

GLOBAL EDUCATION LESSON PLAN

Student Name: Sarah Bartina

Lesson Title: Flowers for Our Community

Curriculum Area(s): Social Studies, ELA

Grade Level: First Grade

Time Frame: 45 minutes

Book Information: Flowers for Sarajevo by John McCutcheon

McCutcheon, J. (2017). *Flowers for Sarajevo*. Atlanta, GA: Peachtree Publishers.

Content Standards:

SS.1.C.2.3: Identify ways students can participate in the betterment of their school and community.

LAFS.1.RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.

LAFS.1.L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

“I Can” Performance Outcomes for Students Aged 4-7:

Grade 1: Take Action

I can give ideas of ways to solve the problem.

Brief overview of the lesson:

This lesson will begin with a whole group read aloud of *Flowers for Sarajevo* by John McCutcheon. Throughout the reading, the teacher will ask various questions and prompt dialogue among students. After the reading of the book, the teacher will play a minute and a half of *Adagio in G Minor* by Tomaso Albinoni. The teacher will help students discuss and understand how different people did their part to make Sarajevo beautiful again and how they reacted to the tragedy. Then the teacher will prompt students to share their own ideas for making their school community more beautiful, recording their ideas on a chart. Students will then write and draw about their individual ideas.

List of materials:

- Book: Flowers for Sarajevo by John McCutcheon
- Flowers for Sarajevo CD: First 1:30 of track 4, “Tomaso Albinoni – Adagio in G Minor”
- CD Player
- Anchor chart paper
- Chart markers
- Writing prompt sheets
- Pencils
- Crayons

Brief summary of selected book (Americas Award Winning Text):

In this work of historical fiction, a young boy named Drasko and his father sell flowers in the Sarajevo marketplace. Quite suddenly, their country is at war and Drasko’s father has to leave for the battlefield, leaving Drasko to tend the flower stall alone. One day, tragedy strikes when a mortar hits a nearby bakery, killing 22 people. When the church bells rings at the same time the following day, a cellist plays a heartbreakingly beautiful song for the people and does this for 22 days to honor each person who died. The book closes with Drasko tending the flower stall and noting some of the beauty that has returned to Sarajevo such as the bakery smells, the orchestra practicing, and Drasko giving away flowers such as his father used to.

Essential Questions:

- How did the people of Sarajevo respond to the tragedy at the bakery?
- How can I make my community more beautiful by giving back?
- How can I record my ideas with drawing and writing?

Assessment Evidence:

Formative:

An informal formative assessment will be conducted during the read aloud and when students are sharing out ideas about making their community more beautiful. The teacher will judge student responses in the whole group and when they are talking with their partner in order to determine their understanding and progress towards answering the essential questions.

Summative:

The writing prompt at the end of the lesson will serve as the summative assessment. The understanding of all three essential questions will be measured by their ability to show their ideas in drawing and writing, with teacher support and prompting.

Procedures:

Step 1: The teacher will begin by introducing the book to the whole group of students, drawing attention to its basis in real events that took place in a community in Sarajevo. The concept of community should be familiar to students prior to teaching this lesson.

Throughout reading the book, the teacher will have various levels of questions (recall questions & higher-order thinking/open-ended questions) prepared to ask students throughout the reading and to prompt some discussion between children in order to help them to better understand the story. Some questions would be:

- What does Milo, Drasko's dad, do for work?
- Why do you think Drasko's dad gives Goran a flower?
- Where did Drasko's dad have to go?
- Why do you think the townspeople aren't being as nice to Drasko anymore?
- Why does Drasko feel he has the best seat in the square?
- Does anyone have any questions about the mortar hitting the bakery?
- What do you think the man with the cello is going to do?
- The author says the people listened to a language they all understand, what do you think he means by that?
- How do you think the people were feeling as they listened to the music?
- Why do you think Drasko gave the flowers away for free?
- What is Drasko doing to try to make Sarajevo beautiful again? What are some other things a person could do to help make Sarajevo beautiful again?
- After the mortar hit the bakery, how did people react? What did they do?

After the book is read, the teacher will play a short minute and a half snippet of the song that the cellist played and ask students to share their feelings about the music.

Step 2: The teacher would quickly sum up the book by recounting the events and bringing attention to the things that some people did to help make their community beautiful again. The teacher will ask students to reflect on their own communities, specifically their school community. Then the teacher will prompt them to take a minute to quietly brainstorm some ideas. After the minute, the teacher will ask students to share some of their ideas for a minute with a partner near them.

Step 3: Students will share out about an idea that they or their partner had about a specific way they might make their community more beautiful. As students share, the teacher will record ideas on a paper anchor chart.

Step 4: When all students who wanted to share have done so, the teacher will introduce the writing prompt paper where the student may draw and write about the prompt, which is included on the final page of this lesson. The prompt is "I can make my community more beautiful by..." The teacher will instruct students to go to their tables and begin working on their papers, allowing students to talk with one another. As students are working, the teacher will visit students to provide more individualized supports and extensions.

Step 5: After the lesson, the teacher should collect those papers that students wish to share with others. The writing should be shared either by being displaying in a particular part of the room, or by being laminated and bound together in a class book. Later in the week, the teacher should lead students in reviewing the ideas they came up with.

Extension: Within the same week, the teacher may want to pick some of the students' ideas to enact in the school. Some ideas like making and displaying art in the hallways, cooking a simple meal for administration, or cleaning up the playground could be some of the ideas that may be enacted by the class throughout the school.

