# 2024 MSU Global Literature Teacher Fellowship Projects

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# Africa 2024 Global Children's Literature Teacher Fellowship Program Lesson Plan

| Context |
| --- |
| **Lesson Title:** William and Windmill |
| What was the context for your lesson?<br><br>1. Your grade levels.<br><br>I teach high school grades (9-12)<br><br>2. The subject area(s) for which you created the lesson (Social Studies – Economics)<br><br>3. The make-up of your class (rural, urban etc.; diverse, homogenous, etc.) and how that helped you think about your lesson<br><br>Our classroom is in an urban setting in Detroit, Michigan.<br><br>My students are 95 percent Black Americans. I have a few students who identify as multiracial, Native American, Korean American, and Latin American.<br><br>My classroom is for children with Mild Cognitive Disabilities.<br><br>However, I currently serve some children with a primary disability of Autism and Other health Impairments (ADHD).<br><br>Class size varies from 15 to 20 students.<br><br>They have various grade levels of ability that range from first to fifth grade, in reading fluency, comprehension and math computation and comprehension.<br><br>I wanted a global economic theme for my classroom. I hoped to expose them to other cultures and ways of thinking. At first, I first thought of the lesson topic as a hook, I realized it required more critical thinking, reflection, and empathy.<br><br>I asked the kids to take a deeper dive into people who are similar but different in their thinking and culture.<br><br>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).<br><br>I am a 60-year-old Latin man who was born and raised in Detroit. From a large extended family, I understand straddling that margin between cultures.<br><br>I left home for 40 years and retired from the Army. I taught in North Carolina for 10 years before family illness and personal reasons brought me back to Michigan.<br><br>My experiences help me understand that there are numerous and nouned differences in most cultures. Even if you share a common language, local history, and your background shades your view and understanding of events. |

I hope that I can open my students' eyes to the fact that Detroit is just a small place on the map and the smart phone is only a filtered look into a big wonder and complex world.

A little reading and research can open their eyes I hope.

**Process**

How did you select literature for your lesson?

I found a book in a selection brought to one of our meetings at the library. I took a picture of it and a few other titles. This one really caught my eye and interest.

1. What literature will you use?

The illustrated book is called “The Boy who Harvested the Wind.”

I searched for other related titles and books at Barnes, Noble and online. But I really liked the illustrated story, the more I investigated it.

There was a paperback based on the same story as well as a movie with the same title.

2. What was your process for literature selection?

I searched for books at Barnes, Noble and online. But I really liked the story, the more I investigated it.

I tried to pay attention to critical reviews that were sensitive to cultural stereotypes and racial bias.

The background history of Malawi as a colonial possession of the United Kingdom, England fascinated me. The exploitation and integration of western culture into their society was very interesting.

I saw that the relatively recent independence of Malawi did not totally separate the people from their colonial past. I was surprised how institutional traditions continued well after independence.

I researched and found that though the country is relatively small, it has a diverse people, urban, rural and what we would call suburbs.

3. Where and how did you learn about this literature (browsing, internet search, award lists, in-person recommendation, etc.)

The illustrated book called “The Boy who Harvested the Wind,” was on the table at the library during our session at MSU.

I looked at book reviews and saw what awards they had won. CABA Awards.

4. Did you consult some of the resources identified in the library visit and the Zoom meetings?

Yes, I looked at the awards it won. I was particularly interested in the British Awards it won.

Though the story of William was reviewed in the American (New York Times), I understand that the country of Malawi had an extensive colonial British history.

I read how colonialism exploitation and even well-meaning missionary influences can alter a country. Many times, not always positively.

British influence in modern-day Malawi began through a system of foreign influence when Nyasaland became a British protectorate under a colonial administration. The Queen of Great Britain became the Queen of Nyasaland. Nyasal and gained independence on 6 July 1964 and has since been known as Malawi.

I settled on the CABA awards because they focused on Africa centric perspective in my opinion.

Awards.

**Lesson**

1. What do you want students to learn? (goals)

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

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)

**Enactment**

How did the lesson go?

1. When did you teach the lesson?

   The lesson was taught in two parts, 3/5/202024 and 3/5/2024.

   Each lesson ran for 50 minutes.

2. What did you do? (sometimes what is done is different from the plan)

   We strayed into discussions about how living without electricity and running water is still a thing even in a country with major cities.

   The kids related our experiences when the basements flooded in Detroit. The kids talked about how hard it was to live without a world without TV, Cell phones and refrigerators.

3. How did the students respond? (you may wish to include artifacts)

   I have sample Venn Diagrams that the student completed in my 20 minute presentation.

**Reflection**

Reflection (Self-evaluation)

1. What were you pleased with? (strategies that worked well)

   Yes, I was pleased with how the lesson plans went, especially day two.

   The kids liked the change of pace and the discussions.

2. Are there things you learned for next time? (strategies that worked less well)

   Let them lead the discussion more. I found their questions interesting and insightful. A great informal way to see if they are learning.

3. Were there any surprises? (positive or negative)

   Yes, participation was greater, I think. We had a lot more questions and answers.

   But I was sad to hear a lot of stereotypes about "African." I see how ingrained social media has made some of these negative stereotypes of people from other nations.

4. What recommendations do you have for other teachers when using this book?

   Give yourself more time if needed. Questions may take up more time ha you think at first.

   You do not want to cut short a lively discussion.

5. What did this experience teach you about global children's literature and including global children's literature in your curriculum?

I think that including global literature has a positive benefit for students. It opens the world to them. It gives them an unfamiliar and distinct perspective.

Yet, I feel something is lost in the translation. You got to dig deep to talk about a thing like widespread famine in a country that has not really had one since the Great Depression.

My own hope is more empathy towards "others." I hope students see that people are people regardless and maybe because of our differences.

**References**

List all references or resources you used.

You Tube interview and Illustrated Book:

https://www.youtube.com/watch?v=stjOzn1etjc
https://www.youtube.com/watch?v=G8yKFVPOD6o
https://en.wikipedia.org/wiki/The_Boy_Who_Harnessed_the_Wind

Biography Co-Author
https://www.bryanmealer.net/bio/
Awards: https://www.filmaffinity.com/us/all_awards.php
Movie

List of submissions to the 92nd Academy Awards for Best International Feature Film

The book was written in at least two languages English and Chichewa

Researched from MSU Internet Library

CABA Awards
CABA Nomination Process | Center for African Studies (howard.edu)

# Africa 2024 Global Children's Literature Teacher Fellowship Program Lesson Plan

| **Context** |
| --- |
| **Lesson Title:** |
| What was the context for your lesson?<br><br>1. 7/8th Grade<br><br>2. Literature Class,<br><br>3. Mostly suburban, dominantly white students. Diversity of Socio-economic situations. Most students, if not all, are Christian with politically conservative families.<br><br>4. My primary identity is as a Christian teacher in a Christian school. This influences how I frame other religions; while fine in making good people, but ultimately not what will save us. I also have experience being in the ethnic and religious minority in a country that is dominantly Muslim (Oman), and in major European cities, where there is a plurality of religions. |
| **Process** |
| How did you select the literature for your lesson?<br><br>1. *The Night Before Eid* by …<br><br>2. I selected this based on a desire to address rampant Islamophobia (or at the least misunderstanding of Islam) in the western conservative Christian worldview. I wanted something that humanizes the people who may look very different and have been in a way demonized. I also selected this book as what appeared to be an authentic celebration of an eid by modern Muslims. It shows a combination of tradition and present. It also includes nonfiction explanations at the back to further elaborate what couldn't fit inside the narrative.<br><br>3. Browsing through the Africanah award list for the last few years.<br><br>4. Yes, I used the library guide for awards as the starting point of my lesson. |
| **Lesson** |
| 1. What do you want students to learn?<br><br>- Students will be able to describe the core beliefs of Islam in general terms<br>- Students will be able to describe what the purpose of Eid is in general terms<br>- Students will be able to describe why Muslims celebrate Eid in general terms<br>- Students will be able to identify the tone of the book as positive or negative<br>- Students will be able to identify the mood of the book.<br>- Students will be able to connect Islam and Eid to previous knowledge and new knowledge.<br><br>2. Why does this lesson matter from the perspective of global understanding and engagement? The first step to a more peaceful world is |

3. What will you do? This lesson was planned as a standalone right before Good Friday/Easter and our spring break.

Bell-ringer: What do you think of when you hear the words Muslim and Islam? Do you know anyone directly or indirectly who is Muslim?

While students answer bellringer handout research worksheets.

"We are taking a look through a 'window' into another perspective of the world. Avoid making judgements about good or bad. Yes, we know that if they do not accept Jesus Christ's death and resurrection they do not go to heaven, but that does not mean what they believe makes them bad people. It also does not mean we are better than them. In fact, I have met and befriended a number of Muslims whose dedication to their faith is an inspiration to my own."

Review questions as a class:

Students have 10 minutes to answer questions on "Islam Basics" handout using provided sources.

Mr. K Read aloud *The Night Before Eid*

- while reading students take notes on connections to previous knowledge, or what they learned today about Islam.

"During literature circles, I want you to compare the book to a similar holiday of your choice. Also, compare what motivates the celebration of Eid to what motivates our celebration of Lent and Easter.

Literature circles in five groups of four

Homework: "Discussion Debrief"

4. How will you know if students learned what you intended?

- Students will be able to describe the core beliefs of Islam in general terms: worksheet guided research
- Students will be able to describe what the purpose of Eid is in general terms: worksheet guided research
- Students will be able to describe why Muslims celebrate Eid in general terms: worksheet guided research

- Students will be able to identify the tone of the book as positive or negative: verbal feedback
- Students will be able to identify the mood of the book: verbal feedback
- Students will be able to connect Islam and Eid to previous knowledge and new knowledge: discussion debrief.

**Enactment**

How did the lesson go?

1. When did you teach the lesson? 3/27

2. What did you do? I followed the lesson plan pretty closely. I did change the beginning from a bellringer to an open note quiz based on the sources I printed for the students, then discussed as a whole group the information on the quiz and any connections they made between their previous understandings and what they learned.

3. How did students respond? Students responded with great questions and drawing the connections I was hoping they would. For example, "Wow! [Christians] share a lot in common with [Muslims]," and, "[Islamic] people and [Christian] people sound really similar." The last quote is in reference to the people in our shared Old Testament. For written responses, see the attached artifacts.

Artifacts:

**Reflection**

Reflection (Self-evaluation)

1. What were you pleased with?

Discussion Debrief

2. Are there things you learned for next time?

Planning the quiz for the same day as the rest of the lesson. That was a lot, and the students were not settled enough with the content to really make connections and have a conversation in the later small group discussions.

3. Were there any surprises? There was little knowledge or preconceptions about Islam and Muslims in general.

4. What recommendations do you have for other teachers when using this book. Emphasize at the beginning the celebration of an eid in this book is a regional snapshot, not a description of how every Muslim celebrates their eids.

5. What did this experience teach you about global children's literature and including global children's literature in your curriculum? Students love learning about other places and are naturally inclined to empathize towards people very different from themselves when given the correct information.

**References**

List all references or resources you used.
Ch. 6 of Teaching Globally
OPRE Report #2022-156: Debriefing in the Classroom on acfs.hhs.org
Britannica excerpts: Islam
Brandeis University Spiritual Life: Ramadan
Muslim Aid Charity: Eid al Adha
Muslim Aid Charity: Eid al Fitr
Guide to Islam by Brendan Krueger Guide to Islam
Discussion Debrief by Brendan Krueger Discussion Debrief

Evidence

# Africa 2024 Global Children's Literature Teacher Fellowship Program Lesson Plan

Kristy Spann
Africa Group, April 6, 2024

| Context |
| --- |
| **Lesson Title:** |
| **What was the context for your lesson?**<br><br>**1. Grade Level:** 6th<br><br>**2. The subject area(s) for which you created the lesson:** English Language Arts<br><br>**3. The make-up of your class (rural, urban etc.; diverse, homogenous, etc.) and how that helped you think about your lesson:** This lesson was created for students in a suburban community with >85% free and reduced meals with an ethnic distribution of: 68.8% are white, African American 12%, Hispanic 10.6%, 2+ 7.8%, Asian 0.4%, Indigenous 0.4%. Approximately one-third of the students come from neighboring districts with greater than one-fifth of the total coming from a very depressed, adjacent city. Many of the students in this community do not have the opportunity to travel, and many have never visited the local art institute, library, science museum, etc. Despite access to the broader world through the internet, many are caught up in their own local context.<br><br>**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 have had the opportunity to study extensively including abroad on three occasions. I recognize that my lens is singular and that my life is privileged because of the countless people who have preceded me across the globe and over time by their contributions to the world, which have made it what it is. It is inspiring to "meet" others through books, to discover other foods, hobbies, occupations, games, and so much more. Helping others to extend the boundaries of what the world holds from their local context to something much broader is exciting, and, perhaps, will inspire them to become more than they otherwise might have. |
| **Process** |
| How did you select the literature for your lesson?<br><br>**1. What literature will you use?** *A Long Walk to Water* (Park, 2016); *Sangoel* (Williams & Mohammed, 2009); *When Africa Was Home* (Williams, 1991)<br><br>**2. What was your process for literature selection?** I contemplated the dangers of having a single story about a person, place, or culture. Thus, I sought to select texts that would complement Chimamanda Adichie's message in her TED Talk of the same topic that would help students recognize the need to look beyond one text (A Long Walk to Water) and begin to seek additional sources to enlarge and deepen their understanding of South Sudan as a unique country, and underscore that there are also similarities between South Sudan and other places in the world both in and beyond the continent of Africa. |

**3. Where and how did you learn about this literature (browsing, internet search, award lists, in-person recommendation, etc.):** Internet searches for children's literature from South Sudanese authors, news sources about South Sudan, a trip to the local library and conversations with the children's librarian, visits to local used bookstores, and a review of my personal book collection.

**4. Did you consult some of the resources identified in the library visit and the Zoom meetings?** As a result of my experiences in MSU's Global Children's Literature Fellowship I purchased *The Boy Who Harnessed the Wind* (Kamkwamba & Mealer, 2012). I also used the MSU online library catalog to look for other children's/YA books about South Sudan. The only one in their holding is *Africa, Amazing Africa* (Atinuke, 2021), which I would make available for the students in a classroom set were I their teacher.

As a result of this fellowship and the textbook we were provided, I became explicitly aware of the distinctions between cultural texts, global texts, and international texts.

**Lesson**

**1. What do you want students to learn? (goals)**

- Students will be able to identify the central idea and supporting details in Chimamanda Ngozi Adichie's TED Talk "The Danger of a Single Story."
- Students will be able to explain Adichie's purpose in giving the TED Talk and how she conveys it.
- Students will be able to critically discuss the portrayal of South Sudan in *A Long Walk to Water* after watching The Danger of a Single Story and how the narrative can be enlarged by considering other perspectives such as those in the books My Name Is Sangoel (Williams & Mohammed, 2009) and When Africa Was Home (Williams, 1991).
- Students will be able to discuss the dangers of having a single story about a person, place, or culture.

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

The single story reduces people, rendering them incomplete, flat, one-dimensional. As a result, it becomes difficult to recognize equal humanity in the characters of a single story.

