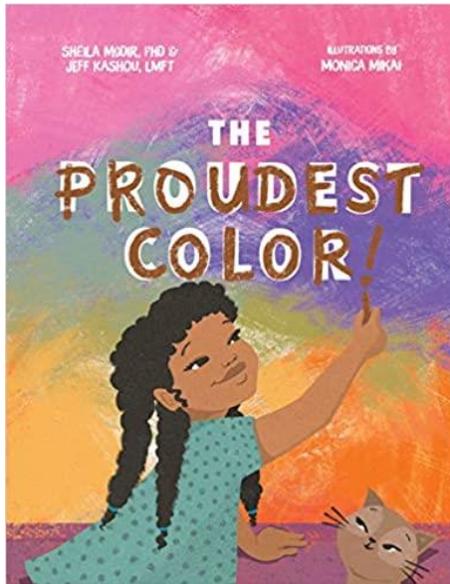


The Proudest Color

By Sheila Modir and Jeffrey Kashir

Illustrated by Monica Mikai



Classroom Lesson Project: Empathy in Color

By Amelia W. and Emily B.

Project Summary

This lesson has an intended purpose of integrating social and emotional learning (SEL) and literacy to help students recognize how they can show empathy in authentic situations. Students will interact with the text and each other to come up with original responses to the question, “How can I show empathy?” Students will practice communicating their thoughts verbally, as well as in writing and illustration. In a broad sense, students will be able to take their new knowledge into the world and show empathy when interacting with their community. Students will be able to recognize that while others do not “need to be saved,” we do want to look out for each other and show empathy. In addition, the book will inform students about racial prejudice and guide their peer discussions and problem-solving.

Lesson Goal(s) and Objective(s)

Note: We have focused on second grade; these goals can be customized for other grade levels)

-Second grade students will be able to verbally define empathy.

Students will be able to (SWBAT):

-Second grade students will be able to answer the question, “How can I use empathy?”, using different modes of communication (verbal, written, and visual representations).

-Second grade students will be able to apply their understanding of empathy to address an authentic situation.

Related Common Core State Standards (CCSS) ELA Standards:

SWBAT:

-Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. (CCSS: SL.2.1)

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

-Describe how characters in a story respond to major events and challenges. (CCSS: RL.2.3)

-Include details to describe actions, thoughts, and feelings. (CCSS: W.2.3)

-Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. (CCSS: RL.2.7)

-Recall information from experiences or gather information from provided sources to answer a question. (CCSS: W.2.8)

Audience

2nd Grade (7-8 year olds)

This lesson could also be used, with the teacher’s discretion + added support, for 1st and 3rd grade students. At the first grade level, students will need significant support through explicit instruction and small group/individualized instruction. For third graders, this text should be introduced by the teacher, providing detailed context. Once introduced, however, students can read the text on their own, then come together for discussion.

Materials Needed

- *The Proudest Color*, by Sheila Modir and Jeff Kashou
- Crayons (Regular and Colors of the World set)
- Interactive Slideshow ([linked here](#))
- Optional: Anchor Chart paper (if not using slideshow)

- Empathy Handout ([linked here](#))
- Pencil
- Optional Differentiation: Sentence Stems to accommodate ELL students/SWD

Description of the Teaching and Learning Process

Session Length: 1 day, 40 minutes

- **Background Knowledge/ Intro:**
 - Slide 2- Tell students that today's lesson has to do with feelings and how we can take care of each other. Make a class list of feelings that students have felt before and record the answers on the slide, telling students that the book they will be reading today will include many of these feelings.
 - Slide 3- If applicable for your classroom, connect feelings to the movie "Inside Out." This movie is age-appropriate and is a very effective representation of feelings and their impact on people. Its characters are personifications of feelings, so it mirrors Modir and Kashou's symbolic relationship between feelings and colors.
 - Slide 4- Have students discuss their observations of the front cover, directing the discussion to the colorfulness of the image. We will talk about how sometimes, certain feelings make you think of certain colors (like in "Inside Out"), and this book is about the colors that the main character connects to her feelings (allow time for student connections/examples). "For example, have you ever heard someone say they're feeling blue? Have you noticed someone's face gets really red when they're angry?"
- **Read-Aloud:**
 - While reading, emphasize the colorful lines underneath Zahra and lead students to understand what the lines are telling us in order to establish the connection between colors and emotions. (*The lines represent her current emotion*)
 - Stop at pages 14 and 17 and ask questions relating to how Zahra might be feeling. Add that sometimes it is hard to keep standing proudly when you have big feelings like Zahra is feeling (again, leading to a short period of time where students have opportunities to share if they have ever felt like that as well).
 - At the end of the book, ask how Zahra is feeling now and how she was able to stand proud again. (*Inspiration from other heroes who have her beautiful brown skin; her abuela's love for her and her parents' support*)
- **Anchor Chart:**
 - Make the connection that at school, Zahra felt alone in her feelings and ask students if they have ever felt alone with their feelings.
 - Ask students what they think would have happened if a classmate had come and stood up for Zahra and helped her stand proudly again; "What color would the line be if someone stood up for her and befriended her?"

Additional Information and Links to Resources Used (Optional):

- [Link to interactive slideshow](#)
- [Link to empathy handout](#)

Showcase of Final Products

The following is an example of a possible response to the empathy handout. [Link to empathy handout](#)

About Us

We are both graduate students at the University of Colorado Boulder. Amelia's undergraduate degree is in Early Childhood Education and Emily's is in Elementary Education. We enjoyed putting this lesson together and hope you enjoy it with your students!