

2023 MSU Global Literature Teacher Fellowship Projects  
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# Trevor Noah

Created by: Lyndsey Ferguson

Grade Level: High School

## Goals/Standards

- To evaluate elements of storytelling within a text
- To revisit characteristics of a story
- To connect current text with previously read texts
- To identify elements of coming of age
- To evaluate authenticity of text
- Standards:
  - 9-10 RL: 1-3, 6-7, 10
  - 9-10 RI: 1-3, 6-7
  - 9-10 SL: 1-4
  - 9-10 L: 1, 3-6

## Objectives

- Students will be able to read and understand new text introduced to them.
- Students will be able to obtain information from a text to present to peers.
- Students will be able to make meaningful connections to previous texts read.
- Students will be able to identify elements of coming of age within a variety of texts.
- Students will build classroom community through discussion.

## Rationale

- Global and authentic perspective on coming of age.
- Effective material for students to examine voice and presentation
- Effective to use as a whole or in pieces
- To build classroom community
- To identify common themes throughout all read texts

## Assessment

- General attentiveness in class
- Participation in group activities/discussions
- Completion of activity
- Connections made between material provided and previous assignments

## Materials

- Excerpts from Trevor Noah's book - (Run, Born a Crime, Chameleon, Loopholes, Robert, The Mulberry Tree)
- Question sheets for guided analysis and discussion
- Projector and screen/SMART board

## To Do List

- Find and copy excerpts from Trevor Noah text
- Create guided analysis questions

## Tasks

- Welcome students to class. Cover any needed housekeeping elements before beginning with the class period.

- Instruct students on posted warm-up. Have them respond to the posted question - “How do you think the concept of ‘coming of age’ differs in different countries? Time periods? Societies? How do you think they are similar?”
- Allow students to openly reflect/discuss this question. Discuss and then lead into the concept for the day.
- Provide printouts of six different sections from the text *It’s Trevor Noah: Born a Crime*. Each table grouping will receive a different excerpt from the text.
- Provide students time to read and annotate through their provided sections. Instruct students to identify elements where Trevor is encountering the concept of “coming of age”. Also, identify elements that stick out to them whether those items are something funny, something they connect with, or something they do not comprehend due to different experiences, etc.
- Open up discussions to small groups. Students will discuss what they identified and noted in their various texts. What did they notice? What connects with the concept of “coming of age”?
- Open up to large group comments - are there questions/concerns that need to be clarified.
- Redirect and assign an already studied text to each table group. Have students identify key factors of the text they are assigned such as distinguishable elements for characters. How their life was like while growing up. How can we identify those characteristics as a coming of age story?
- Student groups will then connect said texts to the excerpt from Trevor Noah’s text. Each section from the text connects with one of the texts already assigned. They will need to identify similarities and differences between the two texts.
- Open up to full group discussion. What do we notice about Trevor’s experience growing up? How does his experience connect with our previous texts? How does this text provide us a new and different perspective? Can we take this as an authentic text? How so?
- Continue on with questions/concerns related to the texts.
- Present the class with a few “would you rather” questions. Have students respond to the questions and then discuss them in their groups of four. Once groups have had time to discuss, we may open the discussion up to the entire class.
- After students have had a time to get some of their chattiness out, hand out their vocabulary for the week. Like normal, students will be responsible for learning and studying the vocabulary themselves. They may possibly have time to go over the words in class, but it is not guaranteed.
- Hand out worksheet about friendship. Show students a few clips from television shows or from films. The main theme of friendship should be apparent within the first few minutes. Have them respond to the different elements within the texts that show them that the characters are friends.
- After the clips, pass out a short reading on friendship/redemption. Have students spend the first few minutes reading the text silently to themselves. They must respond to the text while reading (text marking and such).
- Once students have read the material, they will discuss the elements that make up friendship and what elements are within the text that can help them support their statements.
- The discussion should run to the end of the hour.
- Dismiss students to their next class.

## Baby Goes To Market by Atinuke

Sharon Honicutt

Grade Level: This lesson was designed for a Montessori primary class, including students aged 3-6, and can be adapted for use with other ages.

### Objectives:

CCSS RL.K.1-3, 7, 10

With prompting and support, students will ask and answer questions about key details in a text, retell familiar stories, identify characters, settings, and major events, describe the relationship between illustrations and the story, and actively engage in group reading activity with purpose and understanding.

Specific goals for my class:

- Students engage with literature from other countries and cultures
- Students infer meaning relayed by illustrations
- Students develop an appreciation and respect for the similarities and differences they notice between themselves and the people in the books we read.
- Students recognize the importance of numbers in the story
- Students begin to realize some elements of author's craft

### Text Set:

Africa, Amazing Africa by Atinuke

Omer's Favorite Place by Ifeoma Onyefulu

Grandma Comes to Stay by Ifeoma Onyefulu

A is for Africa by Ifeoma Onyefulu

Chidi Only Likes Blue; an African Book of Colors by Ifeoma Onyefulu

### Lesson Plan:

This lesson was divided into several days, in order to help students develop a fuller understanding of the context of the book, and to avoid the dangers of a single story.

Building Background:

- Review the continents of the world with the globe, puzzle map, and song.
- Present pictures of life in Africa, focusing on Nigerian cities and people.

- Read Chidi Only Likes Blue, Omer's Favorite Place, and Grandma Comes to Stay over the course of several days.
- Read excerpts from Africa, Amazing Africa, and A is for Africa.
- Present the African puzzle map, picture cards and objects.

#### Baby Goes to Market

1. Present the book. Tell students this story takes place in a Nigerian market.
2. Ask students to pay attention to what they notice and wonder while you read.
3. Read book aloud. Stop as needed to give students time to wonder and tell each other what they notice.
4. Enjoy the pattern, numbers, and surprise at the end together.
5. Talk about students' wonderings and what they notice.
6. Point out how the author gave us information without telling us, allowing us to infer.
7. Talk about students' thinking. What made them like the book? What do they want to know more about?

#### Extensions:

- Students draw and/or write to tell one thing that surprised them in the story
- Students draw and/or write to tell a favorite part of the story
- Students write their own book with a similar pattern
- Students compare the market to their own experiences grocery shopping

## Africa, Amazing Africa

Created by: Gail Johnston

Grade Level: 3

Standard: 3 – P4.2.2 *Participate in projects to help or inform others.*

Materials: Pencils, sticky notes, [Africa, Amazing Africa](#) by Atinuke

Pre-assessment: Ask students what they know about Africa. Pass out sticky notes to each table and have students write a fact they think they know about Africa and have them stick it to the board. They can write as many notes as they can.

Read [Africa, Amazing Africa](#) by Atinuke to the students. (page 47) Discuss ideas that support or contradict their facts from the sticky notes.

Watch a video clip on the Liberian handshake.

<https://www.youtube.com/watch?v=rVtfN1bzUsM>

Divide students into groups to create their own handshake. Discuss how this makes them feel to have their own special handshake.

Show a video clip of the Burundi Drummers. (page 57)

<https://www.youtube.com/watch?v=iecVcVsmrnY>

Students complete a Venn diagram comparing and contrasting this music to the music they listen to.

Show videos on DRC, Ethiopia, South Africa, Nigeria, Egypt, and Kenya from Globetrottinkids.com website.

Ask students: “What new information did you learn?”

“How did your thinking change about Africa and the people?”

Post-assessment: Write facts about Africa on sticky notes and put them on the board.

# The Woman Who Planted Millions of Trees

Created by: Amanda Schneider

Grade Level: 5th

#Grade5 #SocialStudies #Environmentalism #EarthDay #Women'sHistory #BlackHistory  
#Global Literature #ResearchProject #GuidedInquiry

## Materials:

- *Wangari Maathai, The Woman Who Planted Millions of Trees* by Franck Prévot and Aurélia Fronty
- Slides: [Wangari Maathai](#)
- Access to Padlet, jamboard or a similar way of recording questions and encouraging research (poster paper will do): <https://padlet.com/amandaschneider3/remake-of-wangari-maathai-inquiry-ucdhwj09cbc2fghw> (if you have an account, you can click "remake this padlet" to copy it for your own use! \*only 3 boards are allowed with the free account)
- For the guided inquiry, access to research materials like the internet (preferably 1:1 or partner devices) and/or several topic-related books

## Goals:

- I can identify causes and consequences of European colonization.
- I can use information from several sources to write informative text.

Activity	Time	Description/notes
Preview	7 min	Use slides 1-7 to introduce the topic and have students record prior knowledge and wonderings
Set/ Add context	5 min	Use slides 8-10 before OR after reading to either set background knowledge (prior) or to help explain (after) while encouraging students to continue recording understandings and wonderings as you proceed acknowledge the report card standards at the bottom of the slides and explain to them that they'll be contributing their wonderings and learnings to our padlet later
Read Aloud	30- 45 m	Read the book in its entirety with the following stopping points:
<p><b>P6: We already learned a great deal on the first page! What are some things we learned about Maathai so far?</b></p> <ul style="list-style-type: none"> <li>• <i>No longer alive (1st published in 2012 so we know she died before then)</i></li> <li>• <i>Trees she planted still grow (she left a legacy)</i></li> <li>• <i>She cared about the earth</i></li> <li>• <i>She spoke four languages</i></li> </ul>		



**P7: How can one “plant hope”-what does that mean?/How can planting trees provide hope?**

P8/9: optional stop to ask kids to pay attention for the two significant changes as you transition from page 8 to page 9 and/or to mention that there are several resources on the padlet to learn more about the geography of Kenya and its inhabitants like those mentioned on these pages

**P9: I noticed two significant changes in the text from page 8 to 9. What were they?** (shift in font and verb tense; ‘her story’ is written in present tense and a bolder font)

You may also choose to discuss name stories (guide linked at bottom of description)

**P11: What might that mean- “a tree is worth more than its wood”?**

**P13 (first paragraph): How does this tie into what we learned this year in Social Studies?**

*Europeans (especially British) colonized much of the Americas and Africa and often cleared land for cash crops while forcing natives to assimilate to their culture*  
\*there’s a video on padlet under ‘connections’ about this

**P13: This is foreshadowing! What can we assume will happen?** (*she’ll use her voice and her hands to make change*) **Someone who uses their abilities to advocate and enact change is called an activist- when they see something wrong they stand up for what’s right.**

**P15 Just because something’s a social norm- where people accept/expect something- doesn’t mean it should or *has to* stay the same. Sometimes it just takes one person, like Nderitu, to ask (although other times it takes a *lot* more)**  
\*there are more modern environmental activists on the padlet

**P17 after 3rd paragraph What was the name of the movement that worked to combat this hypocrisy?** (*the Civil Rights Movement*)

**P17 Kenya officially gained independence from Britain in the 1960s (1963) whereas the US declared independence in the 1770s (1776). What’s the difference in years? Why do think there’s such a significant difference? What factors might have affected how/when both countries achieved independence?** (1963-1776=187)

**P19** There are clues on this page that allude to part of our solution for an upcoming science unit (soil washing away because there are no tree roots relates to Amplify’s water issue at Mount Ferris)

**P20 after 1st paragraph planting thousands of trees will change the lives of so many- this reminds me of a South African concept ‘Ubuntu’ which is commonly explained with a phrase that translates to something like “a person is a person through other persons” or “I am because we are”- it prioritizes caring for others for the greater good and for yourself.** (\*clips of Mandela and Obama talking about it on Padlet)

