

### Image Analysis Chart

<b>Painting (Title, artist, date)</b>	<b>Composition</b>	<b>Setting</b>	<b>Description of Subject(s)</b>	<b>Action(s) Represented</b>	<b>Mood (Happy, Sad, Other AND Why)</b>	<b>Predictions</b>



## **The Art of Collaboration**

### **Pt. II: Research**

1. Select a reader. This person cannot be the same person who was the recorder for the first activity.
2. The reader should read aloud the questions posed by the first group.
3. Select a recorder. This person cannot be the same person who was the recorder for the first activity or the reader for this activity. ☺
4. As a table, work collaboratively to research the answers to the previous group's questions. Be sure to cite your sources.
5. Print the information when you have finished.

## **The Art of Collaboration**

### **Part III: Share the Knowledge ☺**

You should have two papers at your table: the list of questions and the research results.  
As a group, you need to present the following information to the class:

1. Present the artwork. Give the artist's name and the title of the work.
2. Post the list of questions generated from the first group.
3. Share the results of the second group's research.

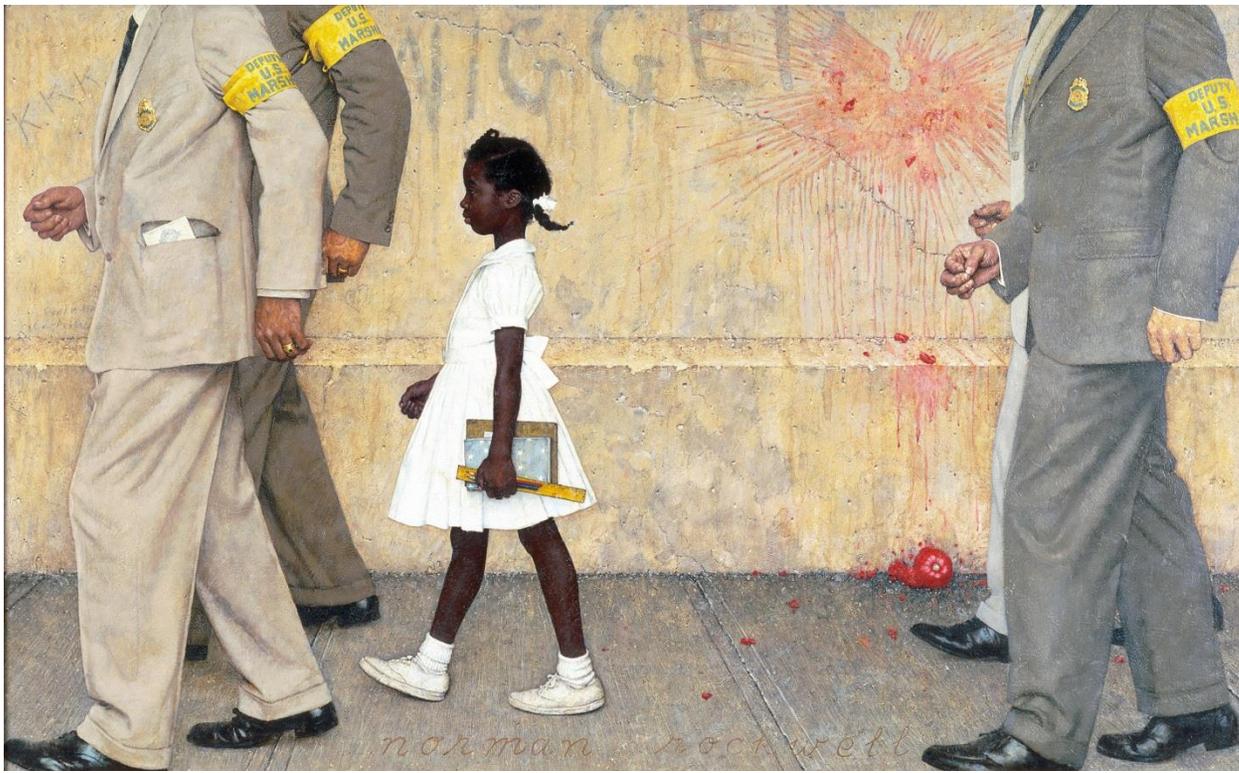
**The Art of Collaboration**  
**Part IV: Making Connections**