**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.

**Interactive ELA Lesson (Topic): Seeing Beyond the Single Story (60 minutes)**

**Global perspectives:** social injustices, othering

**Grade Level:** 6th

**Books:** *A Long Walk to Water* (Park, 2016); *Sangoel* (Williams & Mohammed, 2009); *When Africa Was Home* (Williams, 1991)

Additional resources of what does not constitute additional narratives for South Sudan, but would support other narratives: *One Plastic Bag* (Paul, 2015) – about Isatou Ceesay and the recycling women of The Gambia; *Mama Miti: Wangari Maathai and the Trees of Kenya* (Napoli, 2010); *How Djadja-Em-Ankh Saved the Day: A Tale from Ancient Egypt* translated from the Original Hieratic, with Illustrations and commentary (Manniche, 1976); *The Boy Who Harnessed the Wind* (Kamkwamba & Mealer, 2012) about 14-year-old William Wamkwamba, who lived in a drought-ravaged area of Malawi pursued a dream that brought electricity and running water to his desperately poor village. *Fali* (Lucas, T. & Lucas, G., 2006) - Fourteen-year-old Amadou lives in a village in Mali. One day, Amadou's father asks him to teach their youngest donkey, Fali, to pull the cart. The young boy and the donkey become a big help to Amadou's family. But soon the cart becomes too heavy for the little donkey to pull. Moral: always take care of your animals. *Africa, Amazing Africa* (Atinuke, 2021).
**TED Talk:** "The Danger of a Single Story" by Chimamanda Ngozi Adichie (2009) (https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story?language=en)

**Michigan 6th Grade ELA Standards Addressed:**

- Rdg-Literature 6.1: Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- Rdg-Literature 6.6: Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
- Rdg-Informational Text 6.7: Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
- Speaking & Listening 6.1d: Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- Speaking & Listening 6.2: Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

**Learning Objectives:**

- Students will be able to identify the central idea and supporting details in Chimamanda Ngozi Adichie's TED Talk "The Danger of a Single Story."
- Students will be able to explain Adichie's purpose in giving the TED Talk and how she conveys it.
- Students will be able to critically discuss the portrayal of South Sudan in *A Long Walk to Water* after watching The Danger of a Single Story and how the narrative can be enlarged by considering other perspectives such as those in the books My Name Is Sangoel (Williams & Mohammed, 2009) and When Africa Was Home (Williams, 1991).
- Students will be able to discuss the dangers of having a single story about a person, place, or culture.

**Materials:**

- Internet access and AV equipment to show TED Talk; paper and pencil for exit ticket

**LESSON PROCEDURE**

**Introduction (5 minutes):**

1. **Connector:** Begin by asking students to share their thoughts and feelings about the book *A Long Walk to Water*. What surprised them? What did they learn about South Sudan?
2. **Introduce TED Talks:** Briefly explain the concept of TED Talks and their purpose of sharing ideas.
3. **Introduce Chimamanda Ngozi Adichie:** Show a picture of Adichie and tell students she is a famous writer who will talk about the danger of a single story.

**Main Activity (50 minutes):**

1. **Watch TED Talk (20 minutes):** Show students Chimamanda Ngozi Adichie's TED Talk "The Danger of a Single Story".
2. **Central Idea and Details (5 minutes):** After watching the talk, ask students what they think Adichie's main message is. Have them discuss in pairs and then share as a class. Guide them to identify details from the talk that support the central idea (e.g., her childhood experiences, stories about her classmates).
3. **Author's Purpose (5 minutes):** Ask students why they think Adichie gave this TED Talk. What is she hoping to achieve? Look for answers related to raising awareness, challenging stereotypes, and promoting understanding.
4. **Group Discussion (10 minutes):** Facilitate a class discussion about the dangers of having a single story about a person, place, or culture. [The following questions are suggestions based on the class being taught, background information they have, etc.]
    1. How can these stereotypes be limiting?
    2. How can we avoid falling into this trap?
    3. Look at a map of North America (23 countries; (430 languages (177 are indigenous)) and consider how alike or different people are in Yukon Territory, Montreal, Louisiana, El Salvador—all of these places are located on one continent. Similarly, Africa is a continent of many countries, languages, religions, cultures, etc. (54 Countries, 3,000 languages). [The links goes to a Google map that was created showing pushpins in those various countries. Additionally, there are pushpins in The Gambia, Mali, Nigeria, Sudan, South Sudan, Kenya, and Malawi]
        1. Note: the countries in Africa were selected because the following books take place in those respective countries (The Gambia, Mali, Nigeria, Sudan, Suth Sudan, Kenya, and Malawi). This illustrates that having a story from one place in Africa not only is a “single story” problem, it may not even be the right story.
    4. Do stories from different African countries provide insight about Sudan? [They may, they may not…consider that some countries are similar to Sudan while others are very different.]

5. Do stories from non-native writers provide insights about South Sudan? [They can if the author extensively studied the country, the people, the land, etc.] Consider showing how little is available with a quick Google search "Children's books by Sudanese authors"
6. With so few books available, how else might you find out more about South Sudan? Search Google for "news from South Sudan"; search Google Sudan news stories for kids
7. Is there one book that would represent everything about America well? Similarly, do you think there is one book that represents everything about Sudan well?
8. How might a story be impacted by the time in which it is written, like 1809? 1950?
9. How might the story be impacted if it is told by those in power? By those being oppressed?
10. How might the story be impacted if it is told by an 8-year-old? By a 25-year-old? By an 80-year-old? By a boy? By a girl? By somebody who is rich? Poor? [These questions, which are not exhaustive, are intended to help students understand there are many characteristics that contribute to a perspective.]

5. **Connecting to A Long Walk to Water (10 minutes):** Think about Salva's journey and/or Nya's village life. Do you feel that having read about two characters in one book about South Sudan is enough to challenge the "single story" problem?

**Wrap-up and Assessment (5 minutes):**

1. **Exit Ticket:** Answer the question: One danger of a single story is…
2. **Reflection:** As a closing activity, ask students to reflect on their own lives. Have them consider if there are any "single stories" they might hold about themselves or others. How can they be more open-minded and understanding?

**4. How will you know if students learned what you intended? (assessment)** Use of an exit ticket; anecdotally, by what they say and how they say it as time moves on.

**Enactment**

**How did the lesson go?** I borrowed a 6th grade classroom. Although I had indicated to the teacher that I would need to show a video, and she assured me that was fine, the technology was not working. This ate into the allotted time. That issue notwithstanding, it was helpful to give an overview of the TED Talk which they were about to watch. Given the chance to do it again, I would likely cut out part of the talk and focus on the first 10-12 minutes or so.

When talking about the danger of a single story, an example that was offered by the classroom teacher who was there and learning alongside her students was effective: she has always believed that pizzas were made one way—how they are eaten locally. When she traveled to Chicago, she found that pizzas are made very differently. It was a simplistic example, but provided another perspective on a single-story narrative that was, possibly, more relatable to some students.

After the TED Talk, students turned and talked for about 90 seconds to share what intrigued them about the video, how were they making sense of it. Then the whole class offered ideas. Students talked about how only sharing one perspective doesn't tell somebody's whole story. "You can't just tell one story." "You have to hear multiple stories to really get to know them." Some students were surprised, as Chimamanda's roommate was, that English is an official language in Nigeria. Another student thought it was inappropriate for the roommate to share her misunderstandings or ask questions that could be considered rude. This led to an unexpected conversation about the imperative 1) of suspending judgment and seeking clarity, and 2) engaging in dialogue with the intention to learn. If people don't engage in dialogue, then misunderstandings are less likely to be uncovered and reversed, which was a valuable lesson.

When students were asked about the story they felt was being relayed in A Long Walk to Water, responses were offered that highlighted important themes: poverty, tenacity, vision, resourcefulness, homecoming, resilience. The conversation expanded again to the single story narrative and the fact that other books can help broaden ideas around poverty, resilience, etc. They linked this back to Fide's story, the impoverished son of her family's hired help and the fact that she was so surprised to learn of his family's creativity and ability to weave such beautiful baskets.

Also, students lifted up the issue of Mexicans and the ongoing narratives around immigration.

I shared the overarching idea of several books with them that I had brought (but could not read due to the 15 minutes spent on technology problems): My Name Is Sangoel, The Boy Who Harnessed the Wind, and When Africa Was Home.

Based on engagement and students' responses, the topic was relevant for them and one which they not only seemed to understand, but also found to be important.

**1. When did you teach the lesson?** Friday, April 5, 2024, from 8:45-9:40 AM. It was scheduled for Friday, March 22. However, school was unexpectedly closed that day to inclement weather. Monday, March 25-Monday, April 1 was spring break. The only day I could teach this lesson was Friday, April 5. It was not ideal as not only were these not my students (I am a superintendent), but the students had finished the unit which was centered on A Long Walk to Water two weeks previously on March 21.

**2. What did you do?** See above.

**3. How did students respond?** See above.

**Reflection**

Reflection (Self-evaluation)

**1. What were you pleased with?** I was pleased with the whole class discourse that followed the TED Talk.

**2. Are there things you learned for next time?** Most of my problems were a result of stepping into somebody else's classroom. Discovering that the interactive Smart Board hadn't worked all week and no ticket had been submitted, being in a class where dry erase markers aren't kept at the board where they are used, being in a class where students had not been

prepped for my guest teaching their class on this day all led to a less robust lesson than I would have otherwise had. I wish I had been able to share the world map with the pins that I created for them, the websites I had curated, and actually read the books aloud that I brought.

As indicated previously, I would have shortened the video. I also would have reduced some specific discussion prompts to paper – one per group – for students who are more visual. And I would provide them with post-it notes to gather their own thinking before turning and sharing with a partner and/or the table.

**3. Were there any surprises?** Only those already discussed above.

**4. What recommendations do you have for other teachers when using this book?** I would allow for more time than a single lesson to really unpack these ideas. Students need time to talk through their (evolving) understandings of stereotypes, the danger of a single story, and what steps they would like to take regarding South Sudan having read *A Long Walk to Water* (Park, 2016) coupled with their understanding of the single-story dilemma. The person who is talking is the person who is thinking. While the teacher will engage in lecture bursts, the students need time to grapple with the ideas presented in order to solidify their emerging understandings.

**5. What did this experience teach you about global children's literature and including global children's literature in your curriculum?** First, it helped me be very clear about the distinction between cultural literature, global literature, and international literature. It also provided me with insight to the criticality of intentionally teaching from many global texts to personalize people, cultures, and places so that students are not making assumptions based on stereotypes that have been passed down through other people, other experiences, and/or other texts. Brilliance exists in all cultures. Our students need to see that people the world over are smart, capable, curious, playful, creative, and so on. That which is different—people's names, foods, clothing, etc.—are just that: different. People need to be very mindful of the pejorative language they use when they respond to difference by saying things like that is *weird, ignorant, dumb, stupid,* or *not normal*. Students need recognize that how they dress, speak, act and so on is different to others…perception is not a one-way street. Each person is perceived by other people, just as each person is the perceiver of other people. This is an important concept for our students to apprehend.

Global children's literature provides a means for introducing all matter of global topics: religions, regions, cultures, time, history, dress, meals, architecture, music…this being but a short list of examples. Teachers fundamentally are tasked with nurturing students' curiosity and critical thinking. Global children's literature can be used to both nurture and satisfy their curiosity while building bridges between them and the broader world.

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# Africa 2024 Global Children's Literature Teacher Fellowship Program Lesson Plan

## Context

**Lesson Title:** Two Homes in Omar's Heart

**What was the context for your lesson?**

**1. Your grade level:** first grade

**2. The subject area(s) for which you created the lesson:** English Language Arts

**3. The make-up of your class (rural, urban etc.; diverse, homogenous, etc.) and how that helped you think about your lesson:** 23 diverse students (from many different countries). The diversity will create opportunities for both resonation and empathy between students of various origins.

**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):** Being a person of a single home origin (same state) I will be using the experience of my hometown and how I how when I went off to college, I created a new home in my heart.

## Process

**How did you select the literature for your lesson?**

**1. What literature will you use?**

I will use the text "Two Homes in Omar's Heart" (digital)

**2. What was your process for literature selection?**

Given the diversity of my classroom, I wanted a text that was intercultural while also being written by someone who was multicultural so most if not all students could relate or make connections.

**3. Where and how did you learn about this literature (browsing, internet search, award lists, in-person recommendation, etc.)**

I stumbled upon this book during one of the sessions and it reminded me of how many of my students often start the year off very sad to be away from their home countries but as the year progresses, East Lansing becomes a second home to them, which they do not want to leave in the Spring.

**4. Did you consult some of the resources identified in the library visit and the Zoom meetings?**

The text is mainly used in digital format, especially in the translated English version and it is published by a smaller publisher so, it seems to not be widely known. Having done my own research to ensure accurate representation, written by someone from the culture that is portrayed in the story, the book can be considered culturally accurate or genuine given the author's identity.

## Lesson

**1. What do you want students to learn? (goals)**

Students will be able to tell the beginning, middle, and end of the story to trace character development.

Students will make connections between the character in the story and their own lives or experiences.

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

Helping students--specifically, those who are of American origin, realize that there are places all over the world that are incredible and worth missing. Dismissing the idea that the United States is the ultimate goal/place to live.

**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.**

A. Background Knowledge:
    a. show map of Palestine and Wisconsin
        i. images of Mount Quarantania, Hisham Palace, Dead Sea
    b. vocabulary
        i. immigrant
        ii. home (connotations of home), a special place can feel like home
B. Introduction:
    a. discuss reasons someone might leave their home/hometown
        i. have any students experienced this? (thumbs up or down)
        ii. Show students the Venn Diagram of Jericho and Oshkosh. Tell students we will add to it as we read and after the story
    b. reiterate the importance of respecting others' feelings, emotions, or experiences
C. Teaching the text:
    a. ask students to predict what it means to have 2 homes in your heart
    b. read the text to the students
    c. pause to ask for connections/noticings between his old home and the new one (project a Venn diagram or make a chart of it)
D. Possible Discussion Questions:
    a. How did Rani help Omar?
    b. Why do you think Rani showed Omar the places that they did?
    c. How do you think Omar felt when he heard other kids speaking Arabic?
    d. How did Omar's feelings change from the beginning of the story to the end?

**4. How will you know if students learned what you intended? (assessment)**

We will create a class heart that shows the two homes in Omar's heart. Students will also create their own hearts that show the 2 homes/special places in their hearts.

**Enactment**

**How did the lesson go?**

**1. When did you teach the lesson?**

I taught the lesson during our normal ELA block (around 35-40 minutes)

**2. What did you do? (sometimes what is done is different from the plan)**

We followed the lesson plan pretty closely but did the Venn diagram in more of a verbal way, just asking students what the connections were (similarities/differences)

**3. How did students respond? (you may wish to include artifacts)**

The students really enjoyed the book. It was great watching their faces as they were able to make connections with the character. The who students who haven't lived elsewhere asked their peers great questions about their experiences.

## Reflection

**Reflection (Self-evaluation)**

**1. What were you pleased with? (strategies that worked well)**

I think this text was a good fit for my group of students. We work a lot on Social Emotional Learning, building empathy, and for a book to bring it out as well as it did, made it very special. It fit into our normal ELA block and followed our usual routines/rules so students were able to pay attention, engage, and participate in the lesson.

