For this discussion, select three children’s books, which focus on characteristics of diverse populations of children, one at each level: K-3, 4-6, and 7-8. In a discussion post, provide a summary of the selection, and a series of questions that you might address to the students concerning each book. Also, describe at least 3 possible extension activities for each book; at least 1 extension activity must include the use of technology.

                                                                      SAMPLE

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| Level K-3 Story Title Selection | Fire Race, A Karuk Coyote Tale |
| Source | London, J., Lanny P., and Long, S. (1993). Fire race: A Karuk coyote tale. San Francisco, CA:  Chronicle Books. |
| Synopsis | This story originated, in Northwest California, from the Karuk people. The characters are animals who have no way to stay warm in the cold climate of the forest. There is a fire on a mountain but it remains guarded by the Yellow Jackets who are sisters who will not portion it. The question is how will they keep from freeing? One of the main characters, the wise old Coyote comes up with a plan to steal the fire that the Yellow Jackets safeguard on their home at the top of the mountain. Coyote, utilizing his distinguished skills, accomplishes the feat of pilfering an oak that is burning. The other animals, including the Coyote, implement an immaculate dispatch, even though the sinister sisters chase in pursuit. They are able to move the ember back to their area of residence. This is successful because the willow tree gulps it. The problem is once again solved by the intelligent Coyote, demonstrating how to transport fire from the willow by chafing together two branches. This story reveals how diverse characters are able to work together to solve a problem |
| Essential Questions | * How do you define being selfish? * Are there times when it is okay to be selfish? * What is the meaning of being cooperative? * How is cooperation proven to be an effective way of solving the problem in this story? * What other ways, than stealing, can you obtain what you need for survival? |
| Extension Activities | * Students will be divided into small groups. Each group will be given something they feel is valuable. However, no group will select the same artifact. Groups will then have to come up with two reasons why they feel their groups should have the item/artifact of the other group. The opposing groups will come up with two reasons why they want to keep what they have. Each team will present their rationales for wanting and keeping the items. Subsequently, teams will discuss what it means to be selfish and how to negotiate as a “give and take” process. * As a whole group, the class will work together to retrieve an item located at the front of the room. The catch is that they are not able to get up from their desks and they are not able to talk to each other. The goal is to get the item from the front of the class to the back. This activity will teach students the value of cooperation when trying to achieve a common goal. * (Technology Extension) Individually, students will bring in an item that they feel of value. Each student will place the item on their desks before recess. During recess, the items will be taken from their desks and placed in a secret location. Once the students return, they will notice the missing items. The teacher will facilitate a discussion on trust and dishonesty. Each student will express how they felt then the item(s) came up missing and the importance of not stealing and always being trustworthy. The Promethean Board will serve as a technological device to display students’ responses to their things being taken. Each student will have a description of their individual item and as the class discusses, the teacher will type reasons why it is not right to steal and/or be dishonest. Students will have an opportunity to utilize the Promethean Board pen to draw lines to similarities in the many perspectives of the class. |