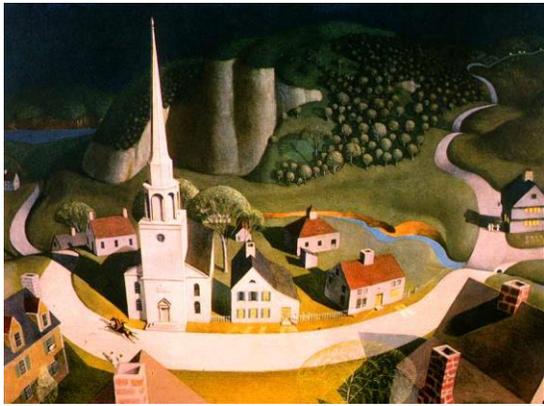
1. At your table, discuss the global titles that you read. What connections can you make between these books and the pieces of art that we learned about yesterday?
2. Select a recorder and document your group's responses on this paper. ( As each group finishes, we will pass the paper to the next table and keep a running record.)

Title of Artwork	Connections (include title of book)

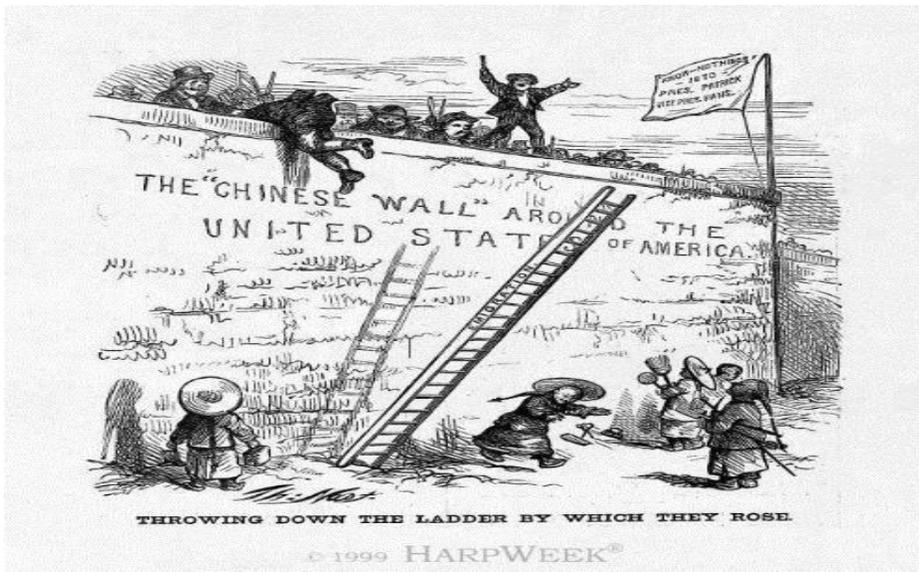
# **The Art of Collaboration**











## *Let's Make It WRITE*

### *Diversity and Global Literacy Project Journal*

- CC.8.RIT.7** Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea
- CC.8.W.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- CC.8.SL.6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