**2. Are there things you learned for next time? (strategies that worked less well)**

The lesson took longer than I thought it would, especially because the students had such great questions and connections/experiences they wanted to share. I might even break the lesson and the follow-up project into 2 days/lessons.

**3. Were there any surprises? (positive or negative)**

My favorite part was the connections and sharing that students offered in response to the text.

**4. What recommendations do you have for other teachers when using this book**

Give yourself more time than you'd think so you can allow for all questions/comments/experiences that arise.

**5. What did this experience teach you about global children's literature and including global children's literature in your curriculum?**

I did a lot more research on the background of the author/illustrator/publisher when making this lesson. I think this made my own connection stronger to the text and made it more exciting to teach.

## References

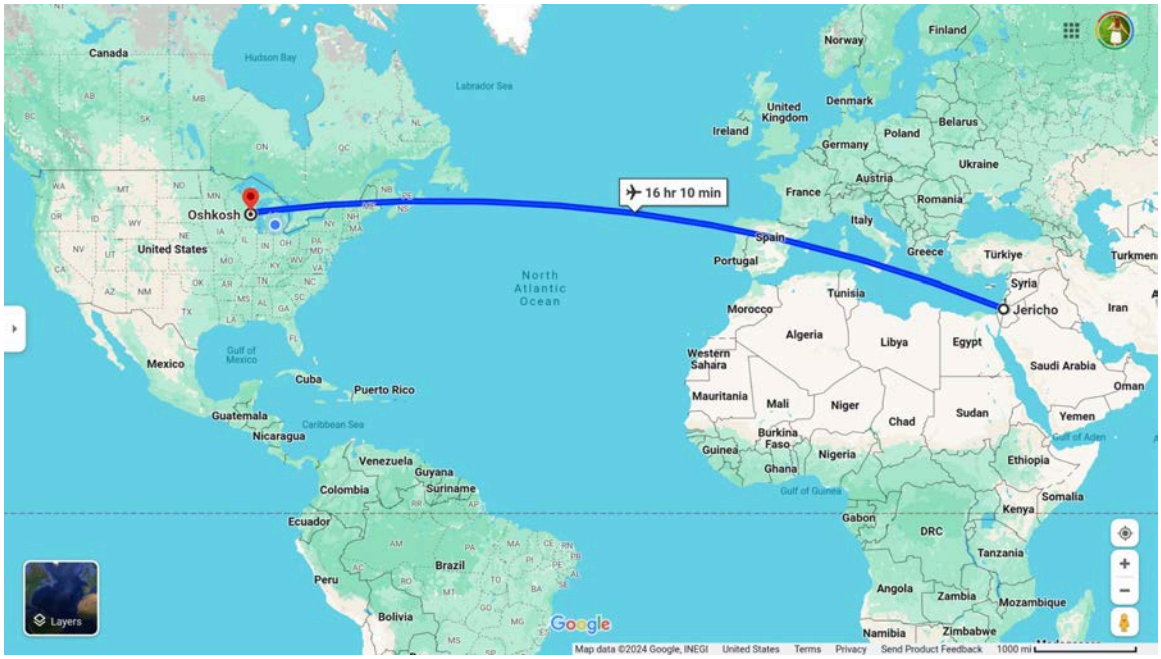
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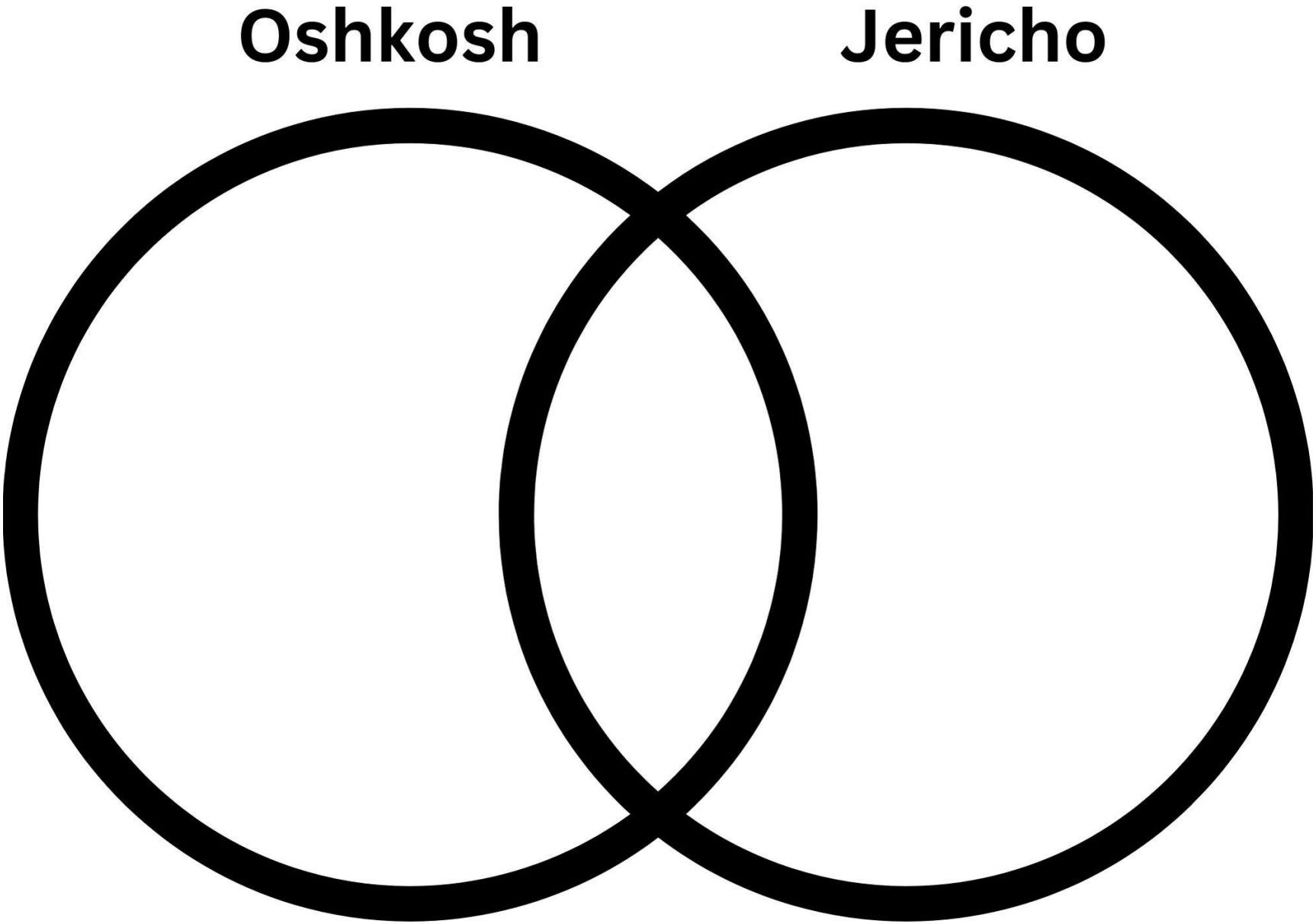




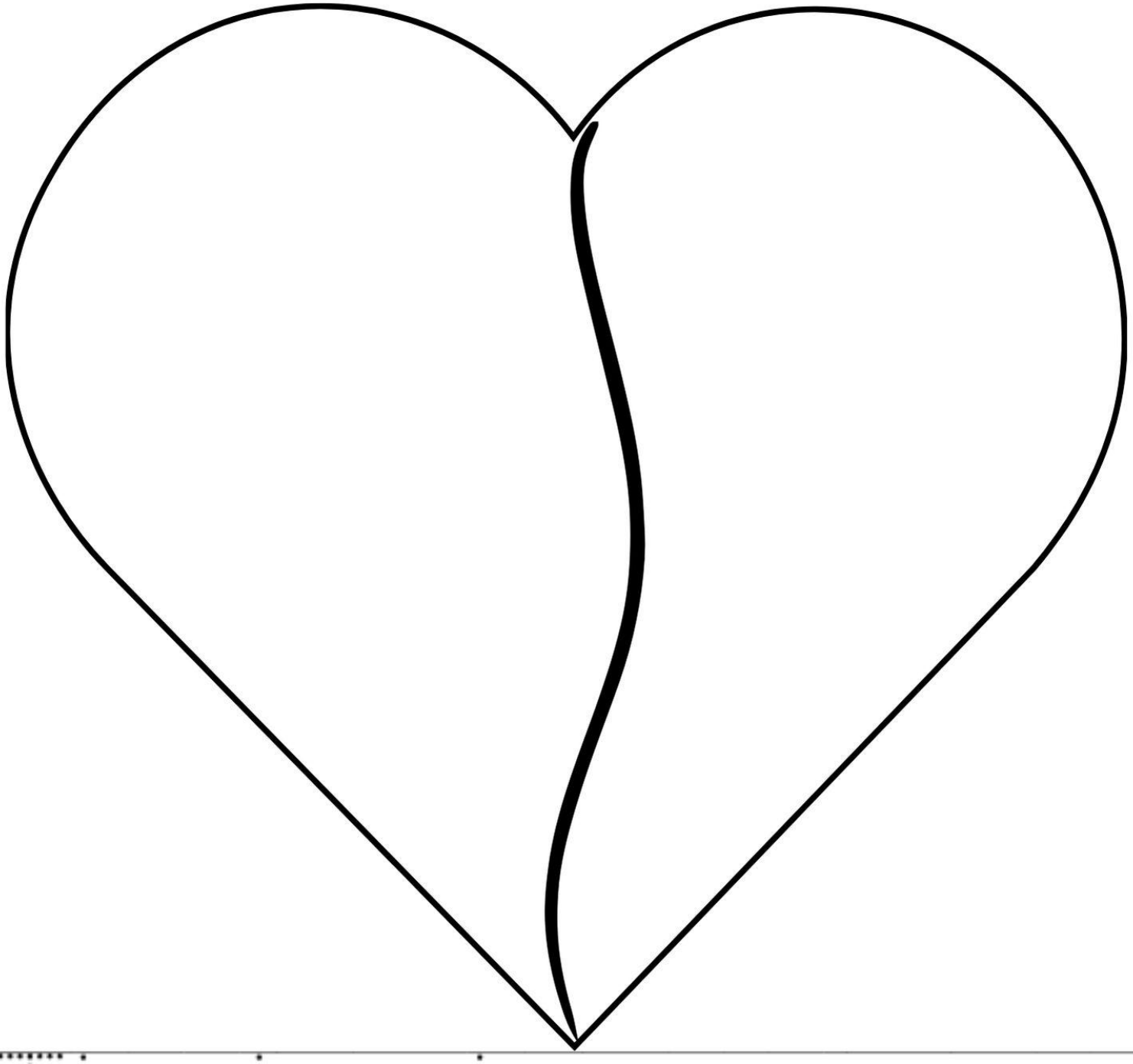

Greetings . . . . OSHKOSH, WISCONSIN


Alexey Goral




Oshkosh
Jericho

Name:_____



The two homes in my heart are

# Asia 2024 Global Children's Literature Teacher Fellowship Program Lesson Plan

| **Context** |
|---|
| **Lesson Title:** Rock by Rock – The Fantastical Garden of Nek Chand by Jennifer Bradbury |
| What was the context for your lesson?<br><br>1. **Your grade level** – 4th Grade<br><br>2. **The subject area(s) for which you created the lesson** – English Language Arts<br><br>3. **The make-up of your class (rural, urban etc.; diverse, homogenous, etc.) and how that helped you think about your lesson**<br><br>I have 4 students in my class. Some are from rural communities in their country and some are from big cities. They are from India, Egypt, Malawi, and Kazakhstan. The languages they speak are: English, Russian, Kazakh, Chichewa, Arabic, and Yoruba. As I thought about my lesson and my students, I felt it would be important to get mentor texts from each of their countries and allow them to explore each other's worlds through literature.<br><br>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)**<br><br>My own identity may limit me because I have no background knowledge of the countries my students are from. I have general information, but I do not have a detailed understanding of their true identities. (Note: one of my students is from India, which is where this book takes place. I am hoping he will be the class's resident expert on India. I am also consulting with his parents to help with some of the slides of the powerpoint). I strive to model a lifelong commitment to global exchange. |
| **Process** |
| **How did you select literature for your lesson?**<br><br>I did a lot of research through global literature websites to find mentor texts of places my students are from. I was able to find children's literature from India, Malawi, and Egypt, but I was not able to find any from Kazakhstan. I am planning to do a mentor text from each student's country (I have four students in my class)<br><br>1. **What literature will you use?**<br><br>"Rock by Rock – The Fantastical Garden of Nek Chand" by Jennifer Bradbury<br><br>2. **What was your process for literature selection?**<br><br>I asked the school librarian first, but she did not know of any books about India except factual type books that had no story. I then went on to search the internet. |

3. **Where and how did you learn about this literature (browsing, internet search, award lists, in-person recommendation, etc.)**

   I started my search using the google search engine. I searched for Children's Global Literature, and I found a few sites that seemed helpful – World Kid Lit, International Literacy Association, and Diverse Books. I was able to browse through the Diverse Books website and found this book from India and fell in love.

4. **Did you consult some of the resources identified in the library visit and the Zoom meetings?**

   I had my book already picked out, but the resources from the class were very helpful.

**Lesson**

1. **What do you want students to learn? (goals)**
   - I want my student to explore their cultural identities and develop conceptual understandings of culture
   - I want my students to develop an awareness and respect for different cultural perspectives as well as the commonality of human experience
2. **Why does this lesson matter from the perspective of global understanding and engagement? (rationale)**
   - It matters because I want my students to demonstrate a responsibility and commitment to making a difference to, and in, the world
   - It matters because I want my students to develop an inquiring, knowledgeable, and caring perspective on taking action to create a better and more just world
   - It matters because I want my colleagues to see a modeled lesson they can observe and take action to deliver themselves
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.**
   - **Lesson Plan** (content and language objectives) - this link includes all the activities, instructional approaches, artifacts, etc.
4. **How will you know if students learned what you intended? (assessment)**
   - Students will present their mentor text powerpoint to their classmates to show mastery of their subject

- Students will show mastery of their mentor text by answering comprehension questions, knowing the author's point of view, and knowing the S.W.B.S.T. summary strategy

**Enactment**

**How did the lesson go?**

**1. When did you teach the lesson?**

The lesson is about 2 to 3 weeks long.