**What kinds of benefits can planting more trees offer (to individuals, to the**

greater community and the environment)? \*perhaps start a running list

**P22 Hundreds of thousands of missing trees?! In science, we learned how to visualize to help us understand the reading. Try to visualize this- 10 trees, now 100, now 1000, now tens of thousands, now hundreds of thousands- that's A LOT!**

P24 second paragraph- **Razing here sounds like raising but has a completely different meaning. Do you notice a familiar root? (*raz like razor*) In context, that makes more sense- we know the problem was that people were cutting trees down- like how razors cut things.**

P24 \*if started list of benefits from planting trees, you can have students help you add giving women confidence and/or social change

P33 \*you can add to the list: peace, friendship

\*\*after reading a student asked me about which tribes were fighting, as mentioned on this page; I thanked them for asking the question so we could talk about how tribe isn't necessarily an appropriate term to use but that there is a link in our padlet to learn more about ethnic groups in Kenya

P37 may want to note shift back in font and tense and draw attention to the rest of the pages offering the book up as a resource for further research as well as the padlet

\*sometimes I read the book just to enjoy the first time and then go back in with questions which may take more time

discuss	15m	<p>As time permits, allow students to share fascinating facts they learned and then use slide 12 to direct students to write at least one question (sharing out as time permits)</p> <p>*I sort these questions and type them into the padlet to inspire their inquiry the next day. You could alternatively sort them into anchor charts or post them in a jamboard.</p> <p>Anything after slide 14 is additional in case things go quicker than planned or in case they help answer student questions</p>
intro	(day 2) 5m	Show students how you sorted out their questions and, if using padlet, use slides 13 and 14 to show the expectations and assignment sequence; Invite students to get started researching
research	40+ m	*I review the comments/posts as they come in and have students correct it if they didn't cite their sources or put thoughtful answers

<p>Action options:</p> <p><b>poetry</b></p> <p><b>Clean up</b></p>	<p>???</p>	<p>We completed this lesson in April, shortly after having just had a poetry mini-unit in ELA so we invited students to write Earth/nature themed poems (from explicit advocacy for environmental efforts to reflecting upon their appreciation for nature) which we published using Scripsi through <a href="#">StudentTreasures</a> (this referral link gets you a \$10 amazon card).</p> <p>*It's taken us a lot longer than expected because the app isn't as intuitive as we thought <i>but</i> it's super easy to do their hard copy option. Books are pricey but they offer discounts for ordering online and allow patrons to order extra copies to donate.</p> <p>We also paired up with our Kindergarten buddies to go outside and clean up the playground/schoolyard and shared our poems with them.</p>
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# Understanding Global Literature

Created by: Arshala Washington

Grade Level: High School

## Instructional Daily Lesson Plan

**Unit/Big Idea: Introduction to New NGSS MBER Curriculum and S.T.E.M** CCSS: C5, G3 National Science Education Standards BC1, C6, G3  
**STANDARDS/EXPECTATIONS:** Using Danielson 3a,3b, 2a and 2c – Incorporating Global Learning into my Science Curriculum 3 and 4 quarter of 2<sup>nd</sup> semester

	<b>1 Curriculum Decision Points</b> (INPUT) <b>CONTENT</b> (What will students learn? What will students use to learn the Content: Unit/Textbook/Title/Materials/etc.)	<b>2 Instructional Decision Points</b> (PROCESS) <b>CONTEXT</b> (Delivery of Instruction: Methods used to teach)	<b>3 EVALUATION/ASSESSMENT</b> (OUTPUT) <b>HOMEWORK</b> (How is it Tested?)
<b>M O N D A Y</b>	<p><b>Objectives: Students will be prepared to understand the concept and appreciate Global Literature</b></p> <p><b>Instructor will be able to introduce students about other languages and diverse cultures (10 –20 minutes of instructional time for discussion)</b></p> <p><b>Review and revisit classroom Norm and the School Code of Conduct in the beginning of the 3<sup>rd</sup> and 4<sup>th</sup> Quarter</b></p> <p><b>Overview of Text: New Curriculum 2<sup>nd</sup> semester NGGS: Model Based learning through Schoology and Microsoft Teams.</b></p> <p><b>Materials: Each student has to have their Biology notebook, pencils, color pencils, index cards and pens. Tablet or laptop provided by district.</b></p> <p><b>Cognitive Type: Students have to identify important aspects of a nonliving and living organism’s enviro</b></p>	<p><b>STRATEGIES:</b></p> <p><b>Warm-up/Bell work: What is the meaning of diversity?</b></p> <p><b>Leadoff Question: Describe and define culture ?</b></p> <p><b>Lesson Outline/Procedure/Differentiation:</b></p> <p><b>Differentiation: Students are given a reinforcement and study guide to help further comprehension this is done in groups. Understanding the concepts of Independent vs Dependent variables.</b></p> <p><b>Guided Instruction: Instructor will assist students in organizing the knowledge gained in the lesson through the development of vocabulary foldable for terms related to the benchmark or PSAT – 10.</b></p> <p><b>Closure: Every student is to turn in exit ticket of an example of cell organization and its function.</b></p>	<p><b>Evaluation: Incorporating mini-research projects</b></p> <p><b>Evaluation: My assessment as the instructor will determine if the students have reached the learning targets for this resource through the use of a summative assessment (provided) designed to test students understanding specifically related to benchmark.</b></p> <p><b>Assessment: Informal assessment short quiz from previous material.</b></p> <p><b>Homework: Students have to study Notes and make sure that everything is organized in their notebooks.</b></p> <p><b>Day one and two of School: Students will be familiarized with the steps of how to log on to</b></p> <ul style="list-style-type: none"> <li>• <b>Schoology</b></li> <li>• <b>Microsoft Teams</b></li> <li>• <b>Clever</b></li> </ul> <p><b>Each student will be given a “link” to log on to and watch a video.</b></p>

<b>T U E S D A Y</b>	<p><b>Objectives: Students will begin to read their first global literature nonfiction book entitled: “Same, Same, but Different quietly for 5 – 10 minutes pages</b></p> <hr/> <p><b>Materials: Notebook, Text, Pencil, Pen</b></p> <p><b>Cognitive Type: Sharing the World!</b></p> <p><b>S.T.EM – Lab ( Mon – Friday)</b></p> <ul style="list-style-type: none"> <li>• <b>Students will focus on: First week of school:</b></li> <li>• <b>Introducing Schoology and Microsoft teams</b></li> <li>• <b>Student Code of Conduct</b></li> <li>• <b>Course Syllabus</b></li> <li>• <b>What does S.T.E.M. acronyms mean?</b></li> <li>• <b>How is S.T.E.M incorporated in real life application</b></li> <li>• <b>Prepare Project Leaders to work cooperative with their employees in Biomedical Engineering Departments</b></li> <li>• <b>Design and experiment using the (1) Independent, Dependent Variable and Control Group</b></li> </ul>	<p style="text-align: center;"><b>STRATEGIES:</b></p> <p><b>Warm-up/ Bell work: Students will be</b></p> <p><b>Lesson Outline/Procedure/Differentiation: Organisms and their Environment.</b></p> <p><b>Differentiation: Students will explore their identity and value the diversity in themselves and other in this interactive and engaging lesson.</b></p> <p><b>Class work Guided practice: Each student will define and identify cell vocabulary words on pg 15 in a graphic organizer format.</b></p> <p><b>Closure: Every student has to verbally state one or more facts on what they have learned in class.</b></p> <p><b>STEM: Focus on the (5 STEPS of Scientific Method)</b></p> <ul style="list-style-type: none"> <li>- <b>Students will understand the difference between Qualitative and quantitative data using a case scenario of real life applications of a Field Engineer or Forensics Scientist.</b></li> </ul>	<p><b>Evaluation: Instructor will measure the impact of this resource through students ability to correctly answer questions on the summative assessment related to cell organelles and their functions and how the environment plays a role in our every day like as a bio-psycho- being.</b></p> <p><b>Assessment: Make sure each students comprehend the Rubric of this assignments that is worth 150 points.</b></p> <p><b>Homework: Finish vocabulary word on the Motown “City Cells of Detroit”. ( using charts, graphs, flashcards and foldable) = all students will take <b>pre –test</b> for assessment. Data will be charted and test –taking strategies will be used to increase critical thinking and test taking skill by 10 to 20 percent.</b></p>
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<p><b>W E D N E S D A Y</b></p>	<p><b>Objectives:</b> Student will continue to read quietly and silently for 10 –15 minutes pages:</p> <p><b>Materials:</b> Notebook, Text, pencil, and pen</p> <p><b>Cognitive Type:</b> What are the levels of Organizations of the Ecosystems.</p>	<p><b>STRATEGIES:</b></p> <p><b>Warm-up/Bell work:</b></p> <p><b>Leadoff Question:</b> Where are RBC’s = Red Blood cells made and how are they produced ? Driving question Critical Thinking</p> <p><b>Lesson Outline/Procedure/Differentiation</b> Explain the difference between a normal red blood cell vs a “Sickle Cell ?</p> <p><b>Differentiation:</b> How do animals survive in an ecological pyramid?</p> <p><b>Class work Guided practice:</b> Graphic Organizers Compare and contrast how organisms are connected in various ways.</p> <p><b>Closure:</b> Each student has to state a fact on what they have learned.</p>	<p><b>Evaluation:</b> Have students in cooperative learning groups and share their ideas on what they have understood on the previous and lecture.</p> <p><b>Assessment:</b> Students will get feedback back about their performance of Exam I Identification of cells in plant and animals given on October 6, 2017.</p> <p><b>Homework:</b> Complete Simple to Complex cell foldable. Identify how for an example a cell can be affected or tissue, organ, organ system, and organism by the environment via air borne. Causative affects of harmful chemical or bacteria can affect your lung, lung tissue, or even a RBC = red blood cell with lack of O<sub>2</sub> (oxygen) becomes “Sickle” and causes the Sickle Cell Trait. ( higher order of thinking)</p> <p>Students will compare a WBC = White Blood Cell vs a Red Blood Cell and its orgination.</p>
<p><b>T H U R S D A Y</b></p>	<p><b>Objectives:</b> Students will read a second book entitled: “ and compare both books.</p> <p><b>Materials:</b> Notebook, Text, pencils, and pens</p> <p><b>Cognitive Type:</b> Students must understand How Organisms Obtain Energy. Pg. 46</p>	<p><b>STRATEGIES:</b></p> <p><b>Warm-up/Bellwork:</b> ? Differentiate the features of prokaryotes and eukaryotes.</p> <p><b>Leadoff Question:</b> Describe the characteristic compare and contrast prokaryotic and eukaryotic cells.</p> <p><b>Lesson Outline/Procedure/Differentiation:</b> Analyze Petri dishes for the presence of prokaryotic and eukaryotic cells.</p> <p><b>Differentiation:</b> Students will compare and contrast diagrams of an animal cell with a bacterial cell.</p> <p><b>Class work Guided practice:</b> Work sheet will be handed out.</p>	<p><b>Evaluation:</b> State one fact on the lesson today.</p> <p><b>Assessment:</b> Write down what you want to know and already know finish the kwl format.</p> <p><b>Homework:</b> Study notes from power point presentation of “Cell Structure and Function”</p>

		<p><b>Closure: Students will have to hand in any words they did not understand or know define and be responsible for that word next class period.</b></p>	15
<p><b>F R I D A Y</b></p>	<p><b>Objectives: Students will be able to get in groups today and brainstorm their preparation of</b></p> <p><b>Materials: Notebook, pencils, pens text</b></p> <p><b>Cognitive Type: Describe your</b></p>	<p><b>STRATEGIES:</b></p> <p><b>Warm-up/Bellwork: How are the general structures of Simple to Complex Cells differentiated ?</b></p> <p><b>Leadoff Question: Students will explain the difference of simple to complex cells ?</b></p> <p><b>Lesson Outline/Procedure/Differentiation: Reinforcement and Study Guide on Organisms and their environment.</b></p> <p><b>Differentiation:</b></p> <p><b>Class work Guided practice: Finish their worksheet and continue to brainstorm their preparation on making a model of the Simple to Complex Cells via using arts and crafts supplies to design and be creative visually.</b></p> <p><b>Closure: State one fact on what you learned today in class by explaining how cells take in nutrients in order to grow and divide and to make needed materials to survive in ecosystem.</b></p>	<p><b>Evaluation: I will be walking around making sure each group understands what I expect of their upcoming presentations.</b></p> <p><b>Assessment: Compare/Contrast from lecture notes today.</b></p> <p><b>Homework: Completed “Cellular structure Venn Diagram”.</b></p>

**Anthropology**  
**Created by: Elana Waugh [eluberto@gmail.com](mailto:eluberto@gmail.com)**  
**Grade Level: First**

- ★ Due to copyright restrictions, I could not post links to some materials I used. Please email me for clarification or ideas.

