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Around the World in 180 Days

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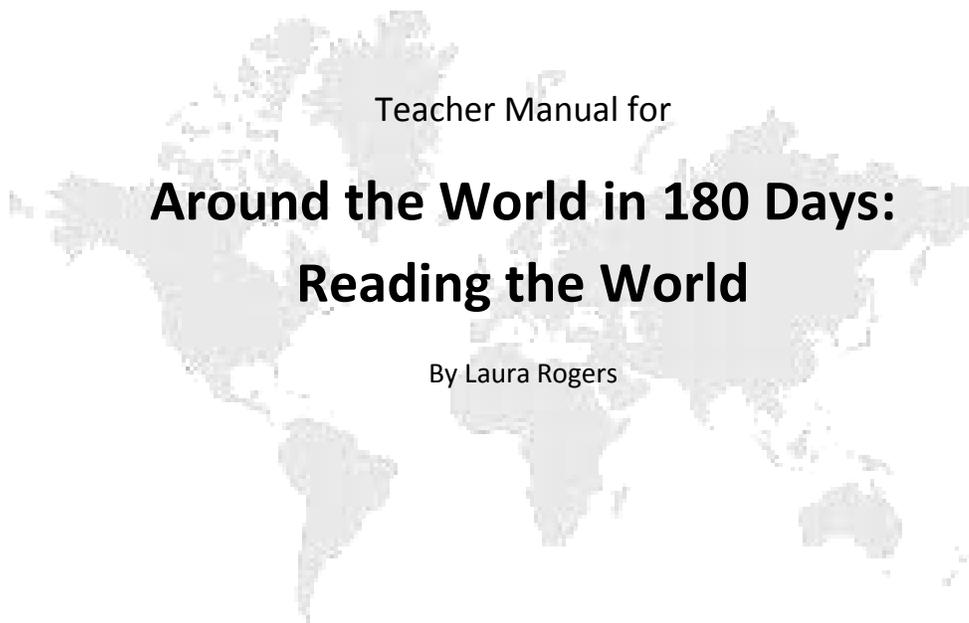
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Teacher Manual for

**Around the World in 180 Days:
Reading the World**

By Laura Rogers

Around the World in 180 Days: Reading the World

A year-long unit exploring our world and the decisions that govern it

By Laura Rogers

Project Summary

“Being tolerant does not mean acquiescing to the intolerable; it does not mean covering up disrespect; it does not mean coddling the aggressor or disguising aggression. Tolerance is the virtue that teaches us to live with the different. It teaches us to learn from and respect the different.” –Paulo Friere

“People do not like to think. If one thinks, one must reach conclusions. Conclusions are not always pleasant.” –Helen Keller

“Conflict shares in our conscience. Denying conflict, we ignore even the most mundane aspects of our vital and social experience. Trying to escape conflict, we preserve the status quo.” –Paulo Friere

A common dictionary definition for the word “multicultural” is “of, relating to, or constituting several cultural or ethnic groups within a society”. However, multicultural *curriculum* cannot simply be a curriculum that includes several cultural or ethnic groups in society. Exposing students to pictures of people that look different from themselves, celebrating a holiday that is widely celebrated in another country, or exploring the biographies of famous African Americans during black history month is not enough. The goal of this curriculum is to create a “third space” like that described by Susan Piazza. It is “a way to turn traditional texts, curricula, and our everyday practices into powerful tools that help teachers and students negotiate new understandings about the world we live in.”

This curriculum focuses not only on the intolerance we can see; but that which is so ingrained in us we no longer question it. I distinctly remember a day in my predominately white, rural, middle school when one of my classmates asked the teacher why we didn’t have a white history month. She responded that every day was white history month and I didn’t truly understand what she meant until my second year of college. I don’t believe that students should wait until college to start looking at the world critically and so this curriculum outlines activities that can get students thinking, at a young age, about decisions that affect our everyday lives at the family, community, state, country, and global levels.

Common Core Standards regularly met throughout “Around the World in 180 Days”

Research to Build and Present Knowledge

- 7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

RL.4.9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

RL.4.6. Compare and contrast the point-of-view from which different stories are narrated, including the difference between first- and third-person narrations.

