignment is pushing for students to see the teacher as heroic in "Love My Dog." While the teacher worked with Jack to learn to write poems, even though he didn't like to, isn't that her job?
4	4		See the attachment
4	1		The text Love That Dog has stanzas that are the following: "And the other side in the cages get killed dead if nobody chooses them." The poem "Love that Dog" focuses on how much he loves his dog, but then turns around and talks about how it was hit by a car. Earlier in the next when he picked out his dog at the shelter, he talks about how all the other dogs will be killed if not picked. My concern is that if we are trying to avoid trauma in our kids, what if a child who had to bring their animal to the shelter read this? Or, what if a child's family pet just died? How is that child going to feel? Do we really want them dissecting this in the first 9 weeks of school?
5	3		Without seeing the books and videos the teacher will use in this module it is very difficult to make a determination on their point of view. At this level of instruction, the teacher is more important than the curriculum, and a good teacher will present historical information from several, conflicting sources and allow the students to weigh the information and begin to form their own opinions. Two different teachers could use the very same curriculum and teach two very different classes with very different ways of looking at the same material. I'm concerned with the recommendation for the use of "equity sticks." I trust teachers to know their students and know how to encourage participation without having to resort to randomly choosing popsicle sticks, which may even encourage laziness on the part of the teacher.
5	4	6	racial division and how the white man had conflict with native Americans. referenced clip from a Civil War documentary showed photos of dead men and horses.
5	4	7	racially charged topic. the same documentary lesson could be achieved without the racial slant