**Duration:** Five one hour sessions

**Goal:** Students will learn about various countries in Africa through being an Anthropologist

**Standards:**

CCSS.ELA-LITERACY.W.1.2:

"Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure."

CCSS.ELA-LITERACY.W.1.7:

"Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions)."

**Materials for Day 1:**

- [Google Slide Presentation](#)
- [Job Application](#)
- Research Book (Create your own and include a graphic organizer for the country and the country information)
- Pencil

**Day 1**

1. Introduce Anthropology. Explain to students that Anthropology is the study of people and their cultures. An Anthropologist is a special kind of scientist who studies Anthropology. These scientists do not work in a lab but rather out in the field. They will go and visit the place and people they are studying and live there to learn more about the culture. (Slide 1)
2. Before I teach you anything more, we need to talk about the world. The world is made up of seven large areas of land called continents.



There is a song I will teach you to help you remember them all. (Choose a song that works best for you). Practice the song a few times. (Slide 3)

3. I received a phone call today from a company looking for lead Anthropologists. They asked if I had any first graders who would like a job. I told them of course. (Slide 4)
4. Show students the continent of Africa. Do not tell them anything else except that they are going there. Click on the slide to show them Africa through Google Earth. (Slide 5)
5. Tell the students they need to fill out the job application before they will be considered for the job. Direct students back to their seats. Have students write their names on the top of their application. Direct them to write or draw anything they know about Africa in the before section. If they know nothing, that is okay and they can turn in their application to you and find their way back to the carpet. (Slide 6)
6. Look through the applications and tell them they are perfect candidates for the job because they know very little about Africa. Tell them that Africa is a continent with 54 different countries. Most of them will be traveling to different ones.
7. Ask students if they know what a mentor is. Explain this to them so they can understand. Explain that some of the students will be mentors (helpers) to others and these students will be traveling to the same country. I paired my three high with my three low for this. The mentor's job was to answer questions, not give answers. (Slide 7)
8. Anthropologists use different types of research when learning about people and their culture. You will all need a research notebook for your research. Hand out research notebooks to students and allow them time to fill out the front and color the pictures. At this time, you let each student know which country they are visiting. (Slide 8)
9. After a bit of time, bring students back to the carpet. Explain that as Anthropologist researchers they will be looking online for research about their country and going into the field. This means we will go and visit Africa. We will spend a few class periods researching online through Pebble Go. (Slide 9)
10. If you choose, give them a minecraft tour of the MSU library showing them places researchers might go. I turn the volume off while the video plays and narrate for them. I only did a little bit as it is a long video but the kids liked it. (Slide 10)
11. Show them the [Pebble Go](#) and how it works. Let them know next class period the researching will begin. (Slide 11)

## Materials for Day 2

- Research Notebook
- Computer with Pebble Go website

## Day 2

1. Review what the students are doing. (Slide 12)
2. Sing the continent song
3. Review what continent they are visiting and how many countries there are on this continent.
4. Guide students to follow along as you show them how to do research. For my research notebook, the information was broken up. I showed them how to do one section then regrouped them on the carpet. I then modeled how to do the next section. For me, this worked best.

## Materials for Day 3

- Plane ticket
- Passport
- Research Notebook
- Stamp/Stamp Pad
- Google Slide Presentation (see day 1 materials)
- Paper Suitcase
- Crayons
- Pencil

## Day 3

1. Tell the students that today is the day they are going to Africa. But their plane has been delayed. (Slide 16)
2. Review the continent song with the students. (Slide 18)
3. Ask students if they have their plane tickets, passports, and research notebooks. Most will answer no. Tell them you have extras if they need it. (Slide 19)
4. Explain to students that to get into another country, a person needs a passport. They must go through security at the airport and show the passport. Then they get a stamp.
5. Hand out plane tickets, research notebooks, and passports to students. Have them go to their seats.
6. Guide them to fill out the passport. When they are ready, have them take their passport, plane ticket, and research book and line up in the line to the plane. Stamp each student's passport with a stamp of your liking.

7. Once students are on the plane, turn off the lights and begin the plane simulation (Slide 20)
8. Play the simulation. I narrated it for them. I also told my students it was a fifteen hour flight (15 minute video). Many students have not been on a plane before so I explained what was happening.
9. Once the plane lands, I tell them where to get their suitcases. I also told them that many people like black suitcases and that makes it hard to find yours. I also told them their suitcase has no handle because they have not earned it yet.
10. I hand out suitcases and allow the students to write their names on them and color the pictures.
11. At the end of class, I have students place everything inside their suitcase and hand them to me.

#### Materials for Day 4

- Suitcase with materials inside
- In the Field-A copy of their country from the page of the book *Africa: Amazing Africa* by Atinuke
- Computer
- Pencil

#### Day 4

1. Have suitcases laid out on the terminal (floor). Have students come in and look for their suitcase. Once they find it, have them go to their seat.
2. Tell students they are going out into the field today. This means they are going to learn more by being with the people and country they are researching.
3. Hand out the In the Field papers (copy of page from the book).
4. Tell them they are going to read that or ask help to read it and find out one new fact. Guide them where to record this in their research notebook.
5. Allow students most of the class to work on learning more about their country and filling in their research notebooks.
6. By the end of class, students should be ready to fill in their suitcases next time.
7. Collect suitcases for next time.

### Materials for Day 5

- Suitcase and all materials in it
- Crayons
- Before and After Job Application

### Day 5

1. Have suitcases laid out on the terminal (floor). Have students come in and look for their suitcase. Once they find it, have them go to their seat.
2. Tell them today they will have the chance to earn the handle to their suitcase.
3. Model how to use the research notebook to fill in the contents of the suitcase. On mine, I had a shirt that stated the country they visited. The notebook said animals. You will need to create one that works for you. Due to copyright restrictions, I could not post what I purchased on here.
4. Allow students time to work and then color the inside of their suitcase. While students are working, hole punch the holes into the top of the suitcase.
5. Near the end of class, whether done or not, have students place their research notebook (folded in half), passport, in the field sheet, and plane ticket inside their suitcase.
6. Hand out a pipe cleaner.
7. Show students how to create the handle using the pipe cleaner.
8. Once they have finished, hand out their job application. Direct them to go to the side that says after. Have them write or draw what they remember about their country even if it is just their country name.
9. Collect these from students and allow them to take their suitcases home.

# African Kente Cloth

Created by: Laura Wayne

Grade Level: Elementary

- **Instructional Plan Purpose:** This lesson serves as an introduction to traditions of western African culture.

- **State Learning Targets:**  
Arts EALR 3: The student communicates through the arts (dance, music, theatre, and visual arts).

Component 3.1: Uses the arts to express and present ideas and feelings.

Context: Expresses ideas and feelings using artistic symbols in a variety of genres and styles with teacher direction.

Component 3.3: Develops personal aesthetic criteria to communicate artistic choices. Context: Explains how personal aesthetic criteria are reflected in art works and/or performances with teacher direction.

Communication EALR 1: The student uses listening and observation skills and strategies to gain understanding.

Component 1.2: Understands, analyzes, synthesizes, or evaluates information from a variety of sources.

GLE 1.2.1: Applies strategies to comprehend auditory and visual information. Context: Summarizes stories, information, and videos with teacher assistance.

- **Content Objectives:** Students will use listening and observation skills to gain and comprehend information provided through a PowerPoint presentation about Kente cloths in order to produce their own personalized paper replica of a Kente cloth.
- **Language Objectives:** Students will be able to apply what they have learned about African Kente cloth and use it to build their description of the symbolism behind their own paper Kente cloth.
- **Previous Learning Experiences:** Prior to this lesson (earlier this day), I read the story, "The Spider Weaver- a Legend of Kente Cloth" by Margaret Musgrove. This helped lay a basis of prior knowledge for students to build upon through this Kente cloth lesson.

## Assessment Strategies

- **Formative:** Throughout the presentation I will be asking students to identify the important information that each slide presents. To ensure that I seek the input from each student I will keep an informal checklist to track who has shared.
- **Summative:** I will evaluate students' comprehension of information presented through the slideshow via their responses to my questions asked throughout the PowerPoint presentation.  
**Art Production Criteria/Art EALR Assessment:** The completion of their own Kente cloths will be evaluated based upon the following criteria:
  - Construction of a "woven" Kente cloth (I will teach students how to weave the paper together. A link to this handout is available below).
  - Incorporation of symbols or colors that represent student's personality, beliefs, or values
  - Explanation of the connection between the symbols or colors used with student's personality, beliefs, or values.

## Grouping of Students for Instruction

- Students will be whole-class grouped for this lesson.

## Learning Experiences

• **Introduction:** I will have students gather at the carpet for the beginning of this lesson. I will then make reference to the story read earlier in the day, "Spider Weaver" by Margaret Musgrove, and let students know that this afternoon we will be learning about African Kente cloth. Then, I will introduce the next story to be read to them, "Kente Colors" by Deborah Chocolate to begin our lesson.

• **Questions(tobeaskedthroughoutlessonduringappropriatetimes):ArtHistory**

After reading "Kente Colors," what do we know about the colors used in making a Kente cloth? Where did Kente cloth weaving originate?

Where is Ghana? What continent is Ghana on?

Long ago who were the only people who wore Kente cloths? Is it still that way now?

How are Kente cloths made?

What is so significant about the colors and patterns woven to make Kente cloths?

What colors would you use in your Kente cloth?

Would you incorporate any special designs? Why?

What are the key points talked about in this slide of the presentation?

What have you learned about Kente cloths?

What was helpful to you when I asked you to write down what you have learned?

What techniques did you apply as we watched the presentation that helped you answer that question?

• **Learning Activities:**

○ After story is read and several questions have been asked by me and answered by the

students, we will discuss why listening, taking turns to speak, and watching and thinking about what is presented is so important. Students will contribute their feedback and suggestions. I will ask them to keep this in mind as they participate and view a presentation on Kente cloths.

○ After this discussion, students will return to their desk seats and I will begin the presentation.

○ During the presentation I will welcome any student comments or questions regarding their learning. I will also ask students to identify the key points on each slide.

○ After the presentation I will have students recall what they have just learned about Kente cloths. I will monitor class participation by calling on students who have not contributed.

○ I will ask what techniques did they apply during the presentation that helped them to respond to that question.