Students in K–5 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.

Literature			Informational Text
Stories	Dramas	Poetry	Literary Nonfiction and Historical, Scientific, and Technical Texts
Includes children’s adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth	Includes staged dialogue and brief familiar scenes	Includes nursery rhymes and the subgenres of the narrative poem, limerick, and free verse poem	Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics

Lesson plans are broken down into eight sub-sections and are meant to stretch across the entire year. Day One of this unit could be completed on Day 5 of the year, Day Two of the unit on Day 10 of the year, etc.

- | | |
|------------------|------------------|
| 1. My Family | 5. Our World |
| 2. Our Community | 6. Stereotypes |
| 3. Our State | 7. Big Decisions |
| 4. Our Country | 8. Social Action |

Day One: (My Family)

Introduce the class to our “Family History Project” by placing a thumbtack on the birthplace of your parents and grandparents. Inform the students that they will each be interviewing members of their household so they will be able to place their thumbtacks at the appropriate location on the map and create a family timeline. Show students an example of a family timeline and as a class, brainstorm questions to ask during their family timeline interview. (“Where were my parents and grandparents born?” should be included) Students will use the list of questions as a guide and should bring the completed interview back to class before moving on to the second day of the unit.

Suggested texts:

[Do People Grow on Family Trees?: Genealogy for Kids and Other Beginners](#) by Ira Wolfman

Day Two:

Students present their findings to the class and place a thumbtack at each birthplace on our class world map. Show students the example of a family timeline again. Give students construction paper, markers, glue, and rulers to create their family timelines. When everyone has finished, create a silent gallery for other students to walk around and observe. As a class, discuss similarities and difference between various timelines that they saw.

Day Three:

Before class, place lines of masking tape on the wall to represent the main roads of the community. (You should also write the road names on the masking tape with permanent marker) As a class, read [My Place](#) by Nadia Wheatley and Donna Rawlins. After reading, have students draw “their place” on a piece of 9x13 white computer paper. Students may use pencil, marker, or colored pencil. After each student is finished, place “their place” on the masking tape map near its actual location in the community. The finished product will be a wall-sized map showing the homes of each student and where they are in relation to each other. As a class, discuss the distribution of the map. Where do most students live? Why do most people live here? What else is nearby that makes it desirable?

Day Four:

Introduce students to the idea that Native Americans, like those in the Salish tribe, were given new names in adolescence usually signifying a gift or strength for which the child was known. Students will then choose their own name based on abilities/strengths. Have students make nametags out of computer paper and markers and tape them to their desk.

Day Five (Our Community)

Students will begin by taking a mini survey where they answer “true” or “false” to the following statements.

1. Living close to one another makes a community
2. Practicing the same religion makes a community
3. Having the same skin color makes a community
4. Wearing the same clothes makes a community
5. Going to the same school makes a community
6. Eating the same food makes a community

After each student has completed the survey, ask student to share their reasoning behind each answer (ideally at least one True and one False answer for each statement). After discussing the survey as a class, create a definition for the word “community”.

Day Six

The teacher will need to contact the local museum(s), libraries, Native American tribal offices, local human service organizations that support immigrants and refugees, and historical societies to find information on the community’s demographics and possible field trip locations. If possible, find artifacts used by cultures found in your community. Bring the object(s) in to class and have students guess what it is used for and its name. Reveal the objects true purpose once the discussion comes to a close.

As a class, use the local resources found by the teacher to investigate different cultural groups represented in your community:

Questions for Students to Answer:

From our map, what countries have people in our community come from?

By investigating the cultural artifact(s) what other cultures can we assume are present in our community?

What Native American tribes could/can be found on our community’s land?

Day Seven

The teacher will choose several texts showing folktales from different cultures represented in the community.

Divide students into small groups (one group for each text). Students will read the folktales and will make connections to the text in their journals. What other stories does this tale remind you of? Experiences? Family stories? In their groups- have students summarize the story for the class and present the strongest connections to other tales and stories that they (and others the class) may know.