**Today's Date:**

**Group Members' Names:**

**Recorder's Name:**

**The setting of our story is:**

**The main characters of our story are:** (give names and character traits)

**The theme of our story is:**

**\* *Let's Make It WRITE***  
***Diversity and Global Literacy Project***  
***Journal Entry #2***

**CC.8.RIT.7** Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea

**CC.8.W.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

**CC.8.SL.6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

**Today's Date:**

**Group Members' Names:**

**Recorder's Name:**

**Develop a loose plot for your story:**

**I. Setting:** (Where will it take place?)

**II. Characters:**

**III. Conflict:** (What problem are the characters trying to solve?)

**IV. Climax:** (What is the moment of greatest suspense?)

**V. Resolution:** (How will the characters solve the problem?)

**Who will be responsible for illustrations?**

**What illustrations will you include? Who will create which ones?**

**Who will type the story?**

**What problems has your group encountered?**

***Let's Make It WRITE***  
***Diversity and Global Literacy Project***  
***Journal Entry #3***

**CC.8.RIT.7** Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea

**CC.8.W.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

**CC.8.SL.6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

**Today's Date:**

**Group Members' Names:**

**Recorder's Name:**

**Develop a loose plot for your story:**

**I. Setting: (Where will it take place?)**

**II. Characters:**

**III. Conflict: (What problem are the characters trying to solve?)**

**IV. Climax: (What is the moment of greatest suspense?)**

**V. Resolution: (How will the characters solve the problem?)**

**Who will be responsible for illustrations?**

**What illustrations will you include? Who will create which ones?**

**Who will type the story?**

**What problems has your group encountered?**

# Let's Make It WRITE

## Global Literacy Project

**CC.8.RIT.7** Evaluate the advantages and disadvantages of using different mediums (e.g. print or digital text, video, multimedia) to present a particular topic or idea

**CC.8.W.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

**CC.8.SL.6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

1. Read and take the AR test for one or more of the global texts in the classroom.
2. Meet with your group to review the conflict and the theme of the text. What global issue is addressed? Lack of food, clean water?
3. Review the lesson packet with your group and design a plan for a children's book that reflects the same theme.
4. Your group is responsible for creating these products: a digital copy of the story and a hard copy of the story. We will publish a hard copy of your book as well. These copies will either be donated to the library at TECC or distributed to refugee groups around the globe.
5. Digital Version (you may use MSPaint, Power Point, Prezi, or Photo Story)
  - a. Must have an illustrated title
  - b. Minimum of ten slides, no more than fifteen
  - c. Include a credit slide (group members' names - does not count as one of the required slides)
  - d. Each slide must be illustrated. While it's okay to use some clip art, the backgrounds should be original. You can create your illustrations using a drawing/painting program, the iPad, or a Bamboo. If you draw them by hand, we can use the digital camera to take pictures and upload as digital content.
  - e. Include sound and movement in your multimedia storybook (you can record your voice, add music, or sound effects)
  - f. The text should reflect a similar theme and/or conflict as the global text that you read in class.
6. Hard Copy
  - a. You may use the same illustrations and/or text for your hard copy. (Save each illustration as an individual file)
  - b. Must have an illustrated title
  - c. Minimum of ten pages, no more than fifteen
  - d. Include an author's page (does not count as one of the required pages)
  - e. Each page should be illustrated.
  - f. Text should reflect a similar theme/conflict as the global text that you read
7. Your group will submit both the hard copy as well as the digital copy on or before \_\_\_\_\_ **Early submissions will earn 3 extra credit points (to be added to your lowest grade).**

\*Digital Story Rubric

Item	Comments	Points Possible	Points Earned
Title Slide		8	
10 Slides (Text)		42	
10 Illustrations		42	
Credits Slide		8	
<b>Total</b>		<b>100</b>	<b>100</b>

**\*Hard Copy Rubric**

Item	Comments	Points Possible	Points Earned
Title		8	
10 Pages (Text)		42	
10 Illustrations		42	
Author Page		8	
<b>Total</b>		<b>100</b>	<b>100</b>

## KAMISHIBAI STORIES

### *The Smoke of Fuji Yama*

Name \_\_\_\_\_

\*Identify each literary element of the plot sequence. Remember to use complete sentences.

1. Exposition

2. Rising Action

3. Conflict

4. Climax

5. Falling Action

6. Resolution

## **THE SMOKE OF FUJI YAMA**

YEARS passed by and the princess took good care of her old father and mother. They were very old now.

Now they saw why she had asked the five princes to do impossible things. She really wanted to stay with her parents, and yet she knew that if she refused to marry the princes they might be angry with her and harm her father.

Each day she grew more beautiful and more kind and gentle.

