

2024 Global Children’s Literature Teacher Fellowship Program Lesson Plan Template

Context
<p>Lesson Title: 📄 Copy of #6 Mannor 6 MS Lesson Plans Playlist Puerto Rico</p> <p>What was the context for your lesson? Teaching Caribbean Islands to 6th grade Geography</p> <ol style="list-style-type: none">1. Your grade level: 6th grade2. The subject area(s) for which you created the lesson: Geography - Puerto Rico3. The make-up of your class (rural, urban etc.; diverse, homogenous, etc.) and how that helped you think about your lesson : I teach an ethnically diverse group of students, 49% Female and 51% male, 91% of our students are low income and 12% have disabilities. 73% Caucasian, 11% Hispanic, 8% Black, 7% Multi-Racial, 1% Asian/Pacific Islander.4. Your own identities and how they play into your lesson (here, you might think of how your identities and experiences might affect what and how you plan to teach this lesson) I am a caucasian female who is certified to teach History and English. I have a very culturally diverse family and I have had the pleasure of being associated with people from around the world.
Process
<p>How did you select the literature for your lesson? I moved to the Latin America group and I have purchased four books (so far) that represent literature about my region and are written by authors from that background.</p> <ol style="list-style-type: none">1. What literature will you use? The Tree of Hope by Anna Orenstein-Cardona2. What was your process for literature selection? I spent a great deal of time researching books from or about Latin America. I selected my book to use for the lesson because I am teaching Geography and I want to begin every lesson with a work of literature to encourage reading and to wet the appetite of the students to want to learn more.3. Where and how did you learn about this literature (browsing, internet search, award lists, in-person recommendation, etc.) I spent many hours researching literature, eliminating books that were not obtainable, and finding the book I chose to relate to my subject matter. I found this book by searching books about Puerto Rico.4. Did you consult some of the resources identified in the library visit and the Zoom meetings? Yes I did. I purchased the following books titled “Ninos Poems for the Lost Children of Chile” by Maria Jose Ferrada and Maria Elena Valdez. “The Sea Ringed World - Sacred Stories of the America’s” by Maria Garcia Esperon and Amanda Mijangos, and “Whiskers, Tails & Wings - Animal Folktales from Mexico” by Judy Goldman and Fabricio VandenBroeck. I put the last one on the shelf in the classroom and I will use the earlier two next year when we study South America.
Lesson
<ol style="list-style-type: none">1. What do you want students to learn? (goals) Standard : G1.2 Geographical Inquiry and Analysis Use skills of geographic inquiry and analysis to answer important questions about relationships between people, their cultures, and their environments, in their communities and

within the larger world context. Students use information to make reasoned judgments based on the authenticity of the information, critically analyze the information, and present the results. (Targets) : Use information to make reasoned judgments based on the authenticity of the information, critically analyze the information, and present the results.

(Standard:) G1.3 Geographical Understanding The purpose of middle school geography curriculum is to develop content, themes, skills, and perspectives that can help students understand a diverse and interconnected world.

(Targets): G1.3

- Understand a diverse and interconnected world.
- Use fundamental themes of geography (location, place, human-environment interaction, movement, region) to describe regions or places on earth.
- Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility.

G4.1 Cultural Mosaic Describe the characteristics, distribution, and complexity of Earth's cultural mosaic.

- Students will be able to explain the location, the foods grown and produced, understanding of why the people eat the foods they eat, what has to be brought in in terms of food and products for comfortable survival
- Students will understand food production, climate, importing and exporting, crisis and supplemental support

G4.2 Technology Patterns and Networks Describe how technology creates patterns and networks that connect people, resources, products, and ideas.

- Students will understand food production, climate, importing and exporting, crisis and supplemental support
- Students will understand global communication

G4.3 Patterns of Human Settlement Describe patterns, processes, and functions of human settlement.

- Students will understand the cultural mosaic of the population of Puerto Rico and the Caribbean through history of settlement

The main goal is to expose as many students as I can to authentic literature that they can enjoy reading and that will help bring empathy and understanding to all cultures of the world and I believe I can do this while teaching geography.

2. Why does this lesson matter from the perspective of global understanding and engagement? (rationale)

Using literature as the gateway to learning about cultural groups and the diversities among people all over the world and specifically in the human constructs known as regions will help students analyze both the physical and human characteristics around the world. This is an important Learning Target for 6th grade Geography.

3. What will you do? (the actual lesson). Please explain the lesson in detail. Feel free to use whatever format you usually use to create a lesson plan. (You may wish to include artifacts.).

You should include theme/topic, global perspective, unit/lesson background, activities/instructional approaches and so on.

4. How will you know if students learned what you intended? (assessment) Students will complete a map assessment of the Caribbean and then write a minimum 2 paragraph essay discussing all the things they learned from the daily lessons as well as their final impression of Puerto Rico.

Enactment

How did the lesson go? The lesson plans went great, the students enjoyed the lessons (taught for 5 days)

1. When did you teach the lesson? I taught the lessons prior to Spring Break
2. What did you do? (sometimes what is done is different from the plan) I followed the lesson plans and specifically made sure we made time to listen to music from the Caribbean and looked at Art and Food from the Caribbean and specifically Puerto Rico.
3. How did students respond? (you may wish to include artifacts) The students enjoyed the lessons as I presented daily and I asked them what their thoughts were on the instruction style change.

Reflection

Reflection (Self-evaluation)

1. What were you pleased with? (strategies that worked well) I introduced the topic of the Caribbean to the class and then asked if anyone in the class knew if they were from Puerto Rican ancestry. I had one student claim Puerto Rican ancestry so I asked if she has ever been to Puerto Rico. I then asked if anyone else had been to Puerto Rico. The class discussion and student inquiry to other students was a great starting point to the lessons.
2. Are there things you learned for next time? (strategies that worked less well) Make more time for class discussions. The students really listen when they classmates are speaking
3. Were there any surprises? (positive or negative) I was amazed at the compliments I received from the students "I really liked today's lesson!" "Can we learn about Asia this way too?" etc
4. What recommendations do you have for other teachers when using this book? The students need to learn the whole picture so don't leave out the history lessons. Also, consider unpacking a suitcase. I packed clothes that were appropriate for the climate, a sun hat, sun glasses, maps, sandals, sun block, a flag and keepsakes.
5. What did this experience teach you about global children's literature and including global children's literature in your curriculum? I am really excited to find more literature books to use in my Geography lessons. I was really amazed at how much the students enjoyed my reading a picture book. They were interested in the storyline and the images. This opened up the craving to learn more about Puerto Rico and the people with their culture and food.

References

List all references or resources you used.

<https://www.greatschools.org/michigan/burton/9593-Bentley-Junior-High-School/?searchWhatType=autosuggest&searchLocationType=undefined&searchWhatKeywordValue=Bent>

<https://time.com/a-land-they-no-longer-recognize/>

<https://www.weather.gov/sju/maria2017>

<https://www.cnn.com/specials/weather/hurricane-maria>


<https://www.geoguessr.com/pdf/4129>

https://docs.google.com/document/d/1rMSLD1Jr8B_z6Wo40nqgO2KksRF8TAFspoF_G8i0Nac/edit

https://docs.google.com/presentation/d/1yWb9e_WO6mxgi2N2BEuZaRjnQVwt00214x_-lpLHZ7k/edit#slide=id.p

<https://www.smithsonianmag.com/travel/puerto-rico-history-and-heritage-13990189/>

 Puerto Rico Essay

 Copy of #6 Mannor 6 MS Lesson Plans Playlist Puerto Rico