Possible texts:

One Grain of Rice: A Mathematical Folktale by Demi

Martina the Beautiful Cockroach: A Cuban Folktale by Carmen Agra

The Greatest of All: A Japanese Folktale by Eric Kimmell

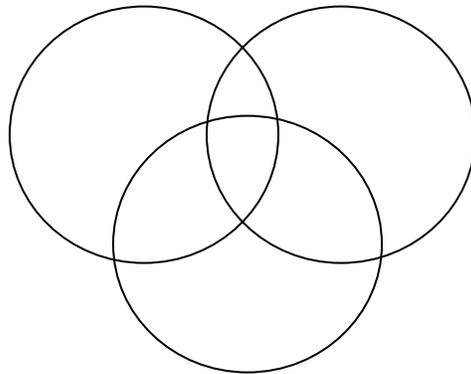
The Woman Who Outshone the Sun by Alejandro Cruz Martinez Illustrated by Fernando Olivera
(A Mexican Legend)

The Secret Footprints by Julia Alvarez (A Dominican Legend)

Sugarcane: A Carribean Rapunzel by Patricia Storage Illustrated by Raul Colon

Day Eight

As a class read The Golden Sandal: A Middle Eastern Cinderella Story by Rebecca Hickox and Will Hillenbrand, Jouanah: A Hmong Cinderella adapted by Jewell Reinhart Coburn with Tzexa Cherta Lee Illustrated by Anne Sibley O'Brien, and The Irish Cinderlad by Shirley Climo Illustrated by Loretta Krupinski. At their tables, students create a three part Venn diagram to compare and contrast the texts.



Each group will then share the similarities that they found with the rest of the class.

Day Nine (Our State-Who was here first?)

As a class read Encounter by Jane Yolen. In their journals, students will write how this text made them feel. Was the main character treated fairly? What do you think happened to him after this book? What about the Native Americans that lived where we go to school today? In order to find out where the natives of our state are today, each group will research one local tribe (food, clothing, shelter, physical environment, etc). For example, in lower MI the groups might investigate the Potawatomi, Miami, Kickapoo, Sauk, and Fox tribes. The students will then present their findings visually on a poster board. After each group is finished, the teacher can break students into new groups so that there is someone that worked on each poster present in each group. (One group will have 1 or 2 students that researched the Potawatomi tribe, 1 or 2 from the Miami, 1 or 2 from the Kickapoo, etc) The posters will be set up around

the perimeter of the room and groups will move from poster to poster (2 minutes at each) in a clockwise fashion while the corresponding group member presents to the rest of their small group. After each group has made it around the room, come back together as a class to list similarities and differences that they learned about each tribe.

Day Ten

Read [Saltpie: A Choctaw journey from darkness to light](#) by Tim Tingle. Students will write a journal response to the treatment of Native Americans in this book. What do you think happened to the Native Americans in MI? Revisit the list of Native American tribes that are native to our area. Explore a map of reservations in the U.S. at <http://www.nps.gov/nagpra/DOCUMENTS/ResMapIndex.htm>. Print off versions for each table and have students highlight the amount of land reserved for the Potawatomi, Miami, Kickapoo, Sauk, and Fox tribes. As a class, discuss why they might be located there? How do native people feel about reservations? What are benefits and drawbacks of living there? How did the U.S. government and European Americans benefit from reservations?

Day Eleven

As a class, complete the “know” and “want to know” sections of a KWL chart about boarding schools for Native American children. Place students into literature circles that will read [Cheyenne Again](#) by Eve Bunting and [The Ledgerbook of Thomas Blue Eagle](#) by Jewell Grutman. Come back together and complete the “learned” section by asking those that read [Cheyenne Again](#) to share and then those that read [The Ledgerbook of Thomas Blue Eagle](#).

Day Twelve (Our Country)

Begin by asking students to name different symbols associated with the United States (ex: red, white, and blue, stars and stripes, an eagle, the statue of liberty.) After creating a list of 5-10 symbols, ask students why these symbols might have been chosen and who chose them. Ex: Why is it an eagle and not a bear?

* If students suggested Uncle Sam, ask why there isn't also an Aunt Sandy? If students didn't list Uncle Sam, introduce the class with a picture and brief description, and then ask the same question.

