

Cross-Curricular Activities for Learning about Haight, Racism, and the Renaming Process in TK-5th Grade:

Nobody knows your classroom like you do, so please draw from your teaching expertise in addition to incorporating and/or modifying the suggested activities to inform students about Henry Haight, the renaming process, and the essay contest sponsored by the Alameda Sun:

TK-1st:

2nd-3rd:

4th-5th:

<p>Reading, Writing, Academic Literacy, Social Studies</p>	<p>-KWL Chart about Henry Haight and the school renaming process</p> <p>-Talk about how <i>Haight</i> and <i>hate</i> are homophones and what that means. Even though <i>Haight</i> doesn't mean the word <i>hate</i>, why do some people want to change the name of the school (refer to <i>Rename Haight</i> pamphlet)? What is the opposite of hate?</p> <p>-Talk about how to break words into syllables (maybe practice with students' names); brainstorm words as a class that express the opposite of hate; write the number of syllables next to each "love" word in parentheses; make a class haiku about love, acceptance, safety, etc.</p>	<p>-KWL Chart about Henry Haight and the school renaming process</p> <p>-Talk about how <i>Haight</i> and <i>hate</i> are homophones and what that means. Discuss and/or write about: Even though <i>Haight</i> doesn't mean the word <i>hate</i>, why is there an effort to change the name of the school? (Refer to <i>Rename Haight</i> pamphlet, quotes, etc.)</p> <p>-Talk about how to break words into syllables (maybe practice with students' names); brainstorm words associated with Haight, the renaming process, and/or students' ideas about what an alternate name should express, and then create individual, group, or classwide haikus.</p> <p>-Think-Pair-Share about the pros and cons of renaming the school. Then, make a class list, initiate a class discussion, and have students do a free write, which they can eventually turn into a persuasive paragraph, essay or speech about whether they think the name should be</p>	<p>-KWL Chart about Henry Haight and the school renaming process</p> <p>-Talk about how <i>Haight</i> and <i>hate</i> are homophones and what that means. Discuss and/or write about: Even though <i>Haight</i> doesn't mean the word <i>hate</i>, why is there an effort to change the name of the school? (Refer to <i>Rename Haight</i> pamphlet, quotes, etc.)</p> <p><u>Possible Writing prompts:</u></p> <p>Is it ironic that Henry Haight's name sounds identical to <i>hate</i>? Explain, and use examples from Henry Haight's views on the 14th and 15th Amendments, immigration, and voting rights (refer to <i>Rename Haight pamphlet</i>, quotes, and renamehaight.wordpress.com).</p> <p>-The Fourteenth Amendment to the Constitution of the United States granted citizenship and equal protection to formerly enslaved Africans, and the Fifteenth</p>
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**Reading,
Writing,
Academic Literacy,
Social Studies
*continued....***

changed and why. Have them state their **claim** and **support it using historical evidence, data, logic, and reasoning.**

Amendment gave African American men the right to vote, but Henry Haight refused to sign them into California law upon taking office in 1867. How do you think this decision demonstrated his views on race and the type of **governor** he was? (see *Rename Haight* pamphlet, quotes, and renamehaight.wordpress.com)

-Think-Pair-Share about the **pros and cons** of renaming the school. Then, make a class list, initiate a class discussion, and have students do a **free write**, which they can eventually turn into a **persuasive paragraph, essay or speech** about whether they think the name should be changed and why. Have them state their **claim** and **support it using historical evidence, school and district data, logic, and reasoning.**

Science and Math:

-Discuss why people have different shades of skin, eye color, etc. (maybe ask students what happens if they are out in the sun too long, why burns/tans happen, how **melanin** protects humans, and why some people have more melanin than others.)

-In order to teach students why people have varying skin tones and eye color, maybe relate to animals' adaptations by discussing why animals have different **colors** of **hair** of **fur**, are able to **camouflage**, etc.

-Discuss **adaptations** in explaining why people have different shades of skin, eyes, etc. and how they help **organisms** to survive in their **environment** or **habitat**. (Maybe ask students what happens if they are out in the sun too long, why burns/tans happen, what **melanin** is and how it protects humans, and why some people have more melanin than others.)

-In order to teach students the biological purpose of human **adaptations** like varying skin tones and eye colors, maybe relate to animals' adaptations like: varying shades of fur, ability to **camouflage**, etc.

-Henry Haight was the governor of California from 1867-1871. How long ago did he take office?

-Humans' **DNA** (a special code in our cells/body that determines what we look like and other traits) is over 99.9 percent the same amongst all humans (http://www.genomenetwork.org/resources/whats_a_genome/Chp4_1.shtml). How might this percentage be expressed/conceptualized when comparing it to money? To an hour? (For more info about DNA, look at "Suggested Reading..." and youtube videos for kids)

-Discuss **adaptations** in explaining why people have different shades of skin, eyes, etc. and how they help **organisms** to survive in their **environment** or **habitat**. (Maybe ask students what happens if they are out in the sun too long, why burns/tans happen, what **melanin** is and how it protects humans, and why some people have more melanin than others.)

--In order to teach students the biological purpose of human **adaptations** like varying skin tones and eye color, maybe relate to animals' adaptations like: varying shades of fur, ability to **camouflage**, etc.

-The **Fourteenth and Fifteenth Amendments** to the **Constitution** of the United States granted **citizenship** and equal protection under the law to formerly enslaved Africans, and voting rights for African males, but Henry Haight refused to sign them into California law upon taking office in 1867. How long ago did he refuse to **ratify** these amendments?

<p>Science and Math <i>continued....</i></p>			<p>-Humans' DNA (a special code in our cells/body that determines what we look like, and other traits) is over 99.9 percent the same amongst all humans(http://www.genomenewsnetwork.org/resources/whats_a_genome/Chp4_1.shtml) . How might this percentage be expressed/conceptualized when comparing it to money? To an hour? (<i>For more info about DNA, look at "Suggested Reading..." and youtube videos for kids</i>)</p>
<p>Art and Music</p>	<p>-Drawing/collage showing what love and safety look like (discuss colors, shapes, numbers)</p> <p>-Students sing songs related to racial and social justice</p>	<p>-Write a haiku (see <i>Reading, Writing...</i> section)</p> <p>-Students sing songs related to racial and social justice</p>	<p>-Students write lyrics, poems, and/or songs relating to racial and social justice and the renaming process; students perform</p>