When she was twenty years old, which is quite old for a Japanese maiden, her mother died. Then she seemed to grow very sad.

Whenever the full moon whitened the earth with its soft light she would go away by herself and weep.

One evening late in summer she was sitting on a balcony looking up at the moon, and sobbing as though her heart would break.

Her old father came to her and said, "My daughter, tell me your trouble. I know that you have tried to keep it from me lest I should grieve, too, but it will kill me to see you so sad if I cannot help you."

Then the princess said, "I weep, dear father, because I know that I must soon leave you. My home is really in the moon. I was sent here to take care of you, but now the time comes when I must go. I do not wish to leave you, but I must. When the next full moon comes they will send for me."

Her father was sad indeed to hear this, but answered: "Do you think that I will let anyone come and take you away? I shall go to the Emperor himself and ask his aid."

"It will be of no use. No one can keep me when the time comes," she answered sadly.

However, her father went to the Emperor and told him the whole story. The great Emperor was touched by the love of the maiden who had chosen to stay with her parents and care for them. He promised to send a whole army to guard the house when the time came.

The old bamboo-cutter went home very cheerful, but the princess was sadder than ever.

The old moon faded away. A few nights showed only the blue of the heavens and the gold of the stars. Then a tiny silver thread showed just after sunset. Each night it widened and brightened. Each day the princess grew sadder and sadder.

The Emperor remembered his promise, and sent a great army who camped about the house. Hundreds of men were placed on the roof of the house. Surely no one could enter through such a guard.

The first night of the full moon came. The princess waited on her balcony for the moon to rise.

Slowly over the tops of the trees on the mountain rose the great silver ball. Every sound was hushed.

The princess went to her father. He lay as if asleep. When she came near he opened his eyes. "I see now why you must go," he said. "It is because I am going, too. Thank you, my daughter, for all the happiness you have brought to us." Then he closed his eyes and she saw that he was dead.

The moon rose higher and higher. A line of light like a fairy bridge reached from heaven to earth.

Drifting down it, like smoke before the wind, came countless troops of soldiers in shining armor. There was no sound, no breath of wind, but on they came.

The soldiers of the Emperor stood as though turned to stone. The princess went forward to meet the leader of these heavenly visitors.

"I am ready," she said. There was no other sound. Silently he handed her a tiny cup. As silently she drank from it. It was the water of forgetfulness. All her life on earth faded from her. Once more she was a moon maiden and would live forever.

The leader gently laid a mantle of gleaming snow-white feathers over her shoulders. Her old garments slipped to the earth and disappeared.