Introduce the class to our “American Culture Project” where we will be creating poster boards that each highlight one aspect of American culture. These poster boards will create one large exhibit that will be displayed in the hallway outside of the classroom. Students choose from six different topics: Name/National Anthem, Symbols/Emblems, Language, Food, Shelter, and Government. Students will then write a letter to the teacher listing their top three favorite topics and why they would like to research them. The teacher will need to assign groups, based on their letters, before the next day of the unit.

Day Thirteen

Begin by putting students into their groups and showing them an example of a topic poster. For example, if the teacher is of Irish Heritage they could show an example of a display board showing the different languages spoken in Ireland, where they are spoken, and by how many people. (However, remind students that this is just an example and for this particular project, we are investigating the U.S.) Each group will have prompts to guide their research:

Name/National Anthem: Why was our country named the United States of America? What do the lyrics of our national anthem say? What does that say about the values of those that chose it?

Symbols/Emblems: Who picked them? What do they stand for? What can they tell us about the U.S.?

Language: What languages are spoken in the U.S.? How many people speak them and where?

Food: What foods are popular in the U.S.? Where are they enjoyed?

Shelter: What types of shelter are found around the U.S.? How do they relate to the weather?

Government: What type of the government does the U.S. have? Who chooses its leaders?

Students will be able to spend time researching their topic and recording important data. For the first day this could be just 15/20 min.

Day Fourteen

Students will reconvene with their groups, finish their research, and will use markers, construction paper, printed pictures, etc. to display their research on a poster board. Each group will present their poster to the class. All poster boards will be hung in the hallway as one large display.

Day Fifteen

Ask students to guess some of the statistics in the book *If America Were a Village* by asking questions such as “What, do you think, is the major language of the U.S. and what percentage of people speak it?” “What, do you think, is the most practiced religion in the U.S. and what percentage practices it?” etc. Then, as a class, read *If America Were a Village*. Discuss as a class: Did anything surprise you?

Day Sixteen

Review *If America Were a Village* by asking students if they remember what languages were spoken in America. List those that the students remember on the board. Then enlist students to help pull others out of the book. Introduce the idea of a language Eisteddfod to the class. In Wales, the Welsh language is celebrated through poetry, music, and other literature. Celebrate the different languages spoken in our classroom by asking students to share how you greet someone in a language that they know. Have some other examples on hand to share with

the students such as a greeting in Arabic and Mandarin Chinese. While students work throughout the day, quietly play music in languages other than English.

Day Seventeen (Our World)

Ask the class what the word “international” means. Take suggestions and then display an agreed upon definition on the board. Introduce the class to our “International Investigation Project”. Now that students have seen an example of each of the six topics displayed, they will create (either individually or in groups of two or three) one poster showing all six sub-topics on a country of their choice.

To assign countries, a world map will be placed on each table and students will have 2-3 minutes to choose the top 5 countries they would like to investigate. Students will be chosen randomly by the teacher (from a class roster, drawing from a hat, etc). The first student chosen may pick their country and say whether they would like to work individually or in a group. If they say “individually” that country is “closed”. If they would like to work in a group, they may say so and that group is open to the next randomly called students until there are 3 in the group (which would then make it “closed”).

Students will use the same prompts from our “American Culture Project” to explore each of the six sub-topics. Students will have time on this day (possibly as little as 15-20 minutes) to work individually or in groups researching their country and recording relevant data.

Students will be able to work on their “International Investigation Project” over the next several days (until the next unit day) after they have finished other required class work. As students finish, they can present their poster to the rest of the class at the end of the day. Because students will be finishing at different times, one or two individuals or groups could present at the end of each day for a week.

Day Eighteen

***Ideally, the teacher will set up pen pals for the students that reside outside of the United States. For each of the following days of the “Our World” section of the unit, students can communicate with their pen pals (depending on the technology available at the school) via Skype, wikis, or good old fashioned letters.

As a class, read [If the World Were a Village](#) by David J Smith Illustrated by Shelagh Armstrong. Discuss and record ideas as a group-What chores do you complete at home that are related to food and water? How long do they usually take? Add and divide the totals as a class to get a class average for each need (food and water). Beginning with “What chores do you do around your house or school each week”, have students create a list of interview questions for their pen pals.

