

# Peace Literacy Curriculum: Laying the Foundations

## The Garden of Strong Community

### An Allegory and Pictorial

#### Meeting US Common Core Standards

##### Prepared by

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The **Garden Allegory** can be used to help students meet a variety of National and Regional core curricular standards. We are happy to prepare specific examples from our curriculum to meet National and Regional Standards that you'd like to investigate for any grade level, including ELA as well as History/Social Studies, Science, and Math. Contact [Sharyn.clough@oregonstate.edu](mailto:Sharyn.clough@oregonstate.edu), for more information.

We provide examples, below, for meeting **key US Common Core Standards** in **English Language Arts (ELA)** for **Grades 1-4** and **Math** for **Grades 1-2** (from <http://www.corestandards.org/> accessed Jan. 2019)

We begin by listing some of the standards for each grade, after which we list the coordinating features of the **Garden Allegory** for those standards at that grade, identified with page numbers from the **Garden Allegory** (in parentheses).

The **Garden Allegory** itself is available at <http://www.peaceliteracy.org/pre-k-elementary>.

## ELA Common Core Reading Standards Gr. 1

### Grade 1 Reading Standards: Literature

#### RL.1. Key Ideas and Details:

1. Ask and answer questions about key details in a text.
2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.
3. Describe characters, settings, and major events in a story, using key details.

#### RL.1. Craft and Structure:

4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
5. Explain major differences between books that tell stories and books that give information drawing on a wide reading of a range of text types.
6. Identify who is telling the story at various points in a text.

#### RL.1. Integration of Knowledge and Ideas:

7. Use illustrations and details in a story to describe its characters, setting, or events.
9. Compare and contrast the adventures and experiences of characters in stories.

#### RL.1. Range of Reading and Level of Text Complexity:

10. With prompting and support, read prose and poetry of appropriate complexity for gr. 1.

### Examples from the Garden Allegory that meet ELA Core Standards for Gr. 1

**RL.1.1-3** Students are asked to recount key details about the **Garden of Strong Community**, including key descriptive words, images, characters, and real-life applications. Students describe central themes of the Garden Allegory and what those central themes look like in their own lives: “Who is the Garden of Strong Community Allegory about? Who does the Plant represent? What image is used to describe Belonging? What is the main idea of the Soil of Belonging? What does the Soil of Belonging mean to you?” (p. 4)

**RL.1.7- 9** Students draw illustrations of the **Garden of Strong Community** and provide key detail words about the different elements of the Garden. Students are presented with contrasting descriptions of the Garden based on differences in individual characteristics: “Draw a picture of what your Soil of Belonging might look like. How might your Soil of Belonging look different from the Soil of Belonging of someone you know? Could they feel differently about their Soil of Belonging than you do?” (p. 4)

**RL.1.10** Throughout the Allegory, Students read very basic passages or phrases related to the **Garden of Strong Community** aloud with support from teachers.

## Common Core Math Standards Gr. 1

### Grade 1 Math Standards: Measurement and Data

#### 1.MD.A. Measure Lengths indirectly and by iterating length units:

1. Order three objects by length; compare the lengths of two objects indirectly by using a third object.
2. Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. *Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.*

#### 1.MD.B. Tell and Write Time

1. Tell and write time in hours and half-hours using analog and digital clocks.

#### 1.MD.C. Represent and Interpret Data

1. Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another

### Example from the Allegory that Meets Math Core Requirements for Gr. 1

#### 1.MD.C. Use the student exercise described in “The Importance of Accurate Understanding”:

“have students put one seed in a dark box with no soil or water, and another seed in soil with sufficient water and light. After two weeks have them record any differences between the seeds” (p.2-3).

This can be done with multiple seeds and multiple students. After the two-week growing period, have students identify which seeds have grown and which have not. Next, work with students to produce a simple table on paper, with the two categories being: “Growth” and “No Growth”. Have students record which seeds belong in which category; total how many are in each; and determine which category has more or less than the other. Ask students:

- How are the seeds that did grow similar?
- How are the seeds that did not grow similar?
- What were the conditions like for each group?
- Why do you think some seeds grew and not others?
- For the seeds that did not grow, what were they missing?
- When people struggle to grow and flourish, what might be missing from their environment?

## ELA Common Core Reading Standards Gr. 2

### Grade 2 Reading Standards: Literature

#### RL.2. Key Ideas and Details:

1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
3. Describe how characters in a story respond to major events and challenges.

#### RL.2. Craft and Structure:

4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

#### RL.2. Integration of Knowledge and Ideas:

7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

#### RL.2. Range of Reading and Level of Text Complexity:

10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

### Examples from the Garden Allegory that Meet ELA Core Requirements for Gr. 2

**RL.2.1-3** Students answer *who*, *what*, *when*, *where*, *why* questions about the **Garden of Strong Community**. Students describe central messages and themes of different aspects of the Garden of Strong Community. Students describe the needs that are presented in the Garden of Strong Community and describe how different individuals may respond to them: Students discuss ways that people can lack belonging, and the importance of the Water of Nurturing Relationships as well as things that could make it hard for someone to have nurturing relationships (p. 5).