**2. What did you do? (sometimes what is done is different from the plan)**

It's all in the google slides

**3. How did students respond? (you may wish to include artifacts)**

Click on the hyperlinks within the google slides in question 3 for student artifacts

**Reflection**

**Reflection (Self-evaluation)**

**1. What were you pleased with? (strategies that worked well)**

- I loved this lesson. The students learned so much and seemed to enjoy the process of learning about India. They are anticipating when it's their turn to share about their country.
- They really enjoyed making their own mosaic, which helped them understand the hard work Nek Chand did to accomplish his dream.
- The author's purpose and the anticipation guide allowed them to think deeper about their own personal thoughts about themselves.
- The summarizing graphic organizer taught them a new way to think about summarizing.
- Asking question to the author was also helpful in challenging their thinking

**2. Are there things you learned for next time? (strategies that worked less well)**

- The student from India gave a presentation of where he is from in India. I wished I gave him more practice time to present to the class. He is very shy and could not pronounce the names of the cities and places where he was from.
- I wanted to play the YouTube video of the story first, but I forgot. This way they could hear it first and then read it out loud a second time.
- At first, I had the vocabulary words on the slides out of order from the book, but I changed it around and now it is in the correct order.
-

**3. Were there any surprises? (positive or negative)**

- One of my students learned his classmate ate the same kind of food that he ate and that they also ate with their hands.
- Another student found out his classmate was Muslim like him

**4. What recommendations do you have for other teachers when using this book?**

- Allow students to make connections with what is similar/different about their cultures
- The more ways we can make connections with each other, the more understanding we have

**5. What did this experience teach you about global children's literature and including global children's literature in your curriculum?**

- Using Global Children's literature brings many connections to our students. It bridges the gap between the globe and opens the mind to new ideas.
- It creates an environment of being aware of each other's background and their true identities.
- Allowing students to present what they know the most about-themselves helps them feel like they belong in that classroom and believe their input is valuable.
- The curriculum for language arts is called Bookworms. Students read many books and novels. I think it is possible to add more global literature, especially picture books, to parallel what they are already reading about in Bookworms.

**References**

**List all references or resources you used:**
**Resources are found on the last slide of the powerpoint**

# Asia 2024 Global Children's Literature Teacher Fellowship Program Lesson Plan

| **Context** |
|---|
| **Lesson Title:** Lippan Kaam- The Art of the Mud Mirror by Kathleen Mohr |
| What was the context for your lesson?<br><br>1. Your grade level= 5th Grade<br><br>2. The subject area(s) for which you created the lesson=Art<br><br>3. The make-up of your class (rural, urban etc.; diverse, homogenous, etc.) and how that helped you think about your lesson=<br><br>This lesson was designed for an urban Public Elementary School in Burton, Michigan near Flint. The Grade levels taught at the Elementary are Prekindergarten-5. The enrollment of the elementary school is 330 students. There is a Student to Teacher Ratio of 16:1 and a minority enrollment of 33%. None of my students are from India, one is from Palestine.<br><br>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)<br><br>I was raised by a Teacher and a Radio/Television personality in a first-generation American home. Our family would take part in many different cultural celebrations and were taught at home about many different cultures. I want to share art from different cultures and I try to link stories or literature with the art. |
| **Process** |
| How did you select the literature for your lesson?<br><br>1. What literature will you use?<br><br>The book I have chosen is "Rumi: Poet of Joy and Love" by Rashin Kheiriyeh<br><br>Youtube video: All About India for Kids :https://www.youtube.com/watch?v=6J6UpxMxG_8<br><br>Youtube video: Mesmerizing Flower Lippan Art<br>**https://www.youtube.com/watch?v=MJkBmGwO5_0**<br><br>Bhungas: Traditional Mud Architecture (video)<br>https://www.youtube.com/watch?v=fG7j8zyidDU<br><br>2. What was your process for literature selection?<br><br>I went to Chicago and visited several book stores. I looked through as many as I could find. After reviewing picture books for Asia, I chose the book based on illustrations.<br><br>I looked for books with artwork that would help demonstrate repetitive patterns, bright colors, and cultural symbolism. |

3. Where and how did you learn about this literature (browsing, internet search, award lists, in-person recommendation, etc.)

In browsing, I was looking for artwork to connect with other cultures. The cover of this book was exactly what I was looking for. I sat and read the book while a lesson formed in my head.

4. Did you consult some of the resources identified in the library visit and the Zoom meetings?

I did look at books through Global networks given in the library visit. I also looked at resources given by others during meetings and in documents.

**Lesson**

1. What do you want students to learn? (goals)

I would like the students to understand and respect that there are different responses to specific art in a global community by learning the history of the art, comparing and contrasting to other cultures, times or places, and by making and studying the art of a variety of cultures. Review of Value and Shade.

**ART.VA.III.5.3 Understand and respect that there are different responses to specific art works in a global community.**
**ART.VA.III.5.4 Analyze the characteristics of personal artwork.**
**ART.VA.III.5.5 Develop a sensitivity and understanding of how personal experiences can influence the development of artwork.**
**ART.VA.IV.5.1 Defend the history of visual arts and specific relationships to various cultures and times.**
**ART.VA.IV.5.2 Compare and contrast works of art as belonging to particular cultures, times, and places.**

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

By studying different cultures' works of art, we see how interconnected we are globally as humans; experientially, emotionally, and through our senses. Students are taught to have an appreciation for the art and its representative culture.

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.

5th Grade Lesson- Lippan Kaam-The Art of the Mud Mirror - created powerpoint lesson

1. Use flowers as a talk starter- seeing commonality
2. What do you know about India? Ten questions
3. Watch video about India and use worksheet of questions to answer.

   All about India for Kids: https://www.youtube.com/watch?v=6J6UpxMxG_8

You live in Burton. Does it look like India? If you came here from there, would you think everything in the United States looked like Burton? Would that be accurate? Keep in Mind that we are looking at ONE little part of India- when we see the video about our project. This is Rann of Kutch. It is a small place in India that is the birthplace of Lippan Art. (Show Second Video) We won't be decorating any walls or doors, however we will make a small Lippan art decoration.

4. Looking at our art project origin- Rann of Kutch-video
   https://www.youtube.com/watch?v=fG7j8zyidDU

What were your impressions of the village? Turn and talk with your neighbor. What is common, or about the same, in what you saw here, and what you saw on the video? Call and Discuss answers.What did you notice about the art on the wall? What do you notice about this piece (open video to picture of camel)

5. Read Rumi with the students. Point out the flowers, make sure students are looking for the bird on each page. Read the back of the book about Rumi's life. Go over the slide in the presentation with Rumi quotes. Ask students to pick one that means something to them and jot it down on the paper they have in front of them.
6. Looking at a quick explanation of the art project-video
   https://www.youtube.com/watch?v=MJkBmGwO5_0

   Continuing with slides.
7. Looking at several design ideas and thinking of their Rumi quote, students will create a design that includes one repeated design, and one mirror, Read through the quotes together. Have students write down their chosen quote. This quote will help you design your piece. It will become the title of your piece.
   Continue with slides upon completion.
8. Gather supplies: 1 round wood disc, pencil, paper, 1 round mirror, air dry clay, paint, tacky glue, and paintbrushes. Students should be taken quickly through the process in slides.
9. Students will
10. The students will transfer the design to their wood disc by using carbon paper or carbon process.
11. Students will create clay rope for circles and clay pieces for designs. They are to use the tacky glue first and press the clay into the clay to hold.
12. After the clay is dry (24-48 hours) the students may paint their designs. Review painting rules and Tips for the project. Review terms: Value and Shade. They must include one value and one shade.

4. How will you know if students learned what you intended? (assessment)

Our completed projects will show the understanding of the process, will represent at least one repeated pattern in a round form, and will be based on a Rumi saying of the student's choice.

The artist statement will include the connection to their understanding of the project, and the completed post-test will assess how well the students understood this area.

**Enactment**

How did the lesson go?

1. When did you teach the lesson? April 2-5, 2024

2. What did you do? (sometimes what is done is different from the plan)

I taught the lesson and revised my slides to meet what I taught. I found the original order didn't work for my class time. I revised my slides a few times! Students had a very hard time with the quotes, as there are so many. At the end of class, they told me not to change it.

3. How did students respond? (you may wish to include artifacts)

Our discussion about what was the same in the village and art. (Quotes combined in two classes.

- "They both have people." "They both have houses."
- "Our houses are…" (We both, or they both only, please.) Our…(6x)
- "We both have families."- "We love" "We are people."
- "We both like to live next to other people-(why?) for safety and security."
- "Both our houses are built to keep us from the weather."
- "What's dung?"
- "What art?" (At this time I backed up the video to the camel)
- "How do they do that?" "Is it religious?"
- "Why do they use mirrors and not just paint?" (The mirrors help to add additional light inside the home when lighting is nearby."
- "Are you going to make us use mud and dung?"
- "Hey Mrs. Mohr? When we're done with this project, what country can we do next?"

**Reflection**

Reflection (Self-evaluation)

1. What were you pleased with? (strategies that worked well)I was pleased with the information portion of my lesson. The students were engaged with the video, and the discussion that occurred afterward. I really think I should choose several quotes and change the list. My 5th graders did not want the list cut down. Some of them needed help.However, they told me they talked about what some of the meanings meant to them. A few asked me to read the quote again, it gave them chills and they really understood it then. They are excited about the project and really enjoyed learning about where the art came from, instead of Who the art came from.

2. Are there things you learned for next time? (strategies that worked less well) I need more than two days for the project to be ready to do clay. The students were almost ready at the end of day two. Do not try to play classical music from India for the kids! Allow students to use symbols or shapes to represent their quote. If they think about the nouns in the quote, it would be better. Could have done a project with the 30 birds!

3. Were there any surprises? (positive or negative) The kids were thrilled to learn about another country. They really had no prior knowledge except hearing the name. They laughed during one video reading, they didn't understand that other people talk with accents.The story

of the person, Rumi, struck a nerve with the kids. Many have been in the position of someone trying to take one person away from others because of jealousy. The story of the birds was their favorite, and they liked the picture of the 30 birds. We got into a discussion about what the meaning of the story was. I was really surprised when they groaned when I said Asia. When I told them that Asia was a continent and India was a country within that continent, they were amazed. I was amazed when the comparison came back of states to country and they had no idea they lived in North America.

4. What recommendations do you have for other teachers when using this book?

The book pictures help move the story. Make sure to look for common images, such as the bird, throughout the book. Read it in parts, rather than all at once. Some discussion may take place. This is an end of year project designed for a specific set of students. The Rumi quotes are really not needed for the lesson. The project could be just as effective with the reflective book cover and by making a Lippan Art of the 30 birds.

5. What did this experience teach you about global children's literature and including global children's literature in your curriculum? I loved creating this lesson and one for all my other classes and to see the kids excitement in learning about new places. I am planning to do more countries!

**References**

List all references or resources you used.

**"Rumi: Poet of Joy and Love"** by Rashin Kheiriyeh- no read aloud on youtube

**All About India for Kids** :https://www.youtube.com/watch?v=6J6UpxMxG_8 video

Mesmerizing Flower Lippan Art (video)
**https://www.youtube.com/watch?v=MJkBmGwO5_0**

Bhungas: Traditional Mud Architecture (video)
https://www.youtube.com/watch?v=fG7j8zyidDU

Mesmerizing flower Lippan Art
https://www.youtube.com/watch?v=MJkBmGwO5_0

Extension Activities/resources:
**Grandma and the Great Gourd**
https://www.youtube.com/watch?v=RPxAOQBNYoM

**Pooni at the Taj Mahal**
By: Manjula Padmanabhan
https://www.youtube.com/watch?v=l90e6KiWJQ8

**Nadia's Hands** **https://www.youtube.com/watch?v=g_4i5hs_arM**

**A Garden in My Hands**
**https://www.youtube.com/watch?v=oX4vDte-NPQ**

**A Bucket of Blessings** https://www.youtube.com/watch?v=M7wSfbIhBM8

Photos: Courtesy of Kathy Mohr and the students of Barhitte Elementary
images: The Crafty Classroom- Peacock drawing example and finished example
Quotes included in the slide were taken from various sources,

# Asia 2024 Global Children's Literature Teacher Fellowship Program Lesson Plan

| **Context** |
| --- |
| **Lesson Title:** The Truth About Dragons by Julie Leung |
| What was the context for your lesson?<br><br>1. Second Grade (Elementary K-5)<br><br>2. English Language Arts, Art<br><br>3. My second grade classroom has twenty-two students. Students reside in a suburban community that is shared with Michigan State University. Students are diverse among several different facets but most apparent being race, ethnicity, religion, language, and socioeconomic status.<br><br>4. As someone with a multicultural heritage—my Oma being German and my father a first-generation American—I bring personal understanding and empathy to this lesson. Growing up, I experienced the richness of diverse family narratives firsthand, which informs my approach to teaching. Having worked with students from multicultural families, I recognize the importance of validating their identities and fostering a sense of belonging. Through this lesson, I aimed to celebrate cultural diversity, promote empathy, and empower students to embrace their unique family stories and traditions. |
| **Process** |
| How did you select the literature for your lesson?<br><br>1. Literature:<br><br>Leung, J., & Cha, H. (2023). *The Truth About Dragons*. Henry Holt Books for Young Readers.<br><br>I also used a variety of texts for students to reference when comparing and contrasting Western and Eastern dragons. I also tagged specific pages that students could use as a resource when we were discussing symbolism of dragons in both cultures. Reference texts are all listed here.<br><br>2. What was your process for literature selection?<br><br>I began my search for literature using the Michigan State University Libraries website. I specifically looked for *Asian and Pacific American Awards for Literature*. I wanted a book that my students potentially had not seen yet, so I was in search of something that had been recently published. Once I selected a few texts I researched both the author and the illustrated. I wanted the author and illustrator to have a personal connection to the culture of the text that I choose. I also considered what my students were interested in when selecting a text.<br><br>3. Where and how did you learn about this literature (browsing, internet search, award lists, in-person recommendation, etc.) |

I found this specific book on two award lists: *Asian/Pacific American Awards for Literature* and *Caldecott Medal Winner* which is how I selected it.

4. Did you consult some of the resources identified in the library visit and the Zoom meetings?

- Asian/Pacific American Awards for Literature
- Caldecott Medal Winner

**Lesson**

1. What do you want students to learn? (goals)

- Students will be able to compare and contrast physical and symbolic characteristics Eastern and Western dragons using *The Truth About Dragons* as a mentor text, along with other supporting texts.
- Students will be able to create their own dragon and write about its characteristics both physical and symbolic.

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

- Enrichment of Personal and Family Identity: Incorporating stories from diverse cultures into family life enriches personal and familial identities. It allows individuals to celebrate their own cultural heritage while embracing the richness of others. This sense of pride in one's cultural background, coupled with an appreciation for others', fosters a strong sense of belonging and unity within the family unit.
- Promotion of Cultural Awareness and Respect: By exploring stories from diverse cultures, individuals develop a deeper understanding of the beliefs, traditions, and values that shape societies worldwide. This exposure fosters respect for cultural differences and promotes a sense of unity amidst diversity.
- Facilitation of Cross-Cultural Communication: Understanding the stories and symbols that hold significance in different cultures facilitates effective cross-cultural communication. It enables individuals to navigate cultural differences with sensitivity and openness, fostering meaningful interactions and collaboration on a global scale.

3. Lesson Plan:

**Theme/Topic:** Exploring Cultural Narratives and Symbols Through Eastern and Western Dragons with the book *The Truth about Dragons* by Julie Leung

**Global Perspective:** This lesson aims to foster an appreciation for cultural diversity by examining the symbolism and mythology associated with Eastern and Western dragons. By comparing and contrasting these cultural representations, students will gain insight into different perspectives and cultural narratives from around the world.

**Activities/Instructional Approaches:**

Introduction/Background:

- Begin the lesson by engaging students in a brief discussion about dragons. Ask open-ended questions to elicit prior knowledge and spark interest in the topic. Add ideas to a anchor chart.
- Introduce the global perspective by explaining that dragons are prevalent in mythology and folklore around the world, with distinct representations in Eastern and Western cultures.
- Provide students with background information on Eastern and Western dragons. Highlight key differences in appearance, symbolism, and cultural significance.
- Show images or artifacts depicting Eastern and Western dragons to visually illustrate the differences.