Depending on the type of technology being used, students will either write their pen pals and wait for a response, will write to their pen pals on a wiki, or in small groups will interview their

pen pals via Skype. After the interviews are completed, come together as a class to create a list of chores completed by their pen pals that are related to obtaining food and water. How are they similar and different from yours?

Additional Activity: Show students satellite photos of the earth at night (such as those found at geology.com). Discuss: Where is the most electricity being used? Why might that be?

Day Nineteen

As a class, read One Well by Rochelle Strauss. In their journals have students respond to the prompt: What would it be like if you turned the faucet and no water came out? How would your life be different?

As a class, look at the list of ways to reduce water consumption found in this book. Give each student a blank “contract” (this can be as simple as a piece of stationary). Each student will then write a pledge such as “I will turn off the water while brushing my teeth” and sign it at the bottom. Display the contracts around the room.

Day Twenty

As a class, make a list of ideas students have about schools in other countries. Make a 6 column chart on the board (one for each livable continent) and have students suggest what going to school might be like in South America, Asia, Europe, etc. Students will then join a continent group based on the country they investigated in our International Investigation project. (Ex: If the student investigated Brazil they would join the South America group).

Ideally one copy (or at least copied pages of the corresponding section) of A School like Mine by DK Publishing would be available to each group. Each group will read the section of the book relevant to them and will record the 5 most important facts about schools on that continent. Each group will also receive a blank map of their continent and will plot each location (country and/or city) where said schools are located. The teacher will then draw a line under the thoughts originally recorded about schools on each continent.

Each group will then present their 5 facts and those will be recorded in their corresponding column under the new line. As a result, the table will show “what we thought” and “what we learned” about going to school on each continent. As a class, discuss similarities and differences between each continent (and schools within the same continent).

Other Text:

This is the Way We Go to School by Edith Baer

Day Twenty-One

***Before class, acquire at least two copies (one for each group) of The Rich-Poor Divide by Teresa Garlake and/or copy the selected reading (pages 8-13).

Hang two large pieces of paper on the board as follows:

In general, the Northern half of the world is wealthier than the Southern half of the world. Does that mean everyone in the Northern half is wealthy? Why might that be?

In general, the Northern half of the world is wealthier than the Southern half of the world. Does that mean everyone in the Southern half is poor? Why might that be?

Divide the class in half and ask the first group to respond to the left-hand poster (using Widi's Story on page 8-9 and the summary on page 11-13) and the second group to respond to the right-hand poster (using Charlemaine's Story on page 10-11 and the summary on page 11-13). Each group will need to appoint a spokesperson. After each group has made a decision, the spokesperson will present their decision to the rest of the class.

Day Twenty-Two

Using the data from [The Rich-Poor Divide](#), separate the class by proportionate numbers so that groups of children represent major countries/continents. Divide materials in the class (paper, pencils, etc) according to the wealth in each of these regions. After seeing the amount of supplies they would receive, students will write in their journal how this would make their life more difficult or easier. Have students share their journal entries (from both "rich countries" and "poor countries")

As a class, discuss: How could we divide the materials more evenly?

Day Twenty-Three

***Coordinate with a teacher of a grade younger than yours. If possible, set up a time where students from your class can meet with the younger class and read together in pairs. Fifteen minutes a day for three or four days would be enough.

Ask the class, what they think "literacy rate" means. After taking several suggestions, write a definition on the board such as "the proportion of the population over age fifteen that can read and write". As a class, look at a map of literacy rates around the world which can be found at www.sitesatlas.com/Thematic-Maps/Literacy-rate.html

Discuss why it is important for someone to read. What are some things a person would struggle with if they couldn't read?

Introduce our "Reading Buddies Project". To help younger students improve their literacy skills, we will be reading with a younger buddy several times for fifteen minutes. Students will choose a book to bring and read with their younger buddy for the allotted time.

Day Twenty-Four (Stereotypes)

Each student will pull out a piece of paper and number it 1-10. In a powerpoint, show ten pictures (labeled with their corresponding number) of different people. Students will guess where each person is from and write their guess next to the appropriate number. After all the pictures have been shown, reveal the answers. All are American. Have a class discussion-Did the answer surprise you? Why or why not?