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| Level 4-6 Story Title Selection | A Good Night for Freedom |
| Source | Morrow, B. (2004). A good night for freedom. New York, NY: Holiday House. |
| Synopsis | This story involves two slaves that have run away and find refuge in Levi Coffin’s place of residence. They are discovered by Hallie, a butter salesperson, who must determine if she will help them escape to freedom or turn them in. Inclusive of historical notations from the abolitionists and the Underground Railroad, Quakers Catharine and Levi Coffin are left a delivery in the cellar of their house. The delivery left by Hallie allows her to come across two runaway slave girls she has never seen before. Startled, she races home while catchers of slaves on horses instruct Hallie to tell her dad that there is a reward for capture of the slave girls. Once home, she questions, in general, about the situation. Her father indicates that he does not agree with slavery but also tells Hallie that helpers of runaways are deemed to break the law. This usually caused harassment and large fines. He feels it best not to meddle in others affairs. Subsequently, Hallie makes a visit to Levi Coffin who voices that it is correct to listen to her father. However, he also points out that she has a conscience. This conscience leads her to devise clever ways to help the runaway girls by raising money and buying ribbons with the money she makes from selling butter. |
| Essential Questions | * How were the two runaway girls first discovered by Hallie? * Why does Aunt Kathy want Susan and Margaret to meet Hallie? * What is the unforgettable moment Margaret and Susan mention to Hallie? * How did Hallie’s father and Levi Coffin different? * What did Levi Coffin mean when he told Hallie she has a conscience? |
| Extension Activities | * Students will be given a topic pertaining to the Underground Railroad and illustrate or write on a quilt square. For students with learning disabilities or ADD, this will enable a set of directions to be followed for completion of the task. For those who are more advanced, individual brainstormed ideas will be utilized in addition two square quilts will be completed. This will give multiply points of views about the Underground Railroad. * Teacher will provide the class with a piece of white construction paper and markers. Each student will create a poster indicating why they love America. Fifteen minutes will be allotted for students to complete their poster and turn it in. Posters will subsequently be placed outside the classroom for display. Once the story is read students will make connections to their posters and explain how the notion of freedom is so important to their ideas illustrated. * (Technology Extension) Several class discussions will be conducted throughout the reading of the story. These discussions will center around how the 1800’s in America were quite different from that of today. Students will then create a Venn-Diagram to compare and contrast life back then to now. The diagram will indicate how slaves lived and how they now live in freedom. The center of the diagram will notate similarities. Each student will present their product following the final discussion. At that time, students will be able to add to their diagram once they hear other’s views. Students will use their diagrams to research pros and cons of freedom and slavery on their iPads and desktop computers. Each student will then research a famous contributor to the Underground Railroad and compare his or her perspectives to the individual they research. |

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| Level 7-8 Story Title Selection | Benno and the Night of the Broken Glass |
| Source | Wiviott, M. (2010). Benno and the night of the broken glass. Minneapolis, MN:  Kar-Ben. |
| Synopsis | In Berlin, there is a cat named Benno who lives happily by spending his days going from one plentiful house to the next. However, one day, things begin to differ as angry boots begin to peddle the streets. Eyes and voices are lowered and scraps are mitigated when offered to Benno. This once happy and vibrant city is now becoming depressed. On a particular evening, glass is broken, businesses are broken into, there is a burning of books. Not all Benno’s friends are affected and not all businesses are looted. On the other hand, others like Alder and Goldfarb are not heard of or seen again. This story provides 7-8 graders an insight into the Holocaust using a child-friendly version of this horrifying event. |
| Essential Questions | * How is Benno’s neighborhood diverse at the beginning of the story? * What happens to Goldfarb and Alder and why are they never heard from again? * What does looted mean and how are some businesses able to avoid this incident? * Why are the illustrations’ colors changed from bright to muted with only the symbolic flames of change in red contrast? * How is the notion of the glass being broken significant in the story? |
| Extension Activities | * Students will enter the class normally, however, while at lunch, some desks will be in disarray while others untouched. The students will discuss why they feel some desks were bothered while others were left untouched. This will facilitate a discussion of prejudice and being hateful to certain groups of people. * Students will use their writing journals to document the way they are treated along with their classmates for one month. At the end of the month, students will indicate whether they were treated fairly by some and not by others. Additionally, students will give their views on how to alter negative attitudes about others by getting to know them personally. Journals will be shared with peers who they feel treated them well as well as with those who did not treat them appropriately. All students will give an account of why they behaved in such a manner and if necessary how to change these behaviors moving forward. * (Technology Extension) Students will view a documentary of Anne Frank and her diary. Students will see evidence of a little girl who is hiding from being captured by the Nazis and what eventually happened to her and her family. Subsequently, students will record moments in the film where they felt the Jews were being treated unfairly and what their views are when people today are treated in a like manner. <https://www.bing.com/videos/search?+anne+frank+diary&+anne+frank+diary&&&> |

References

London, J., Lanny P., and Long, S. (1993). Fire race: A Karuk coyote tale. San Francisco, CA:

Chronicle Books.

Morrow, B. (2004). A good night for freedom. New York, NY: Holiday House.

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