

GLOBAL EDUCATION LESSON PLAN

Student Name: Kara Chambers

Lesson Title: Mapping Drasko's Heart: Flowers for Sarajevo

Curriculum Area(s): ELA, Social Studies

Grade Level: 2

Time Frame: 2 day lesson

Book Information:

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

Content Standards:

LAFS.L12.R.1.1 - Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions from the text.

LAFS.2.RL.1.3 - Describe how characters in a story respond to major events and challenges.

SS.2.A1.2 - Utilize the media center, technology, or other informational sources to locate information that provides answers to questions about a historical topic.

"I Can" Performance Outcomes for Students Aged 4-7:

Grade 2: Recognizing Perspectives

I can identify how someone reacts to a situation differently than I do.

Brief overview of the lesson:

This lesson will use the book *Flowers for Sarajevo* to help students develop global competence as well as specific ELA and Social Studies standards. While engaging in a whole group read aloud with the book, I will engage the students in a discussion of the specific situations that Drasko encounters. Then, I will help students create a Venn Diagram in which each student compares how Drasko reacts to the specific situations to how they would react to that same situation. Finally, the students will complete a brief writing activity regarding how Drasko reacts to situations differently than they do. In order to determine if performance outcomes have been met, I will collect each student's Venn Diagram as well as their completed writing. I will also collect data from observations made during the read aloud and discussion of the book.

List of materials:

Flowers for Sarajevo by John McCutcheon for read aloud

CD player or computer to play *Streets of Sarajevo*

Materials for students to create the Venn Diagram and writing activity (paper, pencils, erasers)

Materials for me to aid students in creating the Venn Diagram (expo marker, eraser)

Brief summary of selected book:

Flowers for Sarajevo tells the story of how a young boy and community respond to a tragic event that takes place. Drasko had been helping his father, Milo, sell flowers at their flower stand. They would sell flowers to all different people from all different backgrounds. Then, one day, Milo had to leave his family to go into the war. While his father was gone, Drasko had to take over the family business of selling flowers. But the people did not treat Drasko as well as they treated Milo and the flower stand got pushed into the worst corner of the town square. But even that couldn't get Drasko down as he found the good even in that, getting to hear the orchestra play. Then, one morning, a mortar hit the bakery in the town square killing twenty-two people. After this terrible event, the busy town square became silent, until a member of the orchestra decided to heal the town through music. Slowly, the town started to heal, and Drasko responded the only way he knew how, with his flowers.

Essential Questions:

How did Drasko respond to getting shoved to the worst corner in the market?

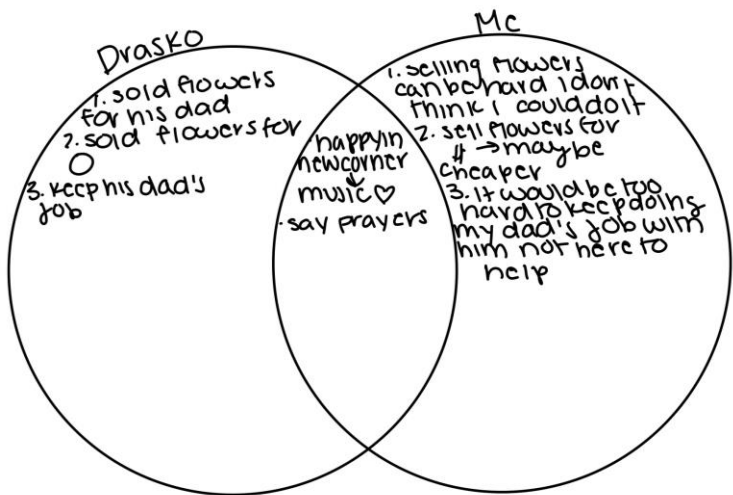
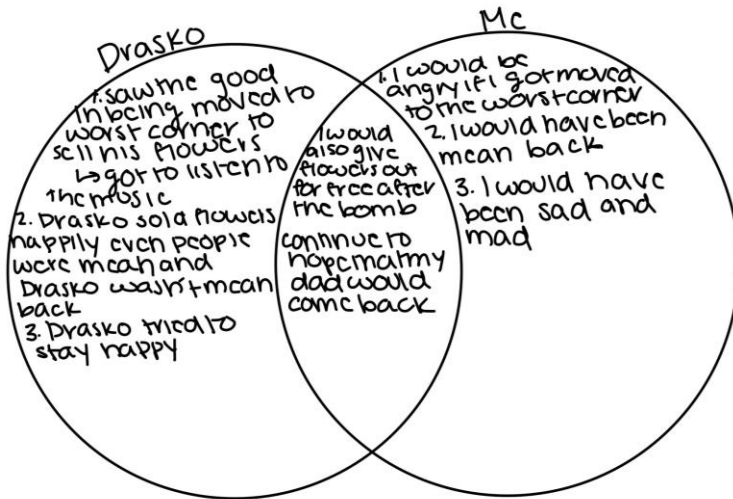
How did Drasko respond to the mortar hitting his town?