Read Aloud:

- Provide students with a sticky note to write their new learning to add to an anchor chart while listening to the story.
- Read the story aloud to students. Consider these places to pause:
    - Page beginning with, “Dragons are fearsome…” What do you notice about the dragon on this page? What words does the author use to describe the dragon?
    - Page beginning with, “Dragons are majestic creatures” What do you notice about the dragon on this page? What words does the author use to describe the dragon?
    - Page beginning with, “Most adventures have…” Here are the two dragons together, what do you notice?
- Discussion of the value of hear different stories:
    - Page beginning with, “But my darling…” What does the author mean when she wrote, “inside your heart is where the two forests meet. Both journeys are yours to take. Both worlds are yours to discover”?
    - Page beginning with, “And two wise…” What story do you think the child will share? What story would you share?

Drawing Activity:

- Distribute drawing materials to students and instruct them to create a drawing using what they’ve learned about Eastern dragons and one of a Western dragons.
- Encourage students to incorporate details that reflect the cultural symbolism and characteristics associated with the type of dragon.
- Allow time for students to share and discuss their drawings with classmates, noting similarities and differences between the two representations.

Comparative Analysis:

- Facilitate a class discussion comparing and contrasting Eastern and Western dragons. Encourage students to consider differences in appearance, symbolism, mythology, and cultural context.
- Provide guiding questions to prompt critical thinking and deeper analysis, such as: "How do Eastern and Western dragons differ in appearance?" "What cultural values or beliefs are associated with each type of dragon?"

Reflection and Application:

- Have students reflect on what they've learned about cultural diversity through the lens of dragons. Ask them to consider how cultural narratives and symbols shape our understanding of the world.
- Challenge students to apply their understanding by writing a short paragraph that explains the significance of dragons in their own culture or a culture of their choice.

**Artifacts:** Artifacts for this lesson may include students' drawings of Eastern and Western dragons, as well as written reflections of their understanding of cultural symbolism.

**Assessment:** Student understanding will be assessed through participation in class discussions, the quality of their drawings, and the depth of reflection demonstrated in written assignments. Additionally, formative assessment will be ongoing throughout the lesson, allowing for real-time feedback and adjustment of instruction as needed.

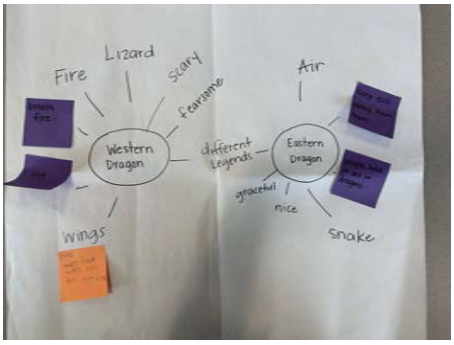
**Closure:** Conclude the lesson by emphasizing the importance of cultural diversity and the value of understanding different perspectives. Encourage students to continue exploring global narratives and symbols in their future studies.

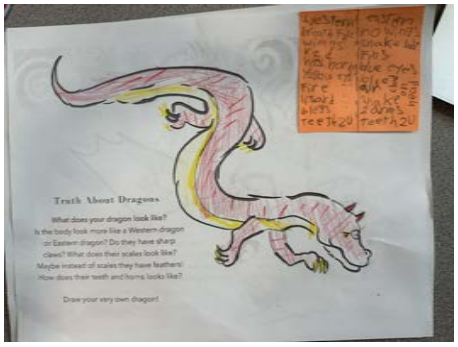
4. How will you know if students learned what you intended?

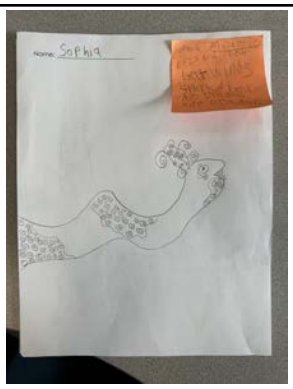
Assessment of student learning can be achieved by observing active participation and thoughtful contributions during discussions about the value of diverse family experiences and stories. Additionally, evaluating the accuracy and detail in their drawings of Eastern and Western dragons provides insight into comprehension. Subsequent discussions, where students compare and contrast these dragon depictions, reveal their understanding of similarities and differences. Through these methods, comprehension of cultural narrative significance, recognition of artistic symbolism, and ability to analyze cultural differences become evident, ensuring students have met the intended learning outcomes.

**Enactment**

The lesson, conducted on April 4th during ELA differentiated instruction, was well-received by students. They expressed enjoyment for the content and actively engaged in discussions, drawing connections to their personal cultural backgrounds. Artifacts such as drawings of Eastern and Western dragons showcased their creativity and understanding. Discussions about the value of diverse stories elicited thoughtful responses, demonstrating students' appreciation for cultural narratives. Providing various texts enriched their learning experience, allowing for deeper exploration. Overall, students' positive response, active participation, and meaningful connections to their own identities indicated the success of the lesson in fostering appreciation for cultural diversity and storytelling.




**Reflection**

Reflection (Self-evaluation)

1. What were you pleased with?

- I was pleased with the overall positive response from students, as they enjoyed the content and actively engaged with the lesson. Their ability to make connections to their personal cultural identities and participate in discussions about the value of different stories demonstrated their understanding and involvement. Providing various texts and referencing them enriched their learning experience by offering diverse perspectives.

2. Are there things you learned for next time?

- I learned the importance of time management and flexibility. Due to time constraints, I was only able to teach the lesson to a small group of students, limiting its impact. In the future, I would allocate more time or split the lesson across multiple days to ensure all students have the opportunity to participate fully. Additionally, incorporating a map to provide geographical context would enhance students' understanding of cultural diversity.

3. Were there any surprises? (positive or negative)

- A surprise was the difficulty in finding books that accurately portrayed Eastern dragons beyond Chinese New Year celebrations. This highlighted the need for more diverse representation in children's literature, especially concerning cultural symbols.

4. What recommendations do you have for other teachers when using this book

- I recommend using books that depict both Eastern and Western dragons and utilizing them to teach more about Eastern dragon mythology. Additionally, educators should seek out resources beyond traditional curriculum materials to provide a broader perspective on global literature.

5. What did this experience teach you about global children's literature and including global children's literature in your curriculum?

- This experience taught me valuable lessons about evaluating global children's literature, finding reliable resources, and addressing issues of cultural authenticity as a

teacher. It emphasized the importance of incorporating multiple stories and perspectives into the curriculum to promote cultural understanding and appreciation among students.

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# Asia 2024 Global Children's Literature Teacher Fellowship Program Lesson Plan

| **Context** |
| --- |
| **Lesson Title:** |
| What was the context for your lesson?<br><br>**1. Your grade level** 2-5th Grade<br><br>**2. The subject area(s) for which you created the lesson**- English language Arts<br><br>**3. The make-up of your class (rural, urban, etc.; diverse, homogenous, etc.) and how that helped you think about your lesson**- I service students with Individualized Education Plans (IEPs). This means all of my students have a disability that impacts their school day. I work in a suburban school district in a building with school-of-choice students. Our school is incredibly diverse because of our proximity to Michigan State University. We have students from countries all over the world. In my classroom, I have one student born in another country, but the remaining are first--, second-, or third-generation immigrants.<br><br>**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).**<br><br>I am a white cis-gendered woman who comes from parents who both have college degrees and grandparents who ¾ had/have a college degree. Because of this information, I must rely on others and their perspectives. |
| **Process:** |
| **How did you select the literature for your lesson?** When selecting literature, I chose something I felt would speak to my students. I wanted to pick something that spoke to them as learners with disabilities. This was a challenge, but I found a few options.<br><br>**1. What literature will you use?**<br><br>I chose a Sky Blue Bench by Bahram Rahman.<br><br>**2. What was your process for literature selection?**<br><br>I searched for my world region (Asia) through the diverse book finder. I then used the content search for disabilities to find texts about students with disabilities. The literature I chose is not just about students with disabilities but also reflects their experiences and challenges, making it more relatable and engaging for them.<br><br>**3. Where and how did you learn about this literature (browsing, internet search, award lists, in-person recommendation, etc.)**<br><br>I used the Diverse Book Finder.<br><br>**4. Did you consult some resources identified in the library visit and the Zoom meetings?**<br><br>I used the Diverse Book Finder, which I learned about through the library visit. |
| **Lesson** |

**1. What do you want students to learn? (goals)** I want my students to learn that there are students all over the world like them. They already look different from the world and their Peers. I think they likely don't realize that there are kids like them all over. I want them to make a text-to-self connection and write a short paragraph on that topic.

**2. Why does this lesson matter from the perspective of global understanding and engagement? (rationale)** This lesson holds significant importance in fostering international understanding and engagement because it can broaden students' perspectives beyond their immediate surroundings. Students are prompted to recognize the universality of human experiences across the globe by facilitating connections with peers from diverse backgrounds who share similar struggles. Such interactions cultivate empathy and compassion and instill a sense of interconnectedness among young learners. In a world increasingly interconnected through technology and globalization, nurturing a global mindset from an early age is essential in preparing students to navigate and contribute positively to our increasingly diverse and interconnected world. Therefore, this lesson is a powerful tool for promoting cultural awareness, empathy, and a deeper appreciation for global diversity, ultimately shaping students into informed and empathetic global citizens.

**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 the theme/topic, global perspective, unit/lesson background, activities/instructional approaches, etc.**

## Activities:

(Google Sides)

**Objective:**

- Students will be able to craft a three-sentence paragraph recalling a personal experience of overcoming a challenge.

**Assessment:**

- Students will be assessed based on their ability to effectively articulate a personal experience of overcoming a challenge in a three-sentence paragraph.

**Key Points:**

- Understanding the elements of a personal narrative
- Reflection on personal challenges and victories
- Practicing concise and coherent writing skills
- Utilizing a 5-finger retell technique to summarize a story
- Making connections between personal experiences and storytelling

**Opening:**

- Make predictions about the book based on the cover art
- Review a world map and locate Afghanistan and its location compared to our current location
-

**Introduction to New Material:**

- View pictures of the characters and provide a brief description of the characters

**Read the story**
**Guided Practice:**

- Complete a five-finger retelling of the story as a whole group.

**Independent Work:**

- The students complete a brainstorming word cloud about a time they had to overcome something in their lifetime.
- Then, students transfer information from their brainstorming into a short three-sentence paragraph about something they had to overcome.

**Closing:**

- For the closing activity, have students pair up and share their three-sentence paragraphs with a partner.
- Ask a few volunteers to share their paragraphs with the class, highlighting the uniqueness of each personal story.

**Standards Addressed:**

- Common Core Standard: CCSS.ELA-LITERACY.W.3.3 - Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.

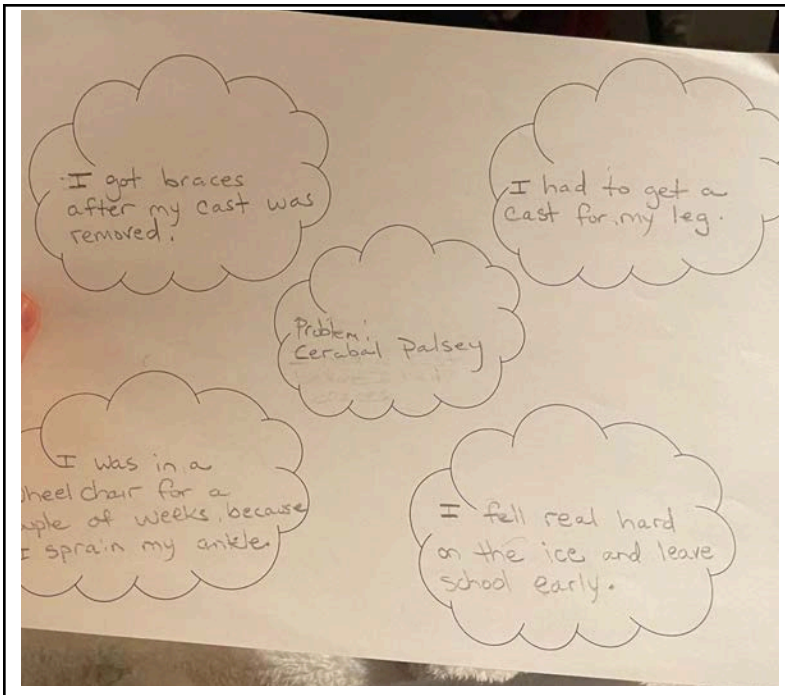
**4. How will you know if students learned what you intended? (assessment)**

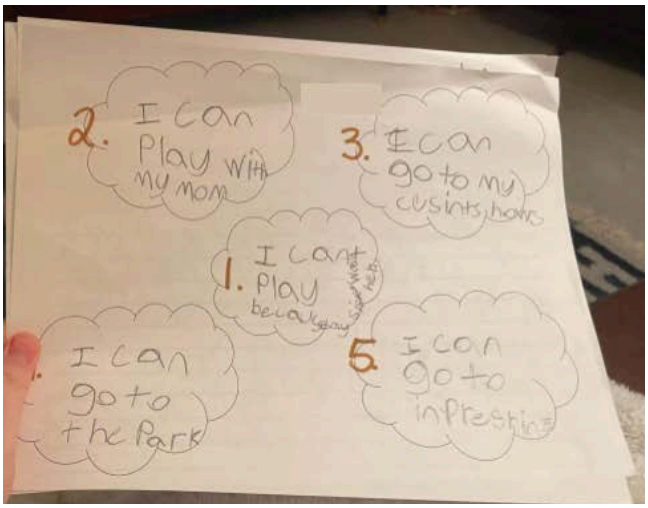
- Students will complete a 3 paragraph assignment in a time that has to overcome something.

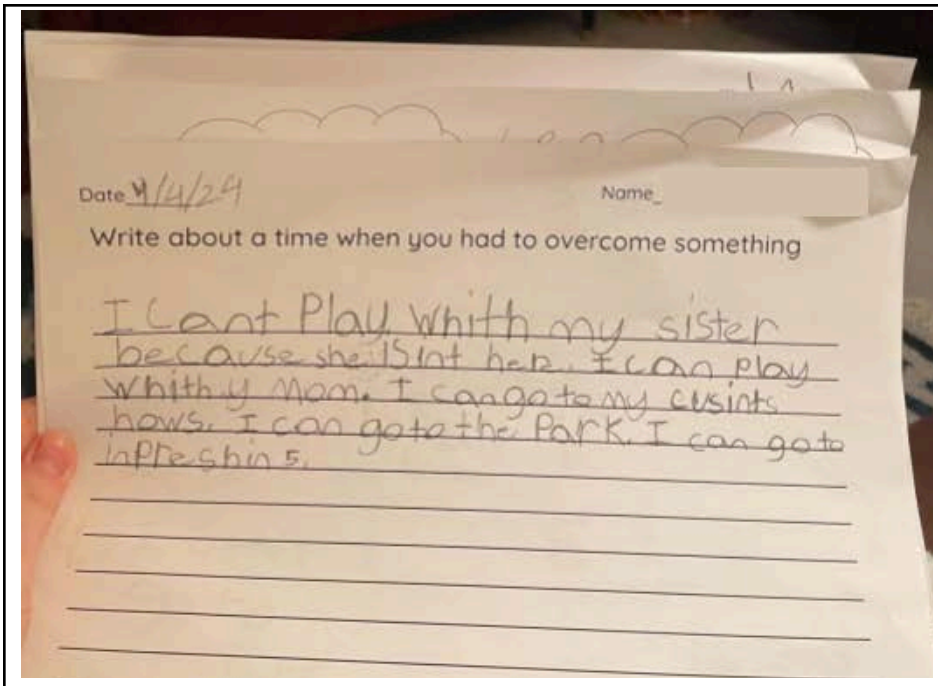
**Enactment**

1. **How did the lesson go?**
    a. The lesson went extremely well. I was surprised with how engaged the students were with the content!
2. **When did you teach the lesson?**
    a. I taught the lesson the week of 4/1 during a 50-minute writing block.
3. **What did you do? (sometimes what is done is different from the plan)**
    a. I needed to split up the lesson across two days. The plan was to try and teach it one day, but due to time constraints and our pleasant conversations, we ran out of time on day one, so I extended the context.