○ We will discuss students' responses.

○ I will remind students that listening, taking turns to speak, and watching and thinking

about what is being presented, and other comprehension monitoring strategies are helpful to maximize their learning.

○ The modes I will use to present this lesson are through the use of stories, PowerPoint presentation, and through handouts. Extension activities were provided via the handouts as there is much information that they can read to broaden their knowledge about the topic. Various visual aides were utilized to help remedial students better understand the content and achieve the learning goals.

• **Closure: Art Production- Visual Arts**

○ I will tell students that now they must take what they've learned and apply it in order to

make their own Kente cloths out of paper. The paper passers will pass out handouts that I have prepared which provide information regarding traditional symbols and meanings associated with colors used in Kente cloths (these are just examples and students are encouraged to create their own symbols).

Students can use this information when creating and decorating their paper Kente cloths. Students will also have the choice to create their own symbols and color patterns based upon their individual preference and creativity. Students will construct their Kente cloths and incorporate symbols or colors that

display elements of their personality, beliefs, or values. Students will share their personal connections to their symbols and colors to show how their Kente cloth is a portrayal of their personalities, beliefs, or values to fulfill the criteria listed above (summative assessment).

• **Independent Practice:**

- Students can explore additional books that I have checked out from the library that are about Kente cloths.
- Possible Family Interaction: Students can teacher their families how to weave paper Kente cloths and also share the one they have completed in class.

**Instructional Materials, Resources, and Technology**

- "Kente Colors" by Deborah Chocolate and "The Spider Weaver- a Legend of Kente Cloth" by Margaret Musgrove.
- PowerPoint presentation ([shown below](#)).
- Handouts to help explain traditional African symbols and significance of colors (links included below).
- Assorted colored construction paper

**Additional Requirements**

**Integration with Other Content Areas:** This lesson integrates social studies with art.

**Acknowledgements:** Lesson plan created by Sharlene Kauffman. PowerPoint courtesy of [www.whms.jordan.k12.ut.us/teachers/packer/powerpoints/kentecloth%20weaving.ppt](http://www.whms.jordan.k12.ut.us/teachers/packer/powerpoints/kentecloth%20weaving.ppt) with modifications by Sharlene Kauffman. Information provided by handouts from <http://www.bermudanationalgallery.com/docs/Kente%20Cloth.pdf> and curriculum.new- albany.k12.oh.us/jsage/documents/KenteClothandAdinkra.doc.

**Accommodation Strategies**

Lessons or strategies will be adapted or applied according to IEP needs and any issues arising prior or during lesson.

**Student Voice** Where appropriate describe how you will gather information and data from students that inform you of:

- Their knowledge of the thinking strategies they can use to achieve the learning targets: Prior to the viewing of the slideshow students will discuss why listening, taking turns to speak, and watching and thinking about what is presented is so important. Students will contribute their feedback and suggestions. I will ask them to keep this in mind as they participate and view a presentation on Kente cloths. This topic is also revisited toward the end of the lesson.
- Their use of and communication about learning strategies (why they are using what they are using, and are those strategies effective): Throughout the presentation I will be asking the students to indicate what the main points of the learning provided from each slide of the PowerPoint. I will reiterate that students were able to provide those responses because they are listening and monitoring their comprehension as we proceed through the presentation.
- Their knowledge of the development and maintenance of a learning community: This is addressed as I ask students why it is important to listen to one speaker at a time and dedicate attention toward this person, whether it is the teacher or fellow classmate.

**Name:** Sarah Westman

**Name of lesson:** Wangari Maathai and Environmental Activism

**Intended grades:** 3-5th

**Goal / Objective(s): Students will be able to...**

1. Explain how leaders have had an impact on the environment in a community.
2. Identify an environmental issue impacting their community and brainstorm a solution.

**Materials needed:**

- *Wangari Maathai: The Woman Who Planted Millions of Trees* by Franck Prevot
- [Deforestation Article](#)
- Highlighters
- [Reading Response Worksheet](#)
- Computers

**Day 1 (45-50 minutes)**

**Introduction (2 minutes)**

- Ask students if they have heard of deforestation and if they know what it is.

**Procedure (20 minutes)**

- Read the Deforestation Article with students. Make sure that each student has their own printed copy and a highlighter so that they can annotate.
- Before reading, tell students to highlight main ideas and important facts as they hear them.
- After reading, ask students the following discussion questions:
  - Why do you think it's important that we stop deforestation?
  - What could we do to stop deforestation?
  - Is deforestation something we experience in our community?

**Conclusion (25 minutes)**

- Put students into groups of 3-4. Give them paper and markers.
- Tell students to brainstorm ways they would stop and help the effects of deforestation. Give them 5 minutes to brainstorm.
- Pull students back together and have each group present their poster.

**Day 2 (40 minutes)**

**Introduction (2 minutes)**

- Remind students that yesterday they learned about deforestation.
- Tell them that today we are going to learn about an activist in Africa who helped issues of deforestation.



- Introduce today's book: *Wangari Maathai: The Woman Who Planted Millions of Trees*. Tell students that this is a true story about Wangari Maathai.

### Procedure (25 minutes)

- Read *Wangari Maathai: The Woman Who Planted Millions of Trees*. Ask the following discussion questions while reading:
  - P. 13 What can we say about Wangari as a person so far?
  - P. 15 How do you think having an education will impact Wangari?
  - P. 19 How has cutting trees affected Kenya's environment?
  - P. 27 What character traits would you use to describe Wangari?
  - P. 29 Why do people want to stop Wangari?
- After reading:
  - How did Wangari make a change?
  - What do you think the theme/message of the book is?

### Conclusion (15 minutes)

- Show students a picture of Wangari Maathai and a picture of her work.
- Tell students that Wangari Maathai identified an issue in her community and did something to change it and have a positive impact.
- Pass out the [Reading Response Worksheet](#) and have students complete.

### Day 3-4

#### Introduction (7 minutes)

- Remind students that yesterday we read about Wangari Maathai.
- Have students explore other environmental activists by going to the following website for 5 minutes: <https://www.britannica.com/explore/savingearth/meet-the-activists>

### Procedure

- As a whole group, brainstorm environmental issues we would like to focus on in our community
- Instruct students to pick one issue they are interested in researching
- Tell students they will create a project/presentation answering the following questions:
  - What is the issue?
  - Why should people care about it?
  - What is being done to fix it?
  - What is something you can do to fix it?
- Show students the following [example](#).
- Have students work independently on their project. Adjust the amount of time you need to have them complete the project.
- There are many ways you could have students do this project. I had my students create a Google slide presentation which took 2 days. You could also use Canva or have them do it on a paper poster.

# Hope is a Girl Selling Fruit by Amrita Das

Created by: Ena St. Germain

Grade Level: 4

Duration: Three one hour lessons

**Objectives:**

ELA

RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific detail in the text (e.g., a character's thoughts, words, or actions). EERL.4.3. Use details from text to describe a character in a story.

RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text. EERL.4.2. Determine the main idea of a text.

Art

ART .VA .II .4 .5 Discuss and debate how artists from various cultures convey ideas differently

ART .VA .IV .4 .1 Describe how artwork communicates facts and/or experiences of various cultures

ART .VA .IV .4 .2 Compare and contrast the visual elements contained in the artwork of particular cultures

**Materials:**

- Hope is a Girl Selling

**Background Knowledge/Pre-Assessment:**

- What do you know about India?

Fruit

- Document  
Camera/Computer

- 
- 

- Have you ever rode on a train?

**Procedures:**

**Lesson 1 Read “Hope is a Girl Selling Fruit”**

- Use discussion questions (below) to start group discussion of the theme.
- Review authors' messages and world themes. Have students partner share the theme they hear in “Hope is a Girl Selling Fruit.” Discuss as a whole class the themes.
- Create Anchor Chart for Story Elements: characters, settings, events, problem, and solution. Use parts of a story folding activity.

**Lesson 2 Write a Personal Story to turn into art**

- Discuss how the art tells a story. Show the pages and look for each of the story elements. Highlight that some of the pages show the story parts in small inset pictures.
- Use the Story Template to find the story parts of one of the pages. Discuss how Das used the pictures to enrich and add details to the story.
- Use discussion questions with partners and small groups.
- Have students write about a story that they could draw each of the elements. Use the template to start their written story. [Story Template](#)

**Lesson 3 Create the Story in Art**

- Share the video of traditional Madhubani Art being created
- <https://youtu.be/FVnCwwfva90>
- Use the template to draw a picture set of their story.
- Have students connect the story parts with traditional Madhubani art work as in “Hope is a Girl Selling Fruit”

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**Examples of discussion questions:****Some questions are from:**

Young people have an innate sense of justice and fairness and so it is important to help them understand the idea of privilege and how it is one of the chief causes of inequality. Here are a set of questions to help unpack the idea of privilege or the lack of it in our own lives.

1. Who was the first in your family to get school education? You, your parents, your grandparents?
2. What is the highest level of education that your mother has received? What is the highest level of education that your father has received?
3. Would you or brothers or sisters be able to study subjects of your choice, later in your life? If so, why, if not, why not?
4. Are you able to do all that your brother or sister does? Are you allowed to do all that your brother or sister does? If so, why, if not, why not?
5. Do you assist with housework at home? Who else does housework?

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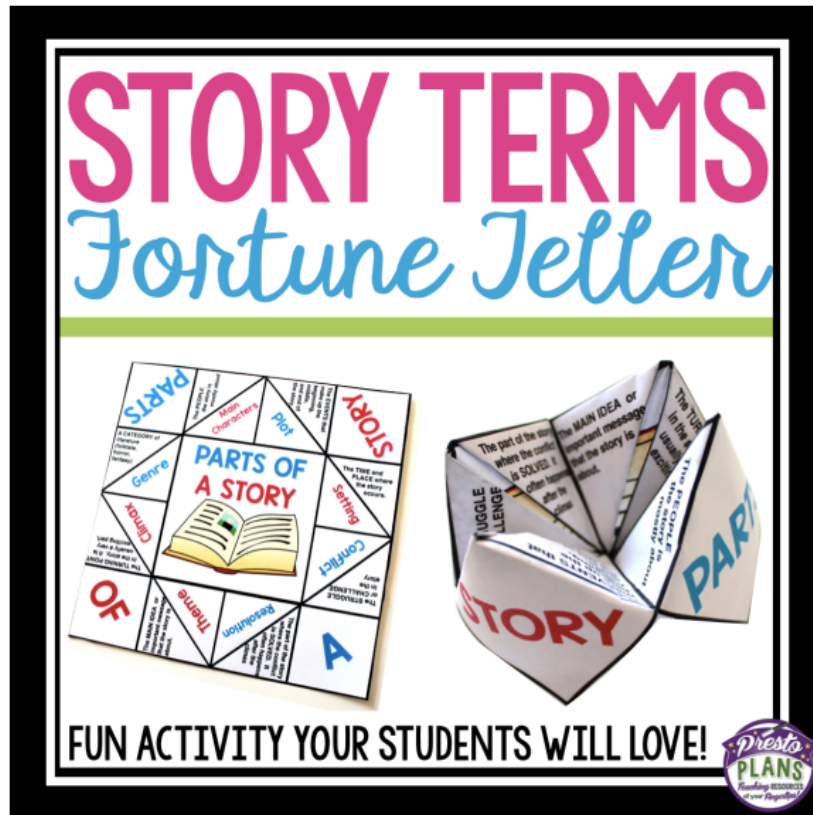
**Examples of charts:**

Common Themes Study Guide

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<b>Common Themes Study Guide</b>	
<b>Acceptance</b> These stories have characters that accept and respect the differences and beliefs of others.	<b>Resourcefulness</b> These stories have characters that find clever ways to solve their problems.
<b>Preparedness</b> These stories have characters that avoid trouble by being prepared and ready for any situation.	<b>Compassion</b> These stories have characters that care for and help those who are suffering.
<b>Courage</b> These stories have characters that are brave enough to overcome a fearful or difficult situation or accept a challenge.	<b>Perseverance</b> These stories have characters that keep trying and never give up even when things do not work out at first.
<b>Kindness</b> These stories have characters that are friendly, generous, and considerate of others' feelings.	<b>Honesty</b> These stories have characters that learn that it is best to always tell the truth.
<b>Cooperation</b> These stories have characters that work together to complete a task or reach a goal.	<b>Friendship</b> These stories have characters that trust one another and remain loyal throughout the story.