Would you have responded the same way Drasko did or differently?

Assessment Evidence: What final product will gather from the students in order to show if they have achieved their "I can" statement of global competency?

I will collect information from students during the read aloud through the use of guiding questions.

I will also collect the Venn Diagram created by each student that compares and contrasts the way Drasko responds to situations encountered in the text to how the student would react to those same situations.



I will also collect each student's writing that describes how Drasko reacts to a situation differently than he/she would.

Procedures:

Day 1

Step 1: Introduce *Flowers for Sarajevo* to the students. Engage the students in a discussion to provide the students with the historical context in which this book takes place. Show the students where Sarajevo is on a map.

Step 2: Modeling and example – I will provide the students with an example of how I might respond differently to a situation than someone else. For this modeling and example, I will use the situation of someone dropping something in the hallway. I will discuss how I would respond to this situation and how someone else may respond. Then, I will model how to fill in a Venn Diagram using this example.

Step 3: Read the whole book (except the author's note on the last two pages). Will stop periodically to ask the students questions about the text .

Step 4: Engage students in a discussion about the events that had a major impact in Drasko's life and how he responded to those events. I will write each situation Drasko encounters on the board to aid students in the creation of their Venn Diagrams.

Step 5: Students will create a Venn Diagram to compare and contrast how Drasko reacts to specific situations verses how they would react to those same situations.

Day 2

Step 1: I will tell the students that we're are going to reread the story *Flowers of Sarajevo* to refresh the students on the story.

Step 3: I will instruct students that they will engage in a brief writing activity in which they write about one situation Drasko encounters. Students will write about a situation in which they would have reacted differently than Drasko. Students will have access to their Venn Diagram to help them in the writing activity.

Step 3: I will engage the students in a group discussion on their writing. Students will be asked to share what they wrote about.

Additional Comments:

Anticipated Difficulties:

Some of the vocabulary terms in the book (mortar, Serb, Croat, merchant, orchestra, phonograph, extraordinary, crater).

Understanding the context of the book.

Putting themselves in Drasko's shoes.

Differentiation:

Providing copies of the books to each group.

Providing individualized assistance to groups who need it.

Graphic organizers to help the students plan their writing.

Additional Resources:

Background information on Sarajevo and the war the book talks about.

Map of Sarajevo (showing students where it is located).

Reflection:

Overall, I felt that it was relatively easy to design a lesson to help K-2 learners develop global competency. When examining the various "I can" statements, I felt as though I could create a lesson designed to help students develop almost every "I can" statement. In

designing this lesson, I began by analyzing the “I can” statements for each grade level and the various literature discussion strategies to see which ones would work best when paired together. Then, I spent time determining which grade to create this lesson for. I decided to create this lesson for a second-grade classroom because I felt that content of the text was too mature for younger learners. Even second grade learners could have difficulty understanding the context of this book. Additionally, I felt that this process of designing a lesson to help K-2 learners develop global competency was relatively easy because it did not require as much additional thought and effort than I originally thought it would. Going into creating this lesson, I thought it was going to be extremely difficult to create a lesson and activity that would help students develop a global competency “I can” standard. I was very wrong. Instead, the approach to creating this lesson was the same as the approach I would take to develop any other lesson plan. Thus, one take away from designing this lesson plan is that the task of creating a lesson to address the development of children’s global competency is not as daunting as many teachers believe.

In this lesson, I included the use of the literature discussion strategy referred to as Comparison Charts or Venn Diagrams. I choose this specific strategy after going through each “I can” statement and assigning literature discussion strategies that I felt would help students develop each competency best. After doing this, it became clear that the best way to help students develop the selected “I can” statement of identifying how someone reacts to a situation differently than they might, would be to have them complete a Venn Diagram. This literature discussion strategy can help students compare and contrast Drasko’s responses to various situations to their own. This strategy can also help the students plan their writing.