3. **How did students respond? (you may wish to include artifacts)**


I got braces after my cast was removed.
I had to get a cast for my leg.
Problem: Cerebal Palsey
I was in a wheel chair for a ple of weeks, because sprain my ankle.
I fell real hard on the ice and leave school early.


2. I can Play with my mom
3. I can go to my cusins, home
1. I can't Play
I can go to the Park
5. I can go to inPrestin


Date 4/4/24 Name_

Write about a time when you had to overcome something

I Cant Play whith my sister because she isint her. I can play whith y mom. I can go to my cusints hows. I can go to the Park. I can go to hPreshin 5.

My students were so excited and loved the story. It inspired me to incorporate more texts.

**Reflection**

Reflection (Self-evaluation)

**1. What were you pleased with? (strategies that worked well)**

Students were incredibly engaged with the story! The beautiful illustrations and excellent story context helped students engage.

**2. Are there things you learned for next time? (strategies that worked less well)**

Next time, I plan on the lesson being more of a week-long lesson. I would have loved to have time for the writing process.

**3. Were there any surprises? (positive or negative)**

I was pretty surprised with how engaged students were with the process. They had some fantastic questions about why the girl was wearing a hijab, why boys don't wear a hijab, why she may have lost her leg, and why she needed to go to school.

**4. What are your recommendations for other teachers when using this book?**

I recommend digging into the story and giving yourself ample time to complete the lesson. I would love to incorporate an art lesson or project into this story.

5. What did this experience teach you about including global children's literature in your curriculum?

I learned about the danger of a single story and how that impacts all learners. I also learned that there is a lack of books from diverse authors.

| References |
| --- |
| List all references or resources you used.<br><br>Middle East Book Award<br><br>Pajama Press<br><br>Peggy Collins<br><br>Awards |

# Latin America & Caribbean 2024 Global Children's Literature Teacher Fellowship Program Lesson Plan

| Context |
|---|
| **Lesson Title: Where are you from?** |
| **What was the context for your lesson?**<br><br>**1. Your grade level:** High School<br><br>**2. The subject area(s) for which you created the lesson**: Earth & Space Science<br><br>**3. The make-up of your class (rural, urban etc.; diverse, homogenous, etc.) and how that helped you think about your lesson:** urban; diverse; students come from various ethnic backgrounds.<br><br>**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 African American; I have experienced being amongst a group where I was the only African American teen, student or adult; where sometimes, I felt like I did not belong. I often wondered where I was really from, my ancestry.<br><br>I also grew up in poverty and experienced living with multiple families in one house several times during my childhood. I know what it means to live in lack and the desire to move somewhere where I can thrive and feel safe.<br><br>Based upon my background, I want my students to see the universal human desire to seek out pathways to a better life. I also want them to put themselves in the immigrants' shoes, empathize with their plight and think about what it means when someone asks them where they are from. Students also need to know what pushed people to flee their homes. How climate change leads to overcrowding and overconsumption. |
| **I plan** to have students read the book and discuss their answers to questions about the book; by the end of the lesson, I would like for my students to embrace other cultures or races by reading books. We will also look at the picture of an overcrowded hillside in Mexico City. We will discuss the image of the overcrowded Mexico City Hillside.<br><br>**For students who want to earn extra credit;** they can create a set of interview questions and interview 2 people in Mexican town in Southwest Detroit. |
| Process |
| **How did you select the literature for your lesson?**<br><br>**1. What literature will you use?** Where are You from? by Yamile Saied Mendez<br><br>**2. What was your process for literature selection?** I selected my literature based upon it's reviews; Silver Award and the fact that it had a Spanish Language version of the book |

**3. Where and how did you learn about this literature (browsing, internet search, award lists, in-person recommendation, etc.)** Internet search

**4. Did you consult some of the resources identified in the library visit and the Zoom meetings?** Yes: Newspaper article from The Guardian - Overpopulation and overconsumption in pictures

**Lesson**

**1. What do you want students to learn? (goals)** To value their cultural identity; cultural identity is not just your skin color; be open to learn about and find common threads of the human experience running through different cultures; respect cultures different from their own. The current immigrant crisis from Mexico is directly related to Climate Change. Mexican immigrants are fleeing Mexico in hopes of a safe environment and a better life. The same reason why Europeans immigrated to America at various time periods throughout the history of the country. They too were alienated, and did not feel as if they belonged here. Over time and due to the natural course of intercultural immersion, they too found common threads of their human experience with people from all over the world. Although African Americans were not immigrants, there is no doubt that they brought their cultural identities and experiences with them due to the slave trade.

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

According to Teaching Globally, chapter 3, "Stories help children understand who they are, their place in our intercultural and global world and their connections to others." (Bishop 1990)

**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.**

**Themes:** Positive self image; Pride in one's cultural Identity, Belonging & global world. Climate Change; US Mexican Border Crisis.

Global Perspective: Intercultural & Climate Change

Unit/Lesson Background:Letter from the author; The current Immigration Crisis in America

Read Letter form the author

Read the Book aloud

Discuss answers to book study questions

Look at the picture of Crowded Mexico City Hillside

Students draw connections between Climate change, overcrowding,

**4. How will you know if students learned what you intended? (assessment)** Jamboard Discussion

**Enactment**

**How did the lesson go?**

**1. When did you teach the lesson?** On a Friday

**2. What did you do? (sometimes what is done is different from the plan)** Students read the book; I read the letter from the author to the students; Students answered book study questions on Jamboard; We discussed the answers to their questions; Students looked at the overpopulation on a hill in Mexico City, Mexico - we discussed it in relation to 300,000 immigrants who have come to the US in 2023

**3. How did students respond? (you may wish to include artifacts)** https://jamboard.google.com/d/1M2Sd08UXNBx0eCg_YHfh9RIIVBTfLnc5NrX6ddjol7E/edit?usp=drive_link

Jamboard is included to review student responses to discussion questions and picture of Mexico City hillside

**Reflection**

**Reflection (Self-evaluation)**

**1. What were you pleased with? (strategies that worked well)** I was pleased that students were willing to discuss the questions about the book and relate it to their identity.

**2. Are there things you learned for next time? (strategies that worked less well)** Older students may not see the benefits of having a multicultural country.

**3. Were there any surprises? (positive or negative)** I was surprised that a few of the students did not empathize with the Mexicans who lived on the overcrowded hillside; they thought it was unfortunate. However, they did see the connection between the overcrowding and pollution. They even went further in their conclusion, that if some of the immigrants lived in those types of conditions, that they could possibly cause overcrowding and overpopulation in the USA.

**4. What recommendations do you have for other teachers when using this book.** When teaching older students, they do not necessarily take offense at being asked about where they are from or their ethnic background. Neither do they necessarily feel like they

do not belong. I recommend having students research their biases about immigrants or foreigners to see if they match facts.

**5. What did this experience teach you about global children's literature and including global children's literature in your curriculum?** The connections that you want students to make with the book may not be the connections they make or the conclusions they make. Students who are aware of current social & political climate, students in high school, see immigrants as competition for jobs and resources. Tehy seem to believe the narrative that is portrayed in the Media.

**References**

**List all references or resources you used.**

**https://www.theguardian.com/global-development-professionals-network/gallery/2015/apr/01/over-population-over-consumption-in-pictures**

Where are you from by Yamile Saied Mendez

https://www.pewresearch.org/politics/2024/02/15/how-americans-view-the-situation-at-the-u-s-mexico-border-its-causes-and-consequences

# Latin America & Caribbean 2024 Global Children's Literature Teacher Fellowship Program Lesson Plan

| **Context** |
|---|
| **Lesson Title: Growing student awareness and understanding of Latin American Culture through Children's Literature** |
| What was the context for your lesson?<br><br>1. Your grade level: **6th, 7th, 8th**<br><br>2. The subject area(s) for which you created the lesson: **Reading Intervention**<br><br>3. The makeup of your class (rural, urban etc.; diverse, homogenous, etc.) and how that helped you think about your lesson:<br><br>Demographics: Burton 48509<br><br>**Class A:** G-7, B-4<br><br>W-7, O-2, B-2<br><br>**Class B:** G-8, B-3<br><br>W-10, O-0, B-1<br><br>**Class C:** G-6, B-4<br><br>W-8, O-0, B-2<br><br>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):<br><br>I grew up in the southwestern part of the United States. My family has a hispanic culture. I grew up visiting Juarez, Mexico almost every weekend, literally crossing the border and the Rio Grande River. I was immersed in language, tradition, food, stories, religion, color and history. I also witnessed many socio-economic conditions. |
| **Process** |
| How did you select the literature for your lesson?<br><br>1. What literature will you use?<br><br>● *Amazon* by Canizales<br>● *Chicks and Salsa* by Aaron Reynolds<br>● *Jemmy Button* by Jennifer Uman and Valerio Vidali<br>● *Medio Pollito/Half Chicken* by Roger Drury, Alma Flor Ada<br>● *Biblioburro* by Jeanette Winter (both English and Spanish version)<br>● *Waiting for Biblioburro* by Monica Brown<br>● *Islandborn* by Junot Diaz<br>● *Amor Y Pollo Asado Un Cuento Andino De Enredos Y Engaños (Love and Roast Chicken: A Trickster Tale from the Andes Mountain)* by Barbara Knutson (both English and Spanish version) |

- *Along the Tapajos* by Fernando Vilela
- *Chato's Kitchen* by Gary Soto
- *Too Many Tamales* by Gary Soto
- *Tortilla Cat* by Jeanette Winter
- *Martina Has Too Many Tias* by Emma Otheguy
- *The Legend of the Poinsettia* by Tomie DePaola
- *Adelita* by Tomie DePaola
- *Planting Stories The Life of Librarian and Storyteller Pura Belpre* by Anika Aldamuy Denise
- *I Got a Chicken for my Birthday* by Laura Gehl

2. What was your process for literature selection?

- I looked through several of the lists that were given to us on our library visit and I tried to focus on award winning literature.
- I also did many searches of my own and started noticing book titles that showed up often and on many lists.
- I narrowed my search down a bit once I started thinking about what I wanted to focus my lesson on. Here, I feel I must explain, I say narrowed, but what I mean by narrowed is looking for specific topics and titles. I am using many books for my series of lessons, but they are specific to my lesson and intentionally chosen.

3. Where and how did you learn about this literature (browsing, internet search, award lists, in-person recommendation, etc.)

- The library visit and website
- During our class sessions
- Online searches of my own

4. Did you consult some of the resources identified in the library visit and the Zoom meetings?

- Yes, specifically *Jemmy Button* by Jennifer Uman and Valerio Vidali

**Lesson**

1. What do you want students to learn? (goals)

I would like this lesson to lead to the learning of a wide range of positive student outcomes, including cultural awareness, empathy, critical thinking, language and literacy skills, global citizenship, identity development, and promotion of diversity and inclusion.

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

I would like to help prepare students to thrive in an increasingly interconnected and multicultural world.

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.

**Monday:**

- Introduce students to the Latin American region: Latin America Map
    - Discuss maps and initial things we know or think we know.
- Explore the story *Biblioburro* by Jeanette Winter (Biblioburro in Spanish)
    - What can we learn from this story even though we don't speak Spanish?
- Chart what we think the story is about.
- Explore *Biblioburro* by Jeanette Winter (Biblioburro in English)
- Compare what we thought we knew to what we now know.
- Read bio at the end of the story together to gain deeper understanding.

**Tuesday:**

- Read aloud: *Waiting for Biblioburro* by Monica Brown
    - Explain this is the same story as *Biblioburro*. It is being told from another perspective. It is being told from another character's point of view.
    - Does this story change or reaffirm our understanding from yesterday?
- Students will move around the room and spend some time exploring Latin American picture books.
    - Which ones are interesting to you? Why?
    - What similarities do you notice between books?
    - Do you have any questions?
    - What themes do you see? Do any repeat?
    - Are there common characteristics between the books?
    - Are there any similarities to our first impressions of *Biblioburro*?

**Wednesday:**

- Read aloud: *Medio Pollito/Half Chicken* by Roger Drury, Alma Flor Ada
    - Continue to add to our knowledge of Latin American culture through children's literature
- Students will move around the room and read 4+ picture books on their own-their choice.
- As they read, they will record ideas, questions, wonderings, and noticings Guiding Questions on sticky notes.
- Students will post sticky notes on board/chart.

**Thursday:**

- Read aloud: *Planting Stories The Life of Librarian and Storyteller Pura Belpre* by Anika Aldamuy Denise
- Discuss sticky note ideas posted yesterday
    - Discuss common ideas, themes, characteristics, topics among books
    - Briefly discuss a single story idea-what it is, is it showing up in our book selection?
    - Connect back to American culture and American children's literature-what could people decide about us?

- Look for examples of other Latin American cultural representations-both can be true at the same time (book representation and our searches)Latin American search Google
    - Is it possible the other characteristics, themes and ideas can exist in other ideas of Latin American culture?
    - Is it possible that more exists in what we have read?
    - Remember our book selection is just a snapshot of Latin American culture

**Friday:**

- Read aloud: *Amor Y Pollo Asado Un Cuento Andino De Enredos Y Engaños* (Amor Y Pollo Asado in Spanish)
- On second reading, students will use what they have learned about Latin American culture and storytelling over the week to retell the story in english. They will complete the retell assignment.
- Students will then read *Love and Roast Chicken: A Trickster Tale from the Andes Mountain* (English) Love and Roast Chicken A Trickster Tale From the Andes Mountains in English
- Students will complete an Exit Ticket for synthesis for read aloud predictions:
    - How close was your telling of the story compared to the author's telling of the story?
    - What parts were different?
    - Why do you think this happened?
    - What did you learn this week that helped you figure this out?

4. How will you know if students learned what you intended? (assessment)

I used to think, but now I think..
I used to think, but now I think Google Form
***LOVE AND ROAST CHICKEN: A TRICKSTER TALE FROM THE ANDES MOUNTAINS***
**Retell**
Exit Ticket (paper copy)

**Enactment**

How did the lesson go?