[https://www.icloud.com/iclouddrive/08arn2ggWkMpCdssGbqC6zO\\_Q#CommonThemesFoundinBooksStudyGuide-1](https://www.icloud.com/iclouddrive/08arn2ggWkMpCdssGbqC6zO_Q#CommonThemesFoundinBooksStudyGuide-1)



Elements of a Story Folding Activity

[https://www.icloud.com/icloudrive/0bdznX3gH\\_Wr-mltSnnUI2w9w#STORYELEMENTSPARTSOFASTORYFREEPAPERFORTUNETELLER-1\\_\(1\)](https://www.icloud.com/icloudrive/0bdznX3gH_Wr-mltSnnUI2w9w#STORYELEMENTSPARTSOFASTORYFREEPAPERFORTUNETELLER-1_(1))

## Feather and Archeology of Self

Created by: Jill Hoort

Grade Level: K-6

### Goal/Objectives: Students will....

1. Explore the idea of “Where do I come from, where am I going to?”
2. Understand how learning about self helps to understand others and what they have in common with others.
3. Have an opportunity to extend learning related to various aspects of the text.

### Materials Needed:

- *Feather* by Cao Wenxuan
- Appendix A or B for Sketch to Stretch

### Day 1

60 Minutes

1. Introduction: *Today, we are going to read a story titled “Feather”. It is written by Chinese novelist Cao Wenxuan. This is a story has been translated to English so that we can also enjoy it.*

*Before we begin reading today, there are some vocabulary words I would like to introduce you to so when you hear the story, you can better understand it.*

*The first word is ‘perched’. Say the word with me. ‘perched’  
Perched means to rest on something. For example, the bird was perched on the fence.  
Say the word again with me: ‘perched’. (Show the perched placard to the class)*

*The next word is ‘plunged’. Say the word with me, ‘plunged’. Plunged means to jump or dive quickly. The bird plunged into the water. Say the word again with me: ‘perched’.  
(Show the plunged placard to the class.)*

*Our last word is ‘impertinent’. Say the word with me. ‘Impertinent’. Impertinent means not showing respect or being rude. For example, the boy was impertinent to his classmate.  
Say the word again with me: ‘impertinent’. (Show the impertinent placard to the class)*

*As I read the story to you and you hear any of these words, give a thumbs up. I will be watching.*

2. Begin reading aloud the story to the class. Pause and ask questions at the following points. (The pages aren’t numbered, so they are identified by the bird on the page)

*\*perched and plunged are used when describing the kingfisher. Watch for student thumbs.*

After reading the heron pages, ask: *How do you think Feather must be feeling?* (Either have students share in pairs or select a few students to share thinking)

*\*impertinent* is used when describing the peacock. Watch for student thumbs.

After reading about skylark, ask: *How do you think feather must be feeling now that Skylark took them flying?* (Either have students share in pairs or select a few students to share thinking)

After reading about the hawk, ask: *What do you think Feather learned from this experience?* (Either have students share in pairs or select a few students to share thinking)

After reading about mother hen and feather having no courage left, pause and ask: *Why did feather have no courage left to ask mother hen if they belonged to her?* (Either have students share in pairs or select a few students to share thinking)

After the story, ask and discuss with the class: *Where did feather come from? Where did it want to go*

3. Say: *Now that we have read 'Feather', we are going to take some time and think about the questions that feather had and how we relate to them. We are first going to think about the question: Where am I going? When you think about your future, where do you see yourself? What do you see yourself doing?*

For K-2 please use Sketch to Stretch Appendix A

For 3-6 please use Appendix B

Invite students to share their thinking after working for a bit. Their work could be collected and captured in a book or display titled "Where We Are Going".

4. Explain to the class that it is important to understand ourselves so we can better understand others. They will engage in family/caregiver interviews to learn more about themselves. Just like Feather in the story wondering where they came from, it is important for us to understand where we come from and what do we value so we can appreciate the perspective of others. Provide Appendix C to students so they may begin this work.



### Extension Ideas:

1. Have students conduct an at home interview on any of the following topics:
  - a. The History of My Name – Why am I named what I am? See Appendix C
  - b. Family Interview – Where did I come from? See Appendix C
  
2. In the story *Feather*, there were many types of birds. Conduct a research project and assign a bird to each student or small groups of students. Have them figure out where the bird lives in the world, it's habitat, diet, predators, basic facts of size, life cycle, nesting habits. Students can make Google Presentations about their bird or posters to share with their peers. A large map of the world can be posted and the different birds can be pinned around the world. See Appendix D  
Upper grade students can do Migratory Math and find distances between migration sites for the birds. See Appendix E
  
3. Narrative Writing Project – students can be invited to develop their Where Do I Come From and Where Am I Going activities into longer narrative writing pieces.
  
4. Cultural X-Ray – provide students with a 9x12 piece of paper. They should draw the outline of a person OR it can be provided for them. Then, they should draw a heart inside of the outline. The Cultural X-Ray is a way to provide students a space to think about the different aspects of themselves, in other words what makes them unique. In the heart, they should write the values they have. In the rest of the body, they are illustrating their likes, hobbies, passions, dreams, etc. These finished pieces can be displayed for others to see and can be referred back to as they year goes on.
  
5. Conduct a study of the country of China. Start by having students share what they think they know about China using K-W-L chart and record their thinking under the Know column. Next, invite them to share what they wonder about the country of China and record that under the Wonder column of the chart. Engage in a classwide exploration of the country of China. Depending on the age group of the class, this can also be an independent project or a whole class project. Consider using the following resources:

<https://www.britannica.com/place/China>

<https://kids.nationalgeographic.com/geography/countries/article/china>

<https://www.kids-world-travel-guide.com/china-facts.html>

[https://www.youtube.com/watch?v=q7JK5Vxf\\_VQ](https://www.youtube.com/watch?v=q7JK5Vxf_VQ)

- Solicit books from the school library about the country of China for students to explore.
6. Use *Feather* as a launch book for further reading of translated texts. Use these sources to explore more translated texts:

<https://wowlit.org/links/globalizing-common-core-reading-list/>

<https://bookriot.com/childrens-books-in-every-country/>

**Perched**



**Plunged**



**Impertinent**



Appendix A

**Sketch to Stretch *Feathers***

What does this story mean to you? Draw your thinking in the space below.

OR

Where are you going? Draw your thinking in the space below.



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### The History of My Name

Interview your parent about your name with the following questions:

1. How did you decide to name me with my first name? -

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2. Is my name a family name? -

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3. What can you tell me about our ancestry?

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**OR**

You can use the following sources to research the meaning of your name:

- [www.meaningofthename.com](http://www.meaningofthename.com)
- [www.behindthename.com](http://www.behindthename.com)
- [www.names.org](http://www.names.org)

Notes about my name:

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Appendix D

**Bird Research**

**Name of Bird:** \_\_\_\_\_

**Continent(s) Bird is found:** \_\_\_\_\_

**Countries Bird is found:** \_\_\_\_\_

**Physical Description of Bird:**

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**Wingspan:** \_\_\_\_\_

**Habitat Description:**

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**Diet:**

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**Predators:**

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**Other Interesting**

**Fact(s):** \_\_\_\_\_

## Appendix E

**Migratory Math**

Directions: In the chart below, identify the starting and ending locations of migration for each bird. Then, calculate the distance between the locations and answer the questions below.

Name of Bird	Starting Location	Ending Location	Distance Traveled
Flamingo			
Kingfisher			
Heron			
Canadian Goose			
Skylark			
Swan			
Magpie			
Hawk			
Peacock			
Cuckoo			
Lyre			
Mallard			

Data Observations:

Which Bird has the longest migratory pattern? \_\_\_\_\_

Which Bird has the shortest migratory pattern? \_\_\_\_\_

What surprised you about the migratory data? \_\_\_\_\_

What do you wonder about bird migration now?

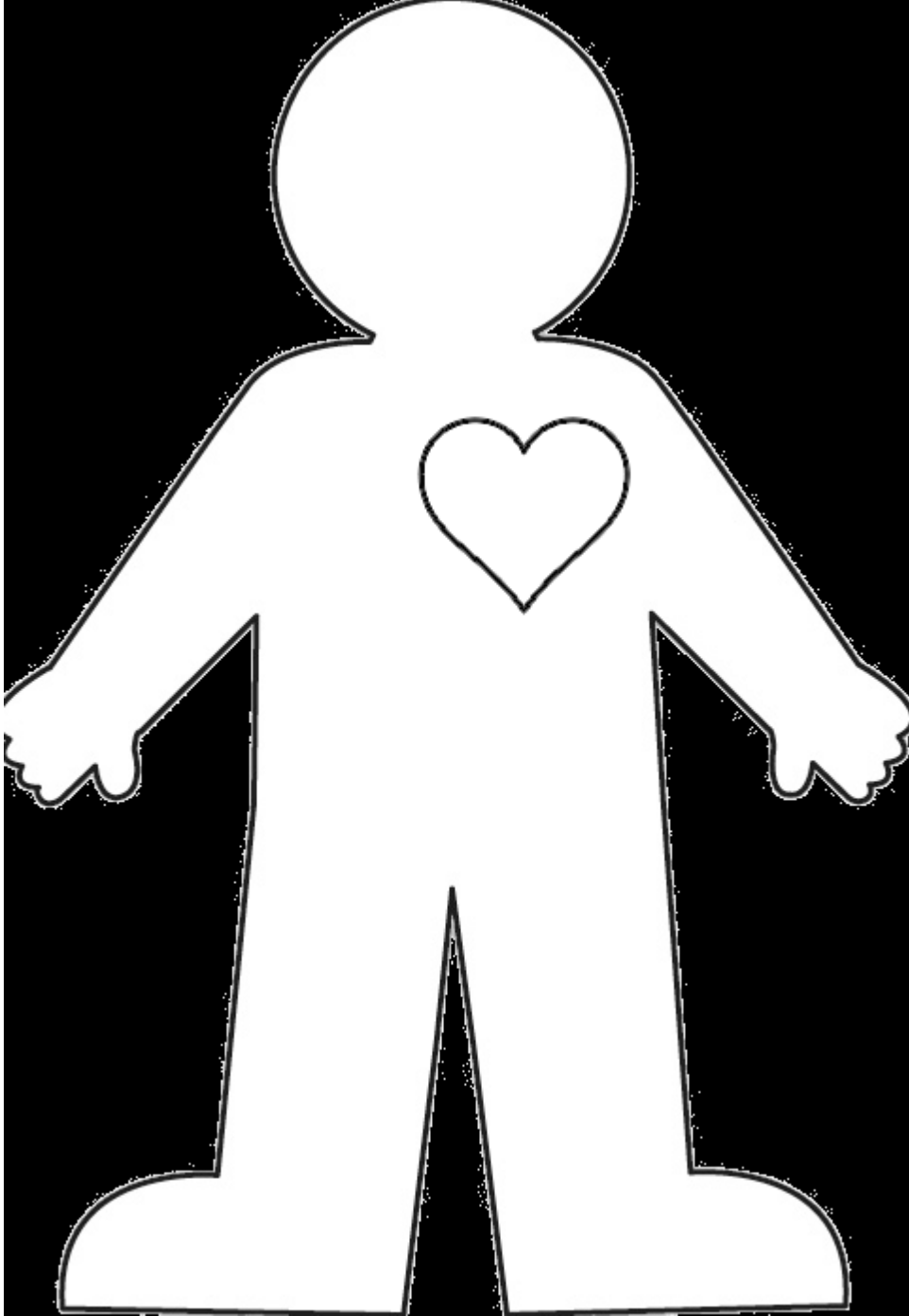
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Example of outline for cultural X-Ray



## Inside Out & Back Again

Created by: Alletha Jones  
Grade Levels: 6<sup>th</sup> & 7<sup>th</sup>

**Subjects:** ELA/ Social Studies

**Objective:** Students will focus on diversity through the narrative reading of the novel, *Inside Out & Back Again*

**Learning Goals:**

- Write narrative text about real or fictional experiences using details and logical sequence.
- Use evidence from the text to support analysis, reflection and research.
- Use figurative and descriptive language in addition to purposeful word choice.
- Conduct meaningful research.
- Identify the significance of people sharing their experiences.