**RL.2.4-6** Students suggest alliterative or rhyming words or phrases to describe aspects of the **Garden of Strong Community**. Students describe the changing scenes of the Garden of Strong Community. Students describe different perspectives people can have about

different human needs: “What are some words that also start with “A” or “E” that could describe your Air of Expression? (4) How might someone feel differently about their Air of Expression than you do?” (6)

**RL.2.7-9** Students draw illustrations, labeling key details, of the Garden of Strong Community. Students describe how someone from a different culture or background would describe their Garden of Strong Community differently, and what elements would stay the same: “If someone lived somewhere very different from you, how might their Soil of Belonging or Light of Explanations be very different? How would it be the same?” (4, 8)

**RL.2.10** Read small passages of the Garden of Strong Community aloud with appropriate help from teachers.

## Common Core Math Standards Gr. 2

### Grade 2 Math Standards: Measurement and Data

#### 2.MD.A. Measure and Estimate Lengths in Standard Units:

1. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.
2. Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.
3. Estimate lengths using units of inches, feet, centimeters, and meters.
4. Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit.

#### 2.MD.B. Relate Addition and Subtraction to Length:

1. Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem.
2. Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram.

#### 2.MD.C. Work with Time and Money:

1. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.
2. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?

## **2.MD.D. Represent and Interpret Data:**

1. Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units.
2. Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.

## **Example from the Allegory that Meets Math Core Requirements for Gr. 2**

### **2.MD.A** Use the student exercise described in “The Importance of Accurate Understanding”:

“have students put one seed in a dark box with no soil or water, and another seed in soil with sufficient water and light. After two weeks have them record any differences between the seeds.” (p.2-3) This can be done with multiple seeds and multiple students.

After the two-week growing period, have students choose which measurement tool or unit they think they ought to use to measure those seeds which have grown. Ask students to guess or estimate how tall they think the plants are. Allow students to measure the plants in multiple ways. Have students compare the heights of the different plants, using subtraction to determine how much taller or shorter one plant is than the other.

Ask students:

- Why do you think some plants grew taller than others?
- What resources did the taller plants have access to that enabled them to grow more?
- Are there some resources that are important for people to grow?
- What is a resource that is crucial for you or someone you know to have growth?

## **ELA Common Core Reading Standards Gr. 3**

### **Grade 3 Reading Standards: Fluency**

#### **RF.3.4 Read with sufficient accuracy and fluency to support comprehension.**

- Read grade-level text with purpose and understanding.
- Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

### **Grade 3 Reading Standards: Integration of Knowledge and Ideas**

**RL.3.7 Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story** (e.g., create mood, emphasize aspects of a character or setting).

### **Grade 3 Speaking and Literacy Standards: Comprehension and Collaboration**

**SL.3.1 Engage effectively in a range of collaborative discussions** (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others’ ideas and expressing their own clearly.

- Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- Explain their own ideas and understanding in light of the discussion

### **Examples from the Garden Allegory that Meet ELA Core Requirements for Gr. 3**

**RF.3.4** Students are instructed to read imagery and prose out loud: “Just as soil gives plants a home, belonging gives us a home, allowing us to feel rooted and grounded. Our friends and family help us feel like we belong, like we have a home, allowing us to feel rooted and grounded.” (p. 4)

**RL.3.7** Students are asked how specific aspects of passages that were read aloud contribute to what is conveyed: “Why do you need a friend?” (p. 4)

**SL.3.1** Students are asked to collaborate and discuss: “How can a good friend help you feel joy? How can not having a friend cause someone to feel sad? What does it mean to be a good friend?” (p. 4)

## **ELA Common Core Reading Standards Gr. 4**

### **Grade 4 Language Standards: Vocabulary Acquisition and Use**

**L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.**

### **Grade 4 Speaking and Literacy Standards: Comprehension and Collaboration**

**SL.4.1 Engage effectively in a range of collaborative discussions** (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others’ ideas and expressing their own clearly.

## Grade 4 Speaking and Literacy Standards: Presentation of Knowledge and Ideas

**SL.4.4** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

### Examples from the Garden Allegory that meet ELA Core Requirements for Gr. 4

**L.4.5** Each aspect of the Garden Allegory uses figurative language, word relationships and nuances in word meanings in order to convey the theme of the nine non-physical needs. An example of this is “Just as plants need to inhale and exhale air, to survive and thrive as individuals and a community we need to inhale through listening and exhale through expression.”(p.6) Students are then asked about forms of expression in their own lives and are thereby prompted to understand the figurative gesture of listening as inhaling and exhaling as expression (p.6).

**SL.4.1** Students are asked to collaborate and identify all the forms of expression that don’t involve words and to discuss time where they have expressed themselves in an unhealthy way? What are examples of healthy forms of expression? (p.6)

**SL.4.4** The **Garden Allegory** lesson revolves around recounting personal experience in an organized manner in order to understand each individual aspect of the allegory. For example students are asked to describe what gives them a sense of belonging and if they refer to a place or object, to describe why this is meaningful to them (p.5).

These are some of the many examples showing how our curriculum can be used to meet US Common Core Standards for ELA, but our curriculum is flexible and comprehensive - we are happy to work with you to help identify ways to meet any number of National and Regional Standards that for any grade level, including ELA as well as History/Social Studies, Science, and Math. Contact [Sharyn.clough@oregonstate.edu](mailto:Sharyn.clough@oregonstate.edu), for more information.