1. When did you teach the lesson? March 4-8, 2024

2. What did you do? (sometimes what is done is different from the plan)

I followed the plan. In some instances, I did extend the lesson due to the high engagement of the students.

3. How did students respond?

Student responses: Retelling

Student responses: Exit Ticket

Student responses: Google Form

The students responded really well. They were engaged and active learners. They had amazing questions, insights, reflections and reactions. They were very thoughtful as well.

Sometimes, this does not transfer so well to paper, however, I was able to collect evidence in the form of: sticky notes, exit tickets, retelling assignment and Google Forms

**Reflection**

Reflection (Self-evaluation)

1. What were you pleased with? (strategies that worked well)

I was pleased with the engagement and interest level of the students. They seemed to really be interested in learning about Latin America. They also appeared to enjoy the activities I provided for them. I was so thrilled with the observations and connections they were able to make throughout the lesson

2. Are there things you learned for next time? (strategies that worked less well)

I believe I would rethink the retelling activity. I would still use it, however, I believe I would like to structure it differently. I haven't landed on anything specifically yet, but I am reflecting and thinking through it.

I also think I would consider using the sticky note activity as a Chalk Talk activity. The students have experience with this activity and I believe it would have encouraged them to think deeper. Chalk Talk

3. Were there any surprises? (positive or negative)

I was surprised at how much the students really wanted to learn about this. Their enthusiasm made me want to dive deeper, however, I wasn't prepared for this and I would like to spend some time exploring additional cultures they are also interested in as well.

I was also surprised with what I used to think, but now I think responses. While some of them were very thoughtful, I think I expected more from them based upon how engaged they were throughout the week.

4. What recommendations do you have for other teachers when using this book

Since I used multiple books, this question is a bit challenging to answer. I really enjoyed the books I started with (*Biblioburro)* and ended with (*Love and Roast Chicken: A Trickster Tale from the Andes Mountain)*. I think overall, I would caution teachers with maintaining awareness of the single story idea when using the books I selected.

5. What did this experience teach you about global children's literature and including global children's literature in your curriculum?

I believe it taught me how important cultural awareness and understanding are for students. They need exposure to diverse cultures, traditions, and perspectives from around the world. It helps them develop empathy and understanding for people from different backgrounds. I also think it got me thinking more deeply about including topics such as the promotion of diversity and inclusion, identity development, global citizenship, empowerment and representation, promotion of social justice and equity and finally an appreciation of literature and storytelling with more intention into my lesson planning and curriculum.

**References**

List all references or resources you used.

Demographics: Burton 48509

Latin America Map

Biblioburro in Spanish

Biblioburro in English

Guiding Questions

Latin American search

Google

Amor Y Pollo Asado in Spanish

Love and Roast Chicken A Trickster Tale From the Andes Mountains in English

I used to think, but now I think..

I used to think, but now I think Google Form

***LOVE AND ROAST CHICKEN: A TRICKSTER TALE FROM THE ANDES MOUNTAINS* Retell**

Picture books used:

- *Amazon* by Canizales
- *Chicks and Salsa* by Aaron Reynolds
- *Jemmy Button* by Jennifer Uman and Valerio Vidali
- *Medio Pollito/Half Chicken* by Roger Drury, Alma Flor Ada
- *Biblioburro* by Jeanette Winter (both English and Spanish version)
- *Waiting for Biblioburro* by Monica Brown
- *Islandborn* by Junot Diaz
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- *I Got a Chicken for my Birthday* by Laura Gehl

Ritzert Artifacts

| |
|---|
| Amy Ritzert Presentation |
| ELA Standards |
| Social Studies Standards |

# Latin America & Caribbean 2024 Global Children's Literature Teacher Fellowship Program Lesson Plan

| **Context** |
|---|
| **Lesson Title:** Copy of #6 Mannor 6 MS Lesson Plans Playlist Puerto Rico |
| What was the context for your lesson? Teaching Caribbean Islands to 6th grade Geography<br><br>1. Your grade level: 6th grade<br><br>2. The subject area(s) for which you created the lesson: Geography - Puerto Rico<br><br>3. 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.<br><br>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** |
| 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.<br><br>1. What literature will you use? The Tree of Hope by Anna Orenstein-Cardona<br><br>2. 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.<br><br>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.<br><br>4. Did you consult some of the resources identified in the library visit and the Zoom meetings?<br><br>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** |

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

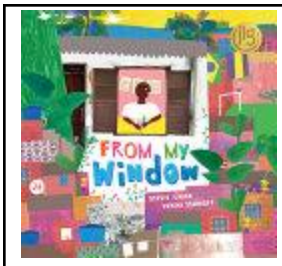
https://www.smithsonianmag.com/travel/puerto-rico-history-and-heritage-13990189/

Puerto Rico Essay

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

# Latin America & Caribbean 2024 Global Children's Literature Teacher Fellowship Program Lesson Plan

| **Context** |
| --- |
| **Lesson Title: "Exploring Diversity Through Children's Literature - Brazil"** |
| What was the context for your lesson?<br><br>1. Your grade level: 6th Grade<br><br>2. The subject area(s) for which you created the lesson: Geography/Social Studies<br><br>3. The make-up of your class (rural, urban etc.; diverse, homogenous, etc.) and how that helped you think about your lesson - Not Applicable: I do not have a class<br><br>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)<br><br>- white, cis-gendered, able-bodied, middle class, monolingual English speaking woman. I have only ever lived in Michigan. I have never been to South America.<br>- My identity could raise issues for this lesson because I do not have any first hand experience with Brazil or Brazilian culture. However, I do not think this is a reason to not explore these themes in my classroom. I will have to make sure to not spread stereotypes and to address any stereotyping I witness during these lessons. Additionally, I am passionate about environmental conservation and protecting our planet. I plan to use this set of books, activities and discussion to show how important this really is for future life on Earth. (We will also look into environmental issues in our own community.) |
| **Process** |
| How did you select the literature for your lesson?<br><br>I looked for books that represented diverse lives in Brazil. I wanted to combat the notion of a single story in Brazil, so it was important for me to provide multiple texts including different genres and settings.<br><br>1. What literature will you use? |




From My Window

2018 by Otávio Júnior and Vanina Starkoff

Setting: Favelas of Rio de Janeiro




Along the Tapajós

2019 by Daniel Hahn and Fernando Vilela

Setting: Small Community along the Tapajós River



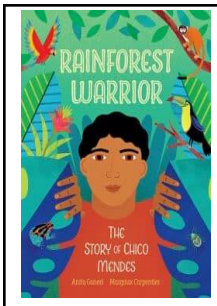

The Best Tailor in Pinbauê

2017 by Eymard Toledo

Setting: Town of Pinbauê - imaginary town in the State of Minas Gerais

* As the author states in the postscript, Pinbauê is a fictional village. However, a Google search for images can help children visualize the setting.

- Small Brazil villages
- Small river towns Brazil
- Minas Gerais




Rainforest Warrior

2023 by Anita Ganeri and Margaux Carpentier

Setting: Amazon Rainforest, Biography of Chico Mendes (union leader and environmentalist)

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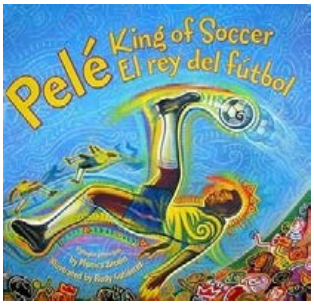



Bisa's Carnaval

2021 by Joana Pastro and Carolina Coroa (Illustrator)

Setting: Not Clear, Brazil

* I would engage students in a discussion about the size and diversity in Brazil using the internet to research. We could look into how Carnaval is celebrated similarly or differently across Brazil and Latin America.




Pelé, King of Soccer/Pelé, El rey del Fútbol

2017 by Monica Brown and Rudy Gutierrez (Illustrator)

Setting: (he grew up in the) Sao Paulo region of Brazil

2. What was your process for literature selection?

When choosing books for this project, I asked myself:

- Is this book written by someone from Brazil? OR Is the author qualified to share this story?
- Is the book using a deficit perspective?
- How is the author portraying the characters? Are common/harmful stereotypes featured?
- Is it based in the past or present?
- Does the book make broad generalizations about a culture or cultures? Is the setting specific or ambiguous?
- Are authentic words from the culture present?
- Do the books balance each other out? Am I presenting too many stories about one topic?

3. Where and how did you learn about this literature (browsing, internet search, award lists, in-person recommendation, etc.)

I learned about these books through recommendations, searching at the MSU library, the Diverse Book Finder website, YouTube read-alouds, University library websites, and blogs with caution.

4. Did you consult some of the resources identified in the library visit and the Zoom meetings?

YES, I used the Diverse Book Finder website and the MSU library.

**Lesson**

1. What do you want students to learn? (goals)

Brazil is a diverse nation and cannot be represented by a single book, website, or person. Students will also learn more about the diverse settings in Brazil including large cities like Rio de Janeiro and the lush climate of the Amazon. Students will also look into the ways that our globe is impacted by climate change.

Possible Social Studies Standards:

6 – G1.2.3 Use, interpret, and create maps and graphs representing population characteristics, natural features, and land use of the region under study.

6 – G2.2.1 Describe the human characteristics of the region under study, including languages, religions, economic system, governmental system, cultural traditions.

6 – G4.1.3 Describe cultures of the region being studied, including the major languages and religions.

6 – G5.1.2 Explain how different technologies can have positive and negative impacts on the environment.

Michigan K-12 Standards for Social Studies

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

This lesson matters within this global perspective because it addresses issues of misrepresentation and generalization about Brazil. It also is important because it pushes students to think about how our climate is impacted globally by our actions and ways that we can work to help our planet prosper.

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.

My lesson is outlined below in green.

4. How will you know if students learned what you intended? (assessment)

Assessment: Portfolio of their work from this lesson and reflection paper.

**Lesson Plan**

**Day 1: Building Background - Overview of Brazil**

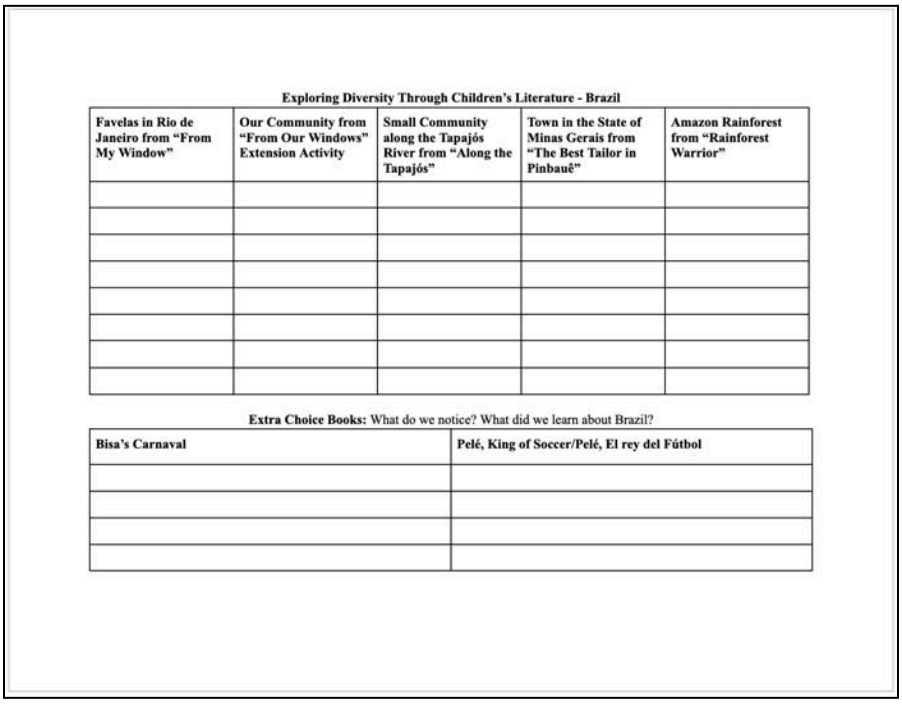
Students will do research and create posters (online or using pen and paper) to display important information about Brazil. The purpose of these posters would be to give someone who knows nothing about Brazil a short introduction to the vast country. I will encourage students to showcase the many different landscapes across the huge country. Students are also welcome to include information about any of the following topics (and more):

- Quick Facts: population, area, climate, products, and currency



- Flag and its Symbolism
- Common Languages Spoken
- Common Food
- Traditional Clothing
- Popular Sports
- Native Animals
- Important People
- Brazil - Globe Trottin' Kids

I will also introduce this blank map that we will each be working with for the next 5 days to label different regions of Brazil as we read the stories together.



**Exploring Diversity Through Children's Literature - Brazil**

| Favelas in Rio de Janeiro from "From My Window" | Our Community from "From Our Windows" Extension Activity | Small Community along the Tapajós River from "Along the Tapajós" | Town in the State of Minas Gerais from "The Best Tailor in Pinbauê" | Amazon Rainforest from "Rainforest Warrior" |
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**Extra Choice Books:** What do we notice? What did we learn about Brazil?

| Bisa's Carnaval | Pelé, King of Soccer/Pelé, El rey del Fútbol |
|---|---|
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In addition, I will introduce this class T-Chart that we will collectively use to take notes on the different stories we read and how the settings compare to each other.

**Day 2: Favelas in Rio de Janeiro**




**Introduce** favelas using this resource: From My Window: A Celebration of Community - Globe Trottin' Kids. We will also add the city of Rio de Janeiro to our map of Brazil using Google.

Interactive read-aloud of "From My Window" by Otávio Júnior and Vanina Starkoff, which takes place in the favelas of Rio de Janeiro.

**Activity:** Students will create drawings and write descriptions of what they see from their own windows. Some prompts to inspire students include but are not limited to:

"What do you see?"
"What is the mood?" "How does it make you feel"
"Are there any characters?"
"What sensory details do you notice?" "Are there any small details?"
"Has the view from your window ever changed?" "How?"
"What else is out there that maybe you cannot see?"

Students should be prepared to share whatever they have completed in a gallery walk around the class.

Discuss some **similarities and differences** from what the narrator described (and illustrator drew) from the students' own images and words. Add these to the class T-Chart.

**Day 3: Life Along the Tapajós River**

**Introduce** the Tapajós River and its significance in Brazil. Also, discuss Indigenous peoples in the region. Students will browse these sites: Rainforest Tribes Facts – People in the Amazon Rainforest and The Tapajos River to gain more background information about this region and the significance of the water here.

- We will also add the Tapajos River to our map of Brazil.

Interactive read-aloud of "Along the Tapajós" by Daniel Hahn and Fernando Vilela, which is set in a small community along the Tapajós River.

Discuss the **differences and similarities** between life in the favelas of Rio de Janeiro and life in a small river community. Add these ideas to a class T-Chart.

**Activity:** Students will be divided into small groups to research one aspect of the Tapajós River. Topics included:

1. Biodiversity of plant and animal species
2. Indigenous communities and their relationship with the river
3. Environmental threats and conservation efforts
4. Economic activities such as fishing and tourism
5. Geological features and the river's role in the Amazon Basin

In their groups, students will present their findings to the class. Students will be encouraged to use multiple sources and to include visual aids such as posters or slideshows.