**Standards:**

RL.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RL.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

RL.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events.

W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

W.8.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

**Materials:**

Teacher and student copies of the novel, *Inside Out & Back Again* by Thanhha Lai, Harper Collins, 2011 edition.

Writing prompts, templates, computers, lined paper, colored paper, craft scissors, colored pencils

**Procedures:**

Bounce Back! A Reflection Poem....

This lesson will serve as a culmination of a unit project. Students would have engaged with numerous lessons as they read the novel.

- Students will complete a T chart graphic organizer comparing the main character (Ha`'s) feelings upon leaving her home country as a refugee to the United States in contrast to how she was able to regain her sense of peace and bounce back.
- Students will research the novel and write a reflection poem on the challenges and struggles that Ha` endured.
- Students will then write a bounce back poem detailing how Ha` was able to transform her struggles into successful outcomes.
- Students will present their poems in written expression with computers, colored papers and graphic designs.

### **Adaptations:**

- Students could also write a poem reflecting on a time when they faced a challenge and a second poem on how they were able to grow from the experience and bounce back!
- Students could compose music to their poems and present as a song.
- Students could present their poems as illustrations.

### **Cross Curricula**

- Students could compose music to their poems and present as a song.
- Students could present their poems as illustrations.
- Students could construct a new student guide to welcome incoming transfer students, so that they have a more positive experience than Ha`.
- Students could conduct research: comparing Ha`'s experience to other nonfictional refugees' accounts.
- Students could research what current governmental programs exist in the United States to assist immigrants as they transition.

### **Assessments:**

Students will receive a rubric and graded accordingly.

<p><i>Finally Seen</i>  <b>Created by:</b> Stephanie Krumbach  <b>Grade Level:</b> Fifth Grade</p>	<p><b>Essential Learning Target(s) During Unit:</b></p> <p>EE.RL.5.4: Determine the intended meaning of multi-meaning words in a text</p> <p>EE.RL.5.5: Identify a story element that undergoes change from beginning to end.</p>	
<p><b>Red Cedar Elementary School</b>  <b>Date:</b> April 04, 2023</p>	<p>EE.RL.5.6: Determine the point of view of the narrator.</p>	
<p><b>Subject:</b> ELA</p> <p><b>Topic:</b> Narrative Reading with a focus on diversity</p>	<p><b>Objectives:</b></p> <p>The students will identify how Lina, the main character, of <i>Finally Seen</i> by Kelly Yang, a narrative text at the beginning to determine how she changes from beginning to end.</p>	
<p><b>Standard(s):</b> RL.5.4, RL.5.5, RL.5.6</p>	<p>The students will identify the narrator’s (Lina’s) point of view (i.e., what he/she thinks or feels about the topic of the text/speech).</p>	
<p><b>Lesson Procedures:</b></p> <ul style="list-style-type: none"> <li>○ Teacher: introduce <i>Finally Seen</i> by reading chapter one.</li> <li>○ Teacher and Students: lead discussion while students infer and brainstorm what words/vocabulary Lina uses to describe her feelings and experiences through chapter one.</li> <li>○ Students: write three ideas of their initial “American Dream” in their journals</li> <li>○ Students: discuss Lina’s point of view about traveling to the United States in small groups</li> <li>○ Teacher: reads chapter two, students compare “American Dreams” to Lina’s</li> </ul>		
<p><b>Materials:</b></p> <p><i>Finally Seen</i> by Kelly Yang  Reading journals  Pencils  Chart paper  Markers</p>	<p><b>Assessments:</b></p> <p>Ongoing, embedded assessment</p> <p>The students will define their idea of the term “American Dream.”</p> <p>The students will write three ideas of their “American Dream.”</p>	<p><b>Peer Connections:</b></p> <p>The students will share their definition of the “American Dream” within their teams then as a whole group.</p> <p>As we read the novel, students will edit and revise their initial writing.</p>

	The students will compare and contrast their definition of the “American Dream” with Lina’s.	
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## “Finding Junie Kim” Novel Study

Created by: Rachel Matthews

Grade Levels: 9th-12th

Class: Academic Support

- Academic support is a class for individuals who have an IEP. This class is designed to work on skills and interventions to support students' IEP goals.

### Learning goals:

- Students will learn about the lives of people and cultures of those outside of the United States
- Through the use of the Novel *Finding Junie Kim*, students will learn about microaggressions, and what we can do to stand up to microaggressions.

### Themes

- Bullying
- Racism

### Recommendations

- While this lesson was taught to 9th-12th grade students, this book would also be appropriate for middle school students.
- This lesson could be implemented in English classes, or intervention classes. If you wanted to use the novel in other classes, it could be used in history classes when studying the Korean War.
- I would recommend teaming up with a school social worker if possible to have a conversation with students since this book does deal with depression and suicidal idealizations.
- I found it helpful to go over the definitions of Microaggressions, and racism with students. This helped while we were reading the novel.

### Links for Lessons

- Can be printed or shared electronically. (We're one to one with technology, so we did all assignments electronically.)

Background Knowledge (Before Novel is read)

- [https://docs.google.com/document/d/1WnLzHgEI\\_Jy2l5yLhcFTHG7SnTcz2k-2BHmj\\_41Bq4A/edit?usp=sharing](https://docs.google.com/document/d/1WnLzHgEI_Jy2l5yLhcFTHG7SnTcz2k-2BHmj_41Bq4A/edit?usp=sharing)

Racisms and Microaggressions(start first half before reading chapters 1 & 2)

- [https://docs.google.com/document/d/1tzj0W4y59280LcleKHYy7GbA3XhBk1NTFIV\\_qqWb1QY/edit?usp=sharing](https://docs.google.com/document/d/1tzj0W4y59280LcleKHYy7GbA3XhBk1NTFIV_qqWb1QY/edit?usp=sharing)

Character Map (Complete as you read)

- <https://docs.google.com/document/d/1MzxMYvTQFGGHtvLsocsDWsPWGfDJ6bzgZ0xp0P2K5Jk/edit?usp=sharing>

Making Connections (We completed as we read, but could do after as well)

- [https://docs.google.com/presentation/d/1ol46lIFTB\\_0ZGi12J5sPQtpyaY60dTFk4-RE6i4p6-g/edit?usp=sharing](https://docs.google.com/presentation/d/1ol46lIFTB_0ZGi12J5sPQtpyaY60dTFk4-RE6i4p6-g/edit?usp=sharing)

## Part 1 (Books 1 & 2)

Vocabulary

- <https://docs.google.com/presentation/d/1aOrrPR72tsQ-vVrzL0YqRWUsswukxSvJR8Abms4bZyQ/edit?usp=sharing>

Comprehension Questions

- <https://docs.google.com/document/d/1OQpwhqriDIWB2MKRvJAwOofnVWNI1Hmn1mD8rLNLmQ/edit?usp=sharing>

## Part 2 (Book 3)

Vocabulary

- [https://docs.google.com/presentation/d/1EGFEFoINZXh36LyFLuMqXPZPSsumUCg1\\_i8-vN\\_2qu4/edit?usp=sharing](https://docs.google.com/presentation/d/1EGFEFoINZXh36LyFLuMqXPZPSsumUCg1_i8-vN_2qu4/edit?usp=sharing)

Comprehension Questions

- <https://docs.google.com/document/d/1jKzAg5GOUIdOibgNmC4RYJYT6dWdZM7M-X2nzknUfU/edit?usp=sharing>

## Part 3 (Book 4)

Vocabulary

- [https://docs.google.com/presentation/d/1At\\_SI0i4ttYZNFCEFHgNCqIAvI12XRI3IWPycrU\\_L\\_E8w/edit?usp=sharing](https://docs.google.com/presentation/d/1At_SI0i4ttYZNFCEFHgNCqIAvI12XRI3IWPycrU_L_E8w/edit?usp=sharing)

Comprehension Questions

- [https://docs.google.com/document/d/1R2S-UTQs\\_JODS4jueDa1wqIRQeoRU-dt7UzEKtFkmvs/edit?usp=sharing](https://docs.google.com/document/d/1R2S-UTQs_JODS4jueDa1wqIRQeoRU-dt7UzEKtFkmvs/edit?usp=sharing)

## Part 4 (Book 5)

Vocabulary

- <https://docs.google.com/presentation/d/1Ks8H6OMBHcTP9pHUhmNXRkNHOTdDJ3K7UpquSNTwCXg/edit?usp=sharing>

Comprehension Questions

- [https://docs.google.com/document/d/1tsHu8RCIPYCzSyk0m1sd6LZ6Z24w515MQnNUV\\_GhJfz8/edit?usp=sharing](https://docs.google.com/document/d/1tsHu8RCIPYCzSyk0m1sd6LZ6Z24w515MQnNUV_GhJfz8/edit?usp=sharing)

### **Unit Assessment**

- [https://docs.google.com/document/d/1O2FRqvPtdS7DHd8LbcDQ\\_KnMuMAGBOXNnkVraYjNxag/edit?usp=sharing](https://docs.google.com/document/d/1O2FRqvPtdS7DHd8LbcDQ_KnMuMAGBOXNnkVraYjNxag/edit?usp=sharing)

### **Unit Project: Cultural X-Ray**

[https://docs.google.com/presentation/d/1Z0KQaTe7y0cH9N9X3d\\_vqIja6afGdNOLfXHjGR6grs4/edit?usp=sharing](https://docs.google.com/presentation/d/1Z0KQaTe7y0cH9N9X3d_vqIja6afGdNOLfXHjGR6grs4/edit?usp=sharing)

## Dear Primo Lesson Plan

Created by: Lisa Frost

**Grade level:** Made for Second grade but can be modified for any grade K-5

Text: Dear Primo: A Letter to My Cousin by Duncan Tonatiuh

Can just be used for a 1 day read-aloud lesson, or extended with writing activity and T-shirt project

### **Common Core State Standards**

#### **Reading**

Key Ideas and Details

RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

RL.2.3 Describe how characters in a story respond to major events and challenges.