Day Twenty-Five

Before class, record two hours of television (preferably one hour of morning news and one hour of prime time). As a class, record bias in the media by giving students a list of questions to keep in mind while watching samples from public television.

How many times are people who appear to be minorities shown?

What roles do they play?

Are they in the front, middle, or back?

Are they speaking or non-speaking?

The class will then watch just the commercials from the two hours of television recorded by the teacher. Students will record their findings and by raise of hands, the teacher will collect the data. For example, the teacher might ask, "Who found one instance of someone who appeared to be a minority represented? (record number of hands raised) Two instances? (record number) Three? (etc). As a class, graph the results on the front board while the rest of the class follows along on individual white boards. In their journals, students will write their thoughts about the results of this activity. Were you surprised by anything?

Day Twenty-Six

Before class, create a bulletin board covered in small balloons. Write "men" over one side and "women" over the other. In groups, students write phrases related to that gender (ex: Men-sports, short hair, tough. Women-cries, likes flowers, nurse). Introduce the vocabulary word "stereotype" and its definition. Each group will suggest two to three phrases that they came up with, which will be written on the board. As a class, prove each stereotype wrong by giving examples of people they know or possibilities (ex: a man can go to school and be successful as a nurse). Pop a balloon on the corresponding side after each stereotype has been proven wrong. In their journals, students will write how they felt when discussing stereotypes. In particular, those that related to them personally.

Day Twenty-Seven

Review the word "stereotype" with the class. As a class, read [Gila Monsters Meet you at the Airport](#) by M.W. Sharmat. After reading, create a table with the class. Have students list the preconceived notions that the boy had about Western America, what he learned about the West, and the preconceived notions the boy had about Eastern America. Then, go beyond the

story-what might the second boy learn about Eastern America after he moves there?
After finishing the table, have students write their own version of Gila Monsters Meet you at the Airport. Have multiple copies handy so students can copy the format of this book. Students can write about a child moving from the one state to another, from the U.S. to another country, or vice versa. Ask volunteers to read their final product to the class.

Day Twenty-Eight

Activate prior knowledge by asking who has moved to a new school/neighborhood. What was it like? Write down feelings that different students suggest on the board. If for some reason, nobody in the class has moved or is unwilling to share, ask students what they think it might be like.

Introduce the book Angel Child, Dragon Child by Michelle Maria Surat by giving a brief background on Vietnamese legend. It is believed that Vietnam's first king was the son of an angelic fairy and that he married the daughter of a noble dragon king. Therefore, it is said that all people from Vietnam are descendants of angels and dragons.

With a map at each group, have students find Vietnam on the map. Find the "mouth" and the "tail" of the dragon.

As a class, read Angel Child, Dragon Child. Students will then work in pairs to create two lists. How was Ut the same as other children at her school? How was she different?

Bring the class back together and take suggestions from each group. Then as a whole group, list ways in which she was she stereotype AND how we make new students feel welcome at our school.

Further project: If some of the ideas created by students include physical things like posters, signs, etc create them!

Day Twenty-Nine:

Similar to the community quiz, students will answer "true" or "false" to the following statements.

1. If two people have the same skin color, they are of the same race.
2. If two people come from the same country, they are of the same race.
3. If two people have the same mother, they are of the same race.
4. If two people have the same father, they are of the same race.
5. If two people eat the same food, they are of the same race.

As a class, go over and refute each statement. Discuss-If none of these are true, what is race? Who created it and why might they have created it?

Day Thirty

Ask the class, "what is prejudice?" Then break down the word: "pre" and "judge". The teacher

will then show students an example of a “paper plate portrait”. Judgments that could be made about you based on your appearance will be written on the “bump” side of the plate along with a self portrait. (Ex: “I’m a girl so my favorite color is pink” or “I’m a kid so I don’t know very much”) On the inside, or curve, of the paper plate, write what you are like on the inside. Encourage students to use the statements refuted by the “popping stereotypes” activity for the “bump” of their portrait. Students will volunteer to share their portraits with the class.

Day Thirty-One (Big Decisions)

***Class rules should be created together at the beginning of the year. If they were not, create rules before day thirty-one or use an existing rule list for the following discussion.

Review the class rules. Discuss as a class: Would these work on a global level? Why or why not? If not-have students work in groups to revise our rules so that they might work for a large population of people.

