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? **1. Your grade level:** High School **2. The subject area(s) for which you created the lesson**: Earth & Space Science **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. **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. 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. 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. **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? **1. What literature will you use?** Where are You from? by Yamile Saied Mendez **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_YHfh9RIlVBTfLnc5NrX6ddjol7E/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