Craft and Structure

RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

#### **Writing**

Text Types and Purposes

W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

Production and Distribution of Writing

W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

#### **Social Studies**

G2 Places and Regions Understand how regions are created from common physical and human characteristics.

2 – G2.0.1 Compare the physical and human characteristics of the local community with those of another community.

2 – G2.0.2 Describe how the local community is part of a larger region.

**Materials-** Text: Dear Primo , chart paper, markers/crayons/colored pencils, flags for students' countries, a T-shirt pattern on large paper for each student, glue, and construction paper to glue the project

**Vocabulary-** compare/contrast, community, culture

**Pre-lesson activity-** Send home the attached parent questionnaire to help the students have information to use for the T-shirt activity. It is available in English or Spanish, and parents can help fill it out to then bring back to use for the activity after the book.



**Lesson Activity**

The teacher will read the book Dear Primo, A Letter to My Cousin by Duncan Tonatiuh to the class. During the reading, discuss the vocabulary words and how they will compare/contrast Charlie to his cousin Carlitos.

Using chart paper, the teacher will have a Venn Diagram. Together, the students will compare/contrast the 2 characters from the story.

Then the teacher will model a sample of the T-shirt for the students by showing their favorite things and about their own culture.

Students will then work on their T-shirts, using the parent questionnaire to help them with ideas for their project. They can draw pictures or write words or both. When done, they can color it.

Optional- Teachers could also let students use magazines to cut out pictures or if available, or they can get pictures off the internet as well.

They will cut their T-shirt out and glue onto the bigger construction paper.

When complete, each student will orally present their T-shirt poster to the class and then they will be displayed.

**Reflection-** Each student can share one thing new or interesting they learned about themselves or their family. They can also reflect or share about what they learned about someone else from the class.

**Extended option-** Each student can write a letter to an imaginary cousin or another person. They could also have a pen pal from another school in another country or place that they could write to as well. Using the book as an example, they can write a letter to another person where they share about themselves.

**Extended option 2-** Students could research another country that they are interested in learning about, whether or not it is part of their family's culture. It could be a group or individual project where they study another country and share what they learned with the class through a poster or another project of their choice.

Student Name \_\_\_\_\_

### Parent Survey/Encuesta Para Padres

We are doing a second-grade class project on our cultural identities. The students will be completing an activity that is all about what they like and their cultural backgrounds. Please help them fill this in so they will have information to add to their poster.

Nosotros estamos haciendo un proyecto en la clase de segundo grado acerca de nuestra identidad cultural. Los estudiantes van a completar una actividad que les pregunta que le gusta de su cultura. Por favor de contestar estas preguntas para que puedan llenar su poster/cartelero.

What language/s is spoken at home? ¿Qué idioma/s se habla en casa?

What country/countries are you family members from? ¿De qué país o países son miembros de su familia?

What special holidays do you celebrate? ¿Qué días festivos especiales celebras?

What special foods/meals do you make? ¿Qué alimentos/comidas especiales preparas?

What is your favorite sport or activities you like to do? ¿Cuál es tu deporte o actividades favoritas que te gusta hacer?

Additional information? ¿Información adicional?

Nombre de estudiante \_\_\_\_\_

### Encuesta Para Padres

Nosotros estamos haciendo un proyecto en la clase de segundo grado acerca de nuestra identidad cultural. Los estudiantes van a completar una actividad que les pregunta que le gusta de su cultura. Por favor de contestar estas preguntas para que puedan llenar su poster/cartelero.

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¿De qué país o países son miembros de su familia?

¿Qué días festivos especiales celebras?

¿Qué alimentos/comidas especiales preparas?

¿Cuál es tu deporte o actividades favoritas que te gusta hacer?

¿Información adicional?

Student Name \_\_\_\_\_

### Parent Survey

We are doing a second-grade class project on our cultural identities. The students will be completing an activity that is all about what they like and their cultural backgrounds. Please help them fill this in so they will have information to add to their poster.

What language/s is spoken at home?

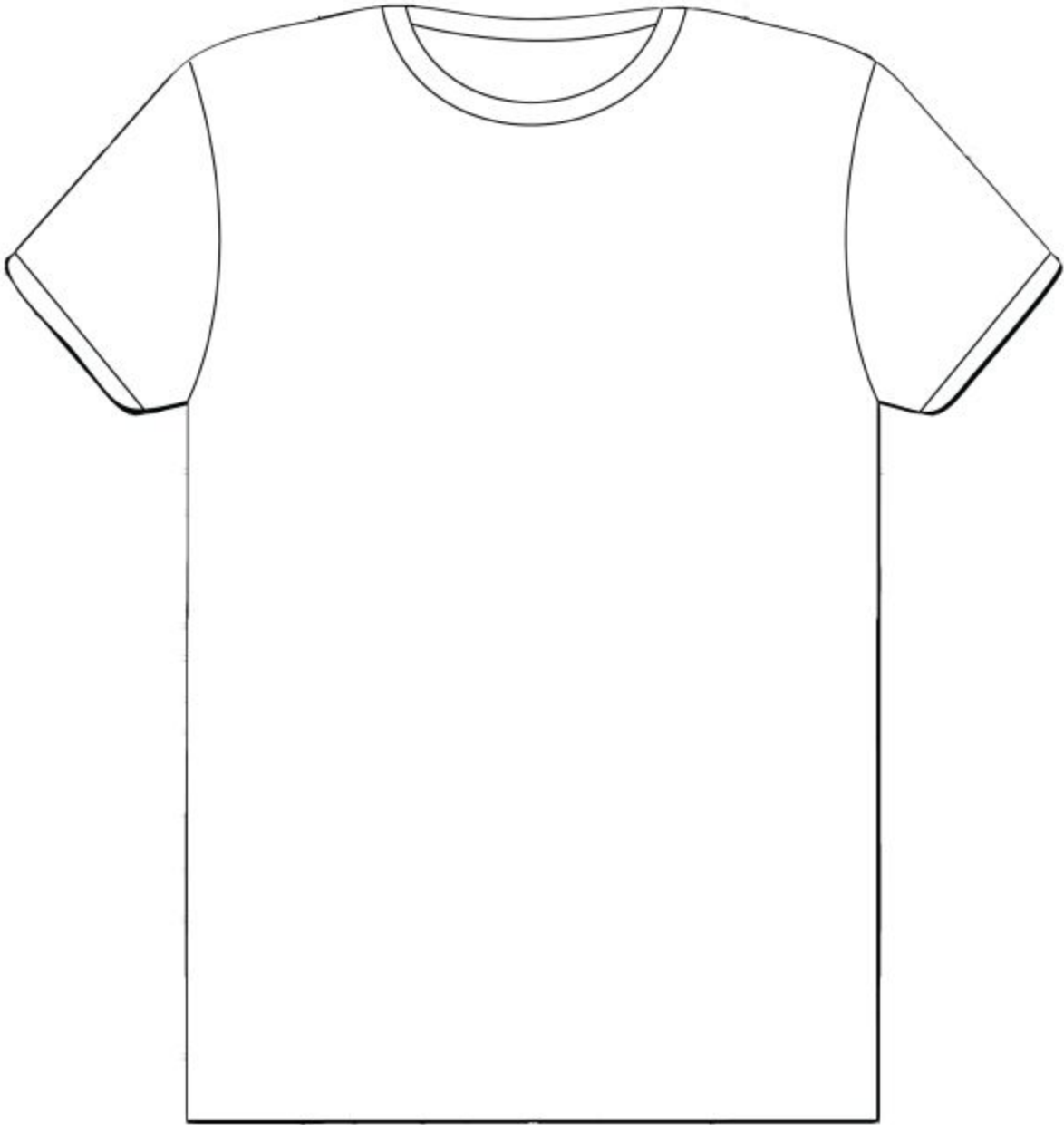
What country/countries are you family members from?

What special holidays do you celebrate?

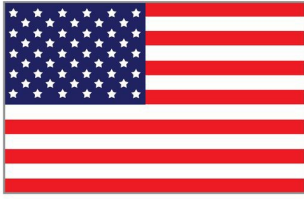
What special foods/meals do you make?

What is your favorite sport or activities you like to do?

Additional information?



Flags of students in class – all students received a US flag because we all live in the US



Guatemala

[www.PrintableFlags.com](http://www.PrintableFlags.com)



El Salvador

[www.PrintableFlags.com](http://www.PrintableFlags.com)



MEXICO

[www.printableflagsoftheworld.com](http://www.printableflagsoftheworld.com)





Haiti

[https://www.wikipedia.org/wiki/File:Flag\\_of\\_Haiti\\_1849-1859.svg](https://www.wikipedia.org/wiki/File:Flag_of_Haiti_1849-1859.svg)



Jamaica

[https://www.wikipedia.org/wiki/File:Flag\\_of\\_Jamaica.svg](https://www.wikipedia.org/wiki/File:Flag_of_Jamaica.svg)

## Song of Frutas

Created by: Ivelise Hamlett

Grade Level: 1

### Standards:

RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.

RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

### Materials:

- Document  
Camera/Computer
- KWL Chart
- <https://pregonerosdemedelin.com/#en> (street vendor field trip)
- <https://virtualfieldtrips.org/exploring-cuba/>
- Large white bulletin paper (graffiti board)
- <https://rockalingua.com/videos/fruits> (fruit song)
- *A Song of Frutas* by Margarita Engle (youtube or physical copy)
- Anchor Charts about central message, five

### Background Knowledge/Pre-Assessment:

- What do you know about Cuba? What do you want to know?
- Go on a virtual trip to Cuba and to see the pregoneros (street vendors).
- Complete graffiti board, “What did you learn/notice on our trip to Cuba?”

### Procedures:

- What do you remember from our trip?
- Go over I can statements:
  - I can retell stories, including key details, and demonstrate understanding of their central message or lesson.
  - I can identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
  - I can use illustrations and details in a story to describe its characters, setting, or events.
- Using an anchor chart, teach about examples of themes or messages authors try to send the reader and to remind students about the five finger retell (characters, settings, events, problem, and solution).
- Play the fruit song. Practice saying a few fruit names in spanish as a whole class.



finger retell, and examples of common themes.

- Discussion questions prepared

Ask students, have they tried any of the fruits before? Then, introduce the book by saying in our story today a young girl and her abuelo will be selling fruits together. Let's see if you can recognize any of the fruits from our song.

- Listen or read the story *A Song of Frutas*
- Discuss the theme and feelings present in the story with questions as a whole class and have students retell the book to their elbow partner.
- Model and explain a sketch to stretch
- Send students off to complete their sketch to stretch independently (walk around and help those as needed)
- Share Out
- Revisit KWL and fill out the L section.

**Independent:** [Sketch to Stretch](#)

**Examples of discussion questions:**

1. The little girl narrates this story, telling it from her point of view. Why do you think the author chose to have the little girl tell the story? How might it have changed if told from Abuelo's perspective, or from a customer buying fruit?
2. What do you think the little girl is thinking about when writing and sending the letters to her abuelo? How can you tell?
3. "As we walk, our footsteps like drumsticks, our heads like maracas, shaking bright food shapes while we chant with a rhythm." What are the little girl and her abuelo doing? Act out the scene with a partner.
4. Why do the little girl and her abuelo sing as they sell fruit? What words from the story help to explain this?
5. How do the illustrations and the words work together to tell this story? How do the townspeople feel about the little girl

and her abuelo and their fruit? How can you tell? Why do you think the fruit words are written in a different style from the rest of the text?