Day Thirty-Two

Read the “UN’s Declaration on the Rights of a Child” In their journals, have students respond to the following prompt: Do all American children enjoy these rights? AND Write about a time when you did enjoy one (or more) of these rights. Was there a time when you think you were not able to enjoy these rights? Why might that have been? (Encounter by Jane Yolen can also be revisited. Did the main character experience the same rights?)

Have students volunteer to share their entries.

Day Thirty-Three

As a class compare texts by reading an excerpt from the school textbook currently being used and a corresponding story in The Greatest Stories Never Told by Rick Beyer. In pairs, have students list similarities and differences between the two stories. Bring the class back together to hear the work of different pairs. Then discuss: Who writes textbooks and why might they omit differences found in The Greatest Stories Never Told? In their journals, have students write what they would include if they wrote the textbook.

Day Thirty-Four

As a class, look at a list of books that were previous banned or challenged books. Each table will receive a different book from the list to read. (Ideally, there would be at least two copies per table). At their tables, students will brainstorm who might want these banned and why. Each group will create a list on large paper and hang it on the board. As a class, discuss why some people might find books dangerous.

Day Thirty-Five

Find article(s) in the newspaper for students to read that relate to the Bill of Rights. Identify which amendment this article pertains to and have students write a position piece. Do you

agree or disagree with the verdict? OR What would you decide if you were a judge on the Supreme Court?

Day Thirty-Six

As a Class, discuss National Sovereignty and Children's Day in Turkey which is held on April 23 each year. On this day, students take the positions of politicians and officials for the day. What would you do?

Each student will then write an "If I ran the country.." poem which will be compiled into one large class book.

Day Thirty-Seven (Social Action)

Review what we learned during the "Our State" portion of the unit. What did we learn about the displacement of Native Americans? Bring out posters and other artifacts created by students during that segment of the unit. Introduce the book *Brother Eagle, Sister Sky* as a speech made by Chief Seattle over 100-years ago. As a class, read Brother Eagle, Sister Sky by Susan Jeffers. Students will come up to the board and write several endings to the following sentence...

Even though Chief Seattle delivered this speech over 100 years ago, it is still relevant because....

In their journals, students will write several ideas about ways they can preserve the Mother Earth mentioned in Chief Seattle's speech.

Day Thirty-Eight

As a class, read The Adventures of a Plastic Bottle and The Adventures of an Aluminum Can by Allison Inches. Divide the class into two groups and assign one half to read one while the other half reads the other. Each group will dramatize the life of a recycled plastic bottle and aluminum can respectively for the other half of the class. Bring the class back together and ask them to list some of the other uses for a plastic bottle and aluminum can listed in the stories. Discuss: If this is true, why is recycling so important? How does this relate to the book we read *Brother Eagle, Sister Sky*?

Day Thirty-Nine

Introduce students to the book Real Kids, Real Stories, Real Change: Courageous Actions Around the World by Garth Sundem. Throughout the day, students will be given one minute each to choose a story from the index of the chosen text. The categories include Kids Saving the Environment, Kids Standing Up for Themselves, Kids Helping Others, Kids Overcoming Challenges, and Kids Using Talents and Creativity. Copies will be made for each student of their chosen story. Show students an example of a "Cool Kid Card" which is essentially a baseball card showing the name, location, age, and highlights of a kid's life. Students will use index cards, markers, pencils, and/or crayons to create a "Cool Kid Card" for the profile they read.

These cards will be displayed around the perimeter of our map with a yarn attaching them to a thumbtack at the location of their story.

Day Forty

As a class, create a list of heroes and heroines. After a list has been created, ask several students to share what the person they chose as their hero/heroine did to earn that position. Each student will then create a sequential list of things they can do to be like their hero/heroine. Ex: Finish school, spend time with my family, do something nice for my grandma, etc. What are some things we can do today?

Other Texts:

Peace Begins with You by Katherine Sholes

Ryan and Jimmy: And the Well in Africa that Brought Them Together by Herb Schoveller

Tracking Trash by Loree Griffin Burns

Seedfolks by Paul Fleischman Illustrated by Judy Pedersen

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