**Day 4: Exploring the Imaginary Town of Pinbauê**

* This resource gave me a lot of ideas for this portion of my lesson: The Best Tailor in Pinbauê - CLAS Book Box K-12 Guide 4: Portuguese and Brazil in PictureBooks

**Introduce** the fictional town of Pinbauê, located in the State of Minas Gerais:

- It will be crucial that students know that Pinbauê is a fictional town, but that it is inspired by real towns in the State of Minas Gerais.
- To introduce this, we will all do some quick google searches about the State of Minas Gerais and add this region to our map of Brazil.

Interactive read-aloud of "The Best Tailor in Pinbauê" by Eymard Toledo, which is set in the imaginary town of Pinbauê.

**Discuss the following questions during/after the book:**

- How do you think the villagers felt about all the gray smoke and dust from the factory?
- How has the factory changed Pinbauê? Name some of the good things that come from having the factory in the community. Name some of the negative things that night come from having the factory in the community. Think about the air and the

river. Compare the pictures of the river at the beginning and later when the factory is built.
- How do the new colorful clothes make the people in Pinbauê feel?
- When the factory decides to replace the uniforms instead of repairing them, what happens to all the old uniforms?
- What are the benefits of reusing or repurposing old material and clothes instead of simply replacing them with brand new?

Encourage students to **compare and contrast** the imaginary town of Pinbauê with the favelas and small river communities explored in the previous books. Add these ideas to a class T-Chart.

**Activity:** Normally we draw with crayons and markers or paint, but what if we could "draw" with shapes and patterns like the illustrator Eymard Toledo did. Students will repurpose old scraps of fabric with different patterns and colors, use scissors to cut small shapes, and assemble them with glue onto a piece of paper to create a scene like the ones we looked at in this book. Students may use other materials to add details to the drawing.

After students complete their images, they will write a brief description of what their collage depicts and why they chose the colors and patterns that they did.

The class will participate in a gallery walk to see all of the different collages along with their descriptions.

**Day 5: Environmental Conservation in the Amazon Rainforest**

**Introduce** the Amazon Rainforest and its importance as a global ecosystem using a website such as The Amazon Rainforest.

- We will also add an outline of the Amazon Rainforest to our map of Brazil.

Interactive read-aloud of "Rainforest Warrior" by Anita Ganeri and Margaux Carpentier, a biography of Chico Mendes.

**Discuss the following questions during/after the book:**

- What kind of person was Chico Mendes? What did he care about?
- How did he help protect the rainforest?
- What did you learn from reading about Chico Mendes? Why is it important to protect the rainforest/the environment?

Students will **compare and contrast** the scenes in "Rainforest Warrior" with the imaginary town of Pinbauê, the favelas, and the small river communities near the Tapajos that we explored in the previous books. Add these ideas to a class T-Chart.

**Activity:** Small groups of students will research and present what they found out about current environmental issues in the Amazon Rainforest and ways to support conservation efforts. Students will create a poster to display and present their findings. Each small group will give very informal presentations that will last 1 to 3 minutes.

**Additional Class Discussion/Research Questions:** What are some environmental problems in our own community? How can we help take care of the environment, like Chico Mendes did? Can you think of ways we can be like Chico Mendes in our own lives, even if we're kids?

**Day 6: Choice Book Exploration**

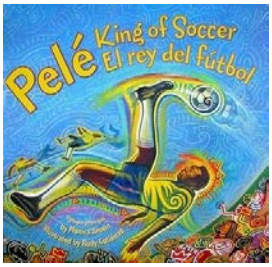
**Option 1:**




Bisa's Carnaval

2021 by Joana Pastro and Carolina Coroa (Illustrator)

**Option 2:**




Pelé, King of Soccer/Pelé, el Rey Del Fútbol

2017 by Monica Brown and Rudy Gutierrez (Illustrator)

Pele, King of Soccer/Pele, El Rey del Futbol by Monica Brown - CLAS K-12 Book Box 2: Black/Afro-Latinx identity - Research Guides at Ohio State University

**Students will discuss the book they chose and what they learned from it in their small groups. Then, they will start brainstorming for their reflection paper. Students will also have time to finish anything they have not completed for their portfolios.**

**Day 6: Culmination Activity/Assessment: Portfolio and Reflection Paper**

The portfolios will consist of:

1. Introduction to Brazil posters
2. Labeled map of Brazil
3. Individual "From My Window" drawings
4. Tapajós River research/group work
5. Recycled material collage and description
6. Amazon Rainforest research/group work

Reflection Paper: Answer each question with at least four sentences.

1. In what ways do you see similarities and differences between your own life and the varied lifestyles of the diverse people in Brazil that you've learned about? What aspects can you personally relate to?
2. How did map making help you understand the geography and diverse regions of Brazil? Did you find it challenging or enjoyable to create your own maps?
3. Is environmental conservation important in Brazil? Why or why not? What environmental issues did you learn about, and why are they significant?
4. How do you think the knowledge and traditions passed down through generations within indigenous communities in Brazil contribute to protecting the environment?
5. Consider your own role in environmental conservation. What actions can individuals take to support conservation efforts, both in Brazil and globally? What environmental issues do you see in your own community? What actions can you take to combat these?
6. What did you learn from "Bisa's Carnaval" or "Pelé, King of Soccer/Pelé, el Rey Del Fútbol?" What did this book teach you about Brazil? Do you think this book portrays any stereotypes or generalizations about the people of Brazil?
7. Reflect on any personal insights or changes in perspective you've gained from studying these topics. How do you plan to apply what you've learned in your own life or future endeavors?

| Enactment |
| --- |
| How did the lesson go? - Not Applicable<br><br>1. When did you teach the lesson? - Not Applicable<br><br>2. What did you do? (sometimes what is done is different from the plan) - Not Applicable<br><br>3. How did students respond? (you may wish to include artifacts) - Not Applicable |
| **Reflection** |
| Reflection (Self-evaluation)<br><br>1. What were you pleased with? (strategies that worked well)<br><br>I did not get the chance to implement this lesson, but having students do some background research on the region or culture before introducing the literature can be helpful to build context and further challenge stereotypes. For example, using websites such as Brazil - Students \| Britannica Kids \| Homework Help, Brazil Country Profile - National Geographic Kids, 10 amazing Amazon facts! \| National Geographic Kids, Top 10 Facts about Brazil - Fun Kids - the UK's children's radio station, Rainforest Tribes Facts – People in the Amazon Rainforest, Brazil - Globe Trottin' Kids, or The Tapajos River all give insight into the country and its diverse landscapes and people.<br><br>2. Are there things you learned for next time? (strategies that worked less well)<br><br>From this process, I learned about the importance of picking an array of books. I thought about condensing my lesson by reducing the number of books that I would use, but I thought that this could raise concerns about stereotyping. I thought about the danger of a single story and decided I wanted to include stories featuring the vast lifestyles.<br><br>3. Were there any surprises? (positive or negative)<br><br>While locating books I was surprised how few books there seemed to be about specific places in Brazil. Brazil is a huge country, so I expected there to be more diverse lives pictured in the children's literature, but most of the stories were either about the Amazon Rainforest, folktales, or described a family's vacation to Brazil. Finding books took more work than I had anticipated at first.<br><br>4. What recommendations do you have for other teachers when using these books? |

If other teachers were using these books I would recommend using at least 2-3 of them together. I think that if this lesson included only one of any of these books it could lead to large generalizations that could misrepresent the diverse country that is Brazil.

5. What did this experience teach you about global children's literature and including global children's literature in your curriculum?

This experience expanded on my knowledge of the importance of global literature. This process showed me how I have to put in effort to make sure my future classroom library is representative of the world, not just the students in my classroom. I also have learned more about the importance of truly vetting everything that I will be making available to my students as well as teaching them how to critically analyze texts.

6. Question: Because I do not have a lot of experience with time management in a real classroom, I am wondering if I am being too ambitious with how much I think we could accomplish within a given time frame.

- Do you think all of my lesson outlines would be doable within a 45 minute-1 hour long time period each day?

**References**

List all references or resources you used.

Diverse Book Finder: Brazil

Picture Books about Brazil (Cultural Learning for Homeschoolers)

CLAS Book Box K-12 Guide 4: Portuguese and Brazil in PictureBooks - Research Guides at Ohio State University

From My Window: A Celebration of Community - Globe Trottin' Kids

Pele, King of Soccer/Pele, El Rey del Futbol by Monica Brown - CLAS K-12 Book Box 2: Black/Afro-Latinx identity - Research Guides at Ohio State University

# Latin America & Caribbean 2024 Global Children's Literature Teacher Fellowship Program Lesson Plan

| **Context** |
|---|
| **Lesson Title:** |
| What was the context for your lesson?<br><br>1. Your grade level: **K - 4**<br><br>2. The subject area(s) for which you created the lesson: **Small Group Reading**<br><br>3. The makeup of your class (rural, urban etc.; diverse, homogenous, etc.) and how that helped you think about your lesson:<br><br>Demographics: Burton 48509<br><br>**Group 1:** girls-5 boys- 3<br><br>Caucasian- 3, African American- 4, Biracial 1<br><br>**Group 2:** girls-3 boys- 4<br><br>Caucasian- 6, African American- 1<br><br>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):<br><br>I was born in Des Moines Iowa. My father was a well educated caucasian English man, my mother a first generation American born to 2 Maltiza citizens who both came to America as young children. In Iowa my mother was seen as "the token black" teacher, as she had black hair and was definitely the darkest person around. I grew up around and in mostly caucasian areas when I was young. I remember my parents being friends with a wonderful African American couple when I was young. We moved to Flint Twp., Michigan when I was in fourth grade and continued attending a small Christian school. In 6th grade my parents had a very ugly divorce which continued on for 7 years. Honestly as I grew and began to date only African American men. Subconsciously I believe the way my father treated my mother in the end of their marriage and through the divorce I was not going to allow the same thing to happen to me. I also saw the benefits of both races and was hopeful as a young adult my children could have the best of both worlds. Sadly realizing especially after the 2016 election how divided and still racist a lot of the world is. I currently teach in a very previously separated area that is non-transient and several generations have attended our district. |
| **Process** |
| How did you select the literature for your lesson?<br><br>1. What literature will you use?<br><br>Your Name Is a Song by Jamilah Thompkins-Bigelow |

2. What was your process for literature selection?

- ☐ I looked through several of the lists that were given to us on our library visit and I tried to focus on award winning literature.
- ☐ I also did many searches of my own and started noticing book titles that showed up often and on many lists.
- ☐ I narrowed my search down a bit once I started thinking about what I wanted to focus my lesson on. Here, I feel I must explain, I say narrowed, but what I mean by narrowed is looking for specific topics and titles. I am using many books for my series of lessons, but they are specific to my lesson and intentionally chosen.

3. Where and how did you learn about this literature (browsing, internet search, award lists, in-person recommendation, etc.)

- ☐ During our class sessions
- ☐ Asking an author and friend for suggestions
- ☐ The library visit and website
- ☐ Online searches of my own

4. Did you consult some of the resources identified in the library visit and the Zoom meetings?

Yes

1. What do you want students to learn? (goals)

I would like this lesson to lead to the learning of a wide range of positive student outcomes, including the meaning and possibly the origin of their name, empathy, cultural awareness, identity development, and promotion of diversity and inclusion.

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

I would like to help students learn the value of words. Learn what their own name means as well as others, and learn to appreciate and respect everyone.

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.

**Monday:**

- ☐ **Discussion questions before Reading**
  - ☐ **What do you think the story will be about?**
  - ☐ **Look at the front cover, what predictions can you make about the story?**
  - ☐ **Do you like your name? Why or why not?**

- [ ] **Why are names important?**
- [ ] **Listen to the story**
  - [ ] https://youtu.be/ZmXqJGherE8
- [ ] **Questions for during or after Reading**
  - [ ] **Who are the characters in the story?**
  - [ ] **What is the setting of the story?**
  - [ ] **What happened in the story?**
  - [ ] **What was the problem in the story?**
  - [ ] **What was the solution?**
  - [ ] **Has someone said your name incorrectly?**
  - [ ] **How did it make your feel?**
  - [ ] **Why is it so important to say everyone's name the right way?**
  - [ ] **What would you do if someone said your name incorrectly?**
  - [ ] **Do you have a special nickname?**
  - [ ] **What does Kora-Jalimuso mean when she says her name gets stuck in her teacher's mouth?**
  - [ ] **Why didn't Kora-Jalimuso want to go back to school?**
  - [ ] **What does she say she has to teach?**
  - [ ] **How did the teacher react to her singing the names? The kids?**
- [ ] Send Tell Us Homework home
  - [ ] Tell Us

**Tuesday:**

- [ ] **Learn about the Author**
- [ ] https://jamilahthewriter.com/
- [ ] Introduce students to the map of Africa :
  - [ ] https://www.africaguide.com/afmap.htm
  - [ ] Discuss maps and initial things we know or think we know.
- [ ] Learn more about her ethnic group:
  - [ ] https://www.yaden-africa.com/the-culture/african-tribes/mandinka

**Wednesday:**

- [ ] **Listen to the story**
  - [ ] https://youtu.be/ZmXqJGherE8
- [ ] Letters in Name
  - [ ] Letters
  - [ ] Graph

**Thursday:**

- ☐ **Go over Homework:**
  - ☐ **Tell Us**

- ☐ **Make Name Poems:**
  - ☐ Write your name in **BOLD** letters across the top.
    - ☐ Name Poem
    - ☐ Find positive adjectives that correspond with each letter of thor name.

**Friday:**

- ☐ **Read the story**




- ☐
- ☐ I used to Think now
- ☐ Story Map

4. How will you know if students learned what you intended? (assessment)

- ☐ I used to Think now
- ☐ Story Map

**Enactment**

How did the lesson go?

1. When did you teach the lesson? April 1-4, 2024

2. What did you do?

I followed the lesson plan

3. How did students respond?

Students really enjoyed the lessons and activities. They were active learners and engaged. They were considerate of others and enjoyed learning about their names and others.

**Reflection**

Reflection (Self-evaluation)

1. What were you pleased with? (strategies that worked well)

I was pleased with the engagement and interest level of the students. They seemed to really be interested in learning about Latin America. They also appeared to enjoy the activities I provided for them. I was so thrilled with the observations and connections they were able to make throughout the lesson

2. Are there things you learned for next time? (strategies that worked less well)

I would rethink the I used to Think activity. I would still use it, however, I believe I would like to make it easier for younger kids to use, maybe draw pictures.

3. Were there any surprises? (positive or negative)

I was surprised that many of my students had no idea what their name meant. I also was surprised they did not know who chose their name and why or where their name was chosen.

4. What recommendations do you have for other teachers when using this book

I recommend using the book over several days as I did. Allowing the students time to bring back the information about their name over several days, and sending an email or note directly to parents.

5. What did this experience teach you about global children's literature and including global children's literature in your curriculum?

This experience taught me how little students in my area know about themselves and others. Also sadly how much misinformation students have been taught about others.

**References**

List all references or resources you used.

https://jamilahthewriter.com/about/

Demographics: Burton 48509

https://youtu.be/ZmXqJGherE8

https://www.africaguide.com/afmap.htm

https://www.yaden-africa.com/the-culture/african-tribes/mandinka

Picture books used:
Your Name Is a Song

Book by Jamilah Thompkins-Bigelow