6. How does the little girl feel at the end of the story? How do you know? What words on the last few pages of the story help us understand how she feels about her abuelo and about writing letters to him?
7. What happened in the beginning, middle and end of the story?
8. How would you describe the characters and setting of this story?
9. How do the words make you feel?
10. What theme/message do you think the author is trying to convey?

**Some questions are from:**

[https://d28hgpri8am2if.cloudfront.net/tagged\\_assets/7006764/9781534444898\\_cg\\_a%20song%20of%20frutas%20curriculum%20guide.pdf](https://d28hgpri8am2if.cloudfront.net/tagged_assets/7006764/9781534444898_cg_a%20song%20of%20frutas%20curriculum%20guide.pdf)

**Examples of charts:**

# What is a lesson?

Other words: Central Message, Moral

**A lesson is what  
the story can  
teach us.**

**Here are a few examples:**



**Do your best.**  
**Be nice to others.**  
**Tell the truth.**  
**Never give up!**  
**Be a friend.**  
**Be brave.**

Name: \_\_\_\_\_ #: \_\_\_\_\_

## Common Themes

found in literature

<p><b>LOVE</b></p> <p>Literature with characters who show love to one another.</p>	<p><b>FRIENDSHIP</b></p> <p>Literature with characters who develop trust and loyalty with one another.</p>	<p><b>COURAGE</b></p> <p>Literature with characters who take risks and show bravery to overcome a problem.</p>	<p><b>HOPE</b></p> <p>Literature with characters who believe in a better world.</p>
<p><b>FAIRNESS</b></p> <p>Literature with characters who treat or learn to treat one another in a fair way.</p>	<p><b>KINDNESS</b></p> <p>Literature with characters who are friendly and generous to others.</p>	<p><b>ACCEPTANCE</b></p> <p>Literature with characters who learn to accept and respect the others and their differences.</p>	<p><b>GREED</b></p> <p>Literature with characters who want more of something.</p>
<p><b>RESPONSIBILITY</b></p> <p>Literature with characters who follow through with things they are supposed to do.</p>	<p><b>JEALOUSY</b></p> <p>Literature with characters who want things that others have.</p>	<p><b>REVENGE</b></p> <p>Literature with characters who try to get back at someone.</p>	<p><b>BRAVERY</b></p> <p>Literature with characters who have strength and courage to overcome a fear or take a risk.</p>
<p><b>SURVIVAL</b></p> <p>Literature with characters who are faced with life or death situations and fight to survive.</p>	<p><b>PEACE</b></p> <p>Literature with characters who work for freedom from disagreements.</p>	<p><b>COOPERATION</b></p> <p>Literature with characters who work together to solve a problem or achieve a goal.</p>	<p><b>COMPASSION</b></p> <p>Literature with characters who understand how others are feeling and to make it better.</p>
<p><b>HONESTY</b></p> <p>Literature with characters who feel it is best to tell the truth all of the time.</p>	<p><b>LOYALTY</b></p> <p>Literature with characters who trust each other and never turn their backs on their friends.</p>	<p><b>PERSEVERANCE</b></p> <p>Literature with characters that never give up.</p>	<p><b>SPORTSMANSHIP</b></p> <p>Literature with characters who follow the rules of games and play fair.</p>

# How Do I Retell?

There are FIVE steps...

**Characters** Who the story is about

**Setting** Where the story takes place

**Events** What happens in the beginning/middle/end


**Problem** The struggle the character has

**Solution** How the character solves the problem

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Office DEPOT

## Theme

\*The moral, message, or lesson of a story. The  of a story.  
 -The Theme is often inferred-

courage honesty family  
 Believing in yourself fears kindness Respect jealousy  
 Accepting others Teamwork Discovery  
 Persistence love overcoming obstacles  
 Goodness Be happy with yourself differences

# My Two Border Towns

Created by: Katie Hansen

Grade Level: Middle School

## Success Criteria

- Students will be successful when they can share 2-3 similarities and differences about American and Mexican stores and bakeries.

## Learning Targets

- Students will be able to compare and contrast American and Mexican stores and bakeries.

## Grade-Level standards

1. 2.1.N.F.b Describe daily routines within a community or culture in which the language is spoken (concept of time, typical activities appropriate to various periods during the day)
2. 2.1.N.F.c Describe how daily needs are met within a community or culture in which the language is spoken (housing, shopping, food preparation, transportation, health care, access to public services)
3. 4.1.N.a Identify basic differences and similarities in vocabulary between one's own language and the target language (cognates and borrowed words)
4. 4.2.N.a Identify basic target culture practices and compare them to one's own

## Lesson Plan Layout

1. Build Background: [Slides for lesson - My Two Border Towns](#)  
 -Go through slides and pictures to explain border crossing.  
  
 -Share my own experience of crossing the border regularly  
  
 -Share the poem "Border Kid" from the author (David Bowles) that shares his own experience growing up.
2. Content:  
 -Read the story "My Two Border Towns" by: David Bowles together while emphasizing showing pictures of the convenience stores and bakeries.
3. Assignment:  
 -Explain the compare and contrast assignment found on Google Slides.  
  
 -Give them work time to explore the links to notice similarities and differences.  
  
 -Complete the venn diagrams.  
  
 -Complete the exit ticket adding additional noticings from the poem, story, or lesson as a whole that stuck out to them.

# El Ascensor/The Elevator

Created by: Anna Schulte

Grade Level: 5th

## Content and Standard Alignment

### World Literature

Exploring other cultures through literature, Argentina for majority Central American Spanish speakers.

### English Language Arts

#### *Informational Text*

RL.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

EERL.5.1. Identify words in the text to answer a question about explicit information.

RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

EERI.5.7. Use print or digital sources for information to answer a question.

EERI.5.8. Identify the evidence or reasons the author uses to support points in text.

RF.5.4. Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

#### *Foundational Skills*

EERF.5.4. Read text comprised of familiar words with accuracy and understanding.

RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

#### *Writing*

EEW.5.4. Produce writing that is appropriate to task, purpose, and audience.

EEW.5.5. With guidance and support from peers and adults, plan by brainstorming and revise own writing by adding more information.

EEW.5.6. With guidance and support from adults, use technology, including the Internet, to produce writing while interacting and collaborating with others.

W.5.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

EEW.5.10. Write routinely for a variety of tasks, purposes, and audiences.

#### *Speaking and Listening*

SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and

expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

EESL.5.1. Participate in collaborative discussions. a. Prepare for discussions. b. Follow agreed-upon rules for discussions and carry out assigned roles.

EESL.5.1.b. Engage in discussions to share information on the topic. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

EESL.5.1.c. Communicate directly with peers in multi-turn exchanges. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

EESL.5.1.d. Ask and answer questions of adult or peer communication partners to identify key issues of the discussion.

EESL.5.6. Use formal and informal language.

## Relationship to Other Learning

Themes of interpersonal relationships from the text reflect student learning in the ESL curriculum.

Learning about world regions connected to ongoing work in our building's cultural program.

## Instructional Materials and Resources

For this Lesson we will use a copy of the text in its original print Language, Spanish, and copy in English. The translated English text is titled "The Elevator". The original Spanish text is called "El Ascensor". Both editions that I purchased came with an additional short story mini book "Who Cares?" or "A Mi no Me Importa", these will also be used. The mini books tell the story (based on a folk tale) as one of the characters relays in it the story, the mini book is credited to the character, listing him as the author.

We will also be using an author interview [here](#)

Here is a Spanish book review [book review](#)

Here is a link to someone reading the story aloud [read aloud](#)

Digital copy of the text in [English](#)

Digital copy of the text in [Spanish](#)

Please see appendix A for the Fair Use copyright information

## Methods and Instructional Strategies

KWL chart

Shared Reading (Reading in a small group)

Written response to text

## Concept Prerequisites

In my classroom, the students needed to be able to read in Spanish and English. You can still do this lesson with one language if that doesn't fit your student population. My students also have prior knowledge of blogging on a district provided platform called "schoolology", and one to one devices. I recommend that if the writing is done on paper, students still be allowed to share ideas in some way. You can also use another writing platform that your own students might be familiar with.

## Technology

Students have chromebooks and will use them to access a blog on Schoology monitored by the teacher.

## Introduction/ Anticipatory Set

KWL chart/ Google Slide Show

## Instructional Activities

Start by telling students that the book they will be reading was written by an Author in Argentina. Start a KWL chart for students to discuss what they know about Argentina. If kids say things that are not true, write them down anyways they can be crossed off later for greater impact.

After working on the "Know" and "Wonder" columns, students should be allowed to write a response to the first prompt. I prefer a blog format so they can view one another's comments, paper would work too. Go through the beginning of the powerpoint and give some background on Argentina and the Author.

You can read the book however you like. I have created a digital copy so that if students have one to one devices and you want them to read independently or in small groups they can access it from their laptops. It would also make a quick oral read. I did not make a digital copy of the mini book, I will do that as a read aloud.

In my program the students are bilingual and we will spend one day reading the text in English and another day reading it in Spanish. After the first read students will respond to the second writing prompt. Allow extra time if you choose to use a blog format so that they can respond to one another's ideas.

On the third day students will read the text in the other language. They will respond to the third writing prompt. At this time students should be given the opportunity to independently research anything from the "Wonder" column that was not answered.

Go back to the KWL chart and add new information to the learned column. At this point you can cross out anything that was false from the K column, be sure to add the updated information.

## Student Work Production



Student work will be in the form of written response to blog questions and written responses to other students.

## Wrap up/ Synthesis

There are several students who can not read, and they have been working with these groups long enough so that they are not expected to read long passages on their own, and can get help from peers. The shared reading format naturally scaffolds the reading for these students.

Assessment (Formative and Summative): (Framework Domain 1f: Assessing Student Learning)

I will be able to see evidence of student understanding through both the questions that they answered and the responses that they posted to others. I will be able to see evidence of the students interacting with the text in answering questions. I will also be able to hear students reading and I keep a log of oral reading fluency as observed in students using the 1-4 grading scale that reflects elementary report cards. Not every student will be graded on this every time we read aloud, but I find the data valuable.

## Appendix A

### Rules for Reproducing Text Materials for Use in Class

(According to Attorney Richard Stim)

The guidelines permit a teacher to make one copy of any of the following: a chapter from a book; an article from a periodical or newspaper; a short story, short essay, or short poem; a chart, graph, diagram, drawing, cartoon, or picture from a book, periodical, or newspaper.

Teachers may photocopy articles to hand out in class, but the guidelines impose restrictions. Classroom copying cannot be used to replace texts or workbooks used in the classroom. Pupils cannot be charged more than the actual cost of photocopying. The number of copies cannot exceed more than one copy per pupil. And a notice of copyright must be affixed to each copy.

Examples of what can be copied and distributed in class include:

- a complete poem if less than 250 words or an excerpt of not more than 250 words from a longer poem
- a complete article, story, or essay if less than 2,500 words or an excerpt from any prose work of not more than 1,000 words or 10% of the work, whichever is less; or
- one chart, graph, diagram, drawing, cartoon, or picture per book or per periodical issue.

## Bibliography

Frankel, Y., & Maude, K. (2020). *The elevator*. Tapioca Stories.

Frankel, Y., & Maude, K. (2020). *El Ascensor*. Tapioca Stories.

Stim, R. (2022). Fair Use. In *Getting permission: Using & licensing copyright-protected materials online & off*. essay, Nolo.