Additional Comments:

Anticipated Difficulties: The topic of war is a bit difficult, so the teacher should be prepared to address questions students have about the tragedy that occurred in the book. The teacher should also be prepared to offer additional explanations about the events in the story. It may also be a good idea to reach out to families to ensure that they are comfortable with their children learning about war as it relates to community. It will be important to provide students with a sense of hope at the end of the book sharing and the activity.

Differentiation: Different levels of questions will be asked during the read aloud to both scaffold student learning and understanding and to give more students the opportunity to participate. Open-ended questions encourage children to think and respond more freely, while recall questions will aid in comprehension. When students are working on the prompt, they will be able to both draw and write their ideas down. Students who may have a difficult time writing will benefit from being able to draw first, and as the teacher circulates to interact with children, they may help students who need additional support during writing. Students who need an extension may be prompted to come up with multiple ideas or to create a plan for enacting their idea.

Additional Resources:

There are more children's books on the topic that could be read with children to help them further understand what it is like for different children who had to live in wartime conditions in Sarajevo. These books are listed in *Flowers for Sarajevo* along with more information for students and educators. They are as follows:

- *Zlata's Diary: A Child's Life in Wartime Sarajevo* by Zlata Filipovic. Penguin Books, 2006.
- *My Childhood under Fire: A Sarajevo Diary* by Nadja Halilbegovich. Kids Can Press, 2006.

Reflection:

The process of creating this lesson came relatively easy to me, since I frequently have based lessons off of picture books in the past with young children. It was challenging to approach the topic of war, since it is not one I have had experience talking about with young children, so in selecting the "I Can" statement I tried to focus on one that could leave students with a sense of hope rather than with a sense of fear or despair. I wish that I was

able to teach this lesson to a group of students. I do think I would have encountered some difficulties in teaching a topic like this to children, since I have yet to ever discuss the topic of war with young children. I tried to plan carefully for this by providing plenty of dialogue throughout the read aloud and prompting children to share their thoughts and questions about the events in the book.

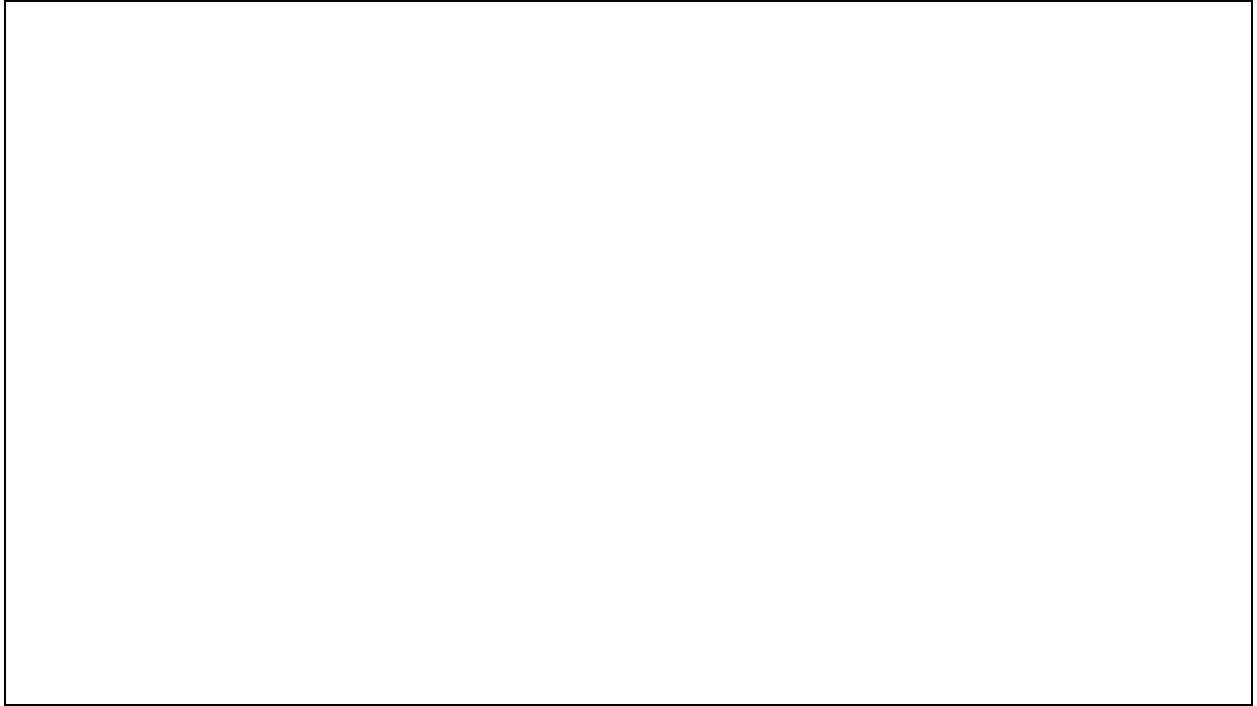
I would love to see the ideas that children could come up with for bettering their own school community. I would also love to use this lesson or one like it as a jumping off point to actually take action to make the school community more beautiful. I had a difficult time not going overboard and planning an entire thematic unit about community with this book, but I think in the future this book would fit very nicely into a unit about communities and how children can be empowered to give back to their communities in many ways. I think that I would want to reach out to families before using this book, because I think the likelihood that students may go home with some questions or ideas is very likely, and I would rather be preemptive with families.

References

McCutcheon, J. (2017). *Flowers for Sarajevo*. Atlanta, GA: Peachtree Publishers.

Name _____

I can make my community more beautiful by...

A large, empty rectangular box with a thin black border, intended for the student to write their response to the prompt.