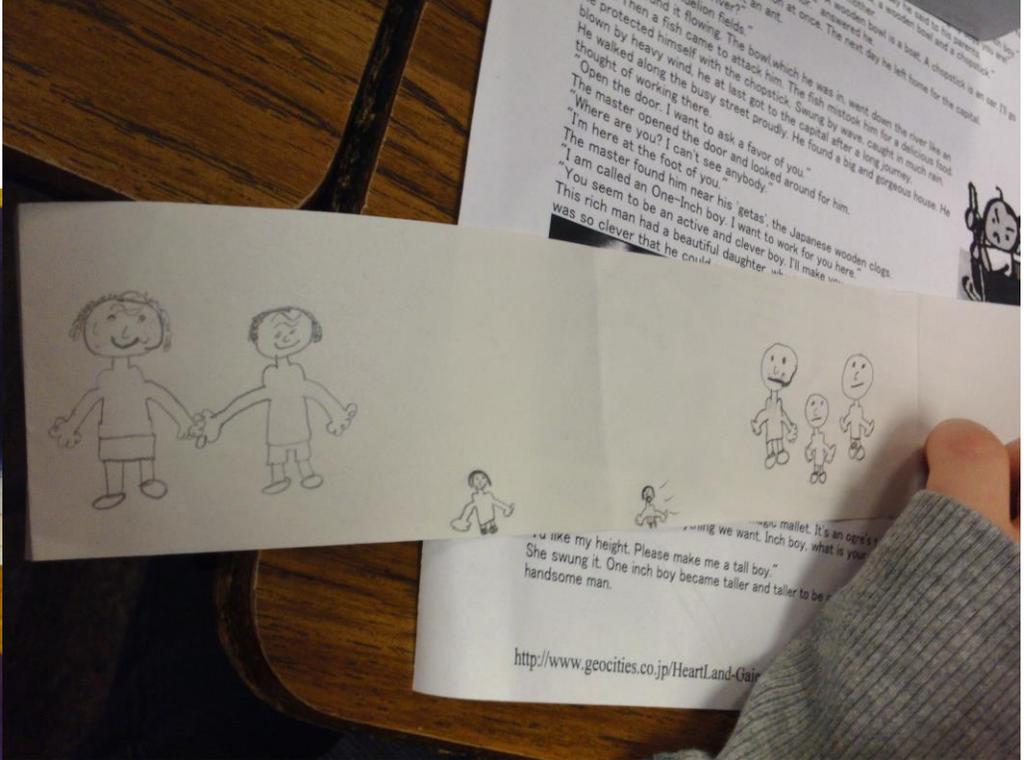
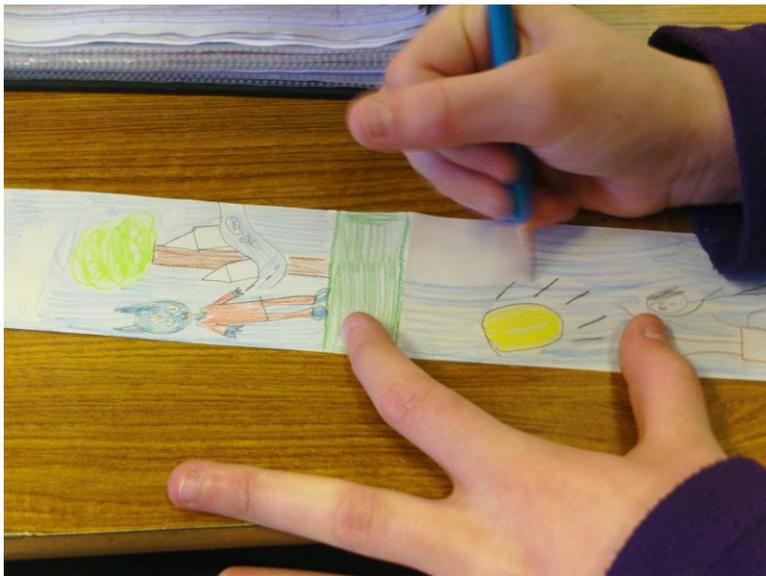


Rising like the morning mists that lie along the lake the white company passed slowly to the top of Fuji Yama, the sacred mountain of Japan.

On, on, up through the still whiteness of the moonlight, the long line passed, until once more they reached the silver gates of the moon city, where all is happiness and peace.

Men say that even now a soft white wreath of smoke curls up from the sacred crown of Fuji Yama, like a floating bridge to that fair city far off in the sky.

THE END





## *Little One Inch*

Name \_\_\_\_\_

\*Identify each literary element of the plot sequence. Remember to use complete sentences.

1. Exposition
2. Rising Action
3. Conflict

4. Climax
5. Falling Action
6. Resolution

## **LITTLE ONE INCH**

A Japanese Folk Tale

One day Issun Boshi accompanied the girl to the temple. On the way, two giants leaped out in front of them from behind some bushes.

Issun Boshi deliberately drew their attention to him so that the girl could escape. But then the giants were furious with him and one of them picked him up and swallowed him.

Issun Boshi had a needle his mother had given him. He used to wear it around his waist like a sword. When he found himself in the giant's stomach he took out the needle from its scabbard and began to stab the giant's stomach with it. Then climbing out through the gullet he stormed into the giant's mouth where he wreaked havoc with his needle. The giant was frightened and spat him out.

When the other giant bent down to look at him, Issun Boshi stabbed him in the eye.

The giants had had enough. They ran away, one holding a hand to his mouth and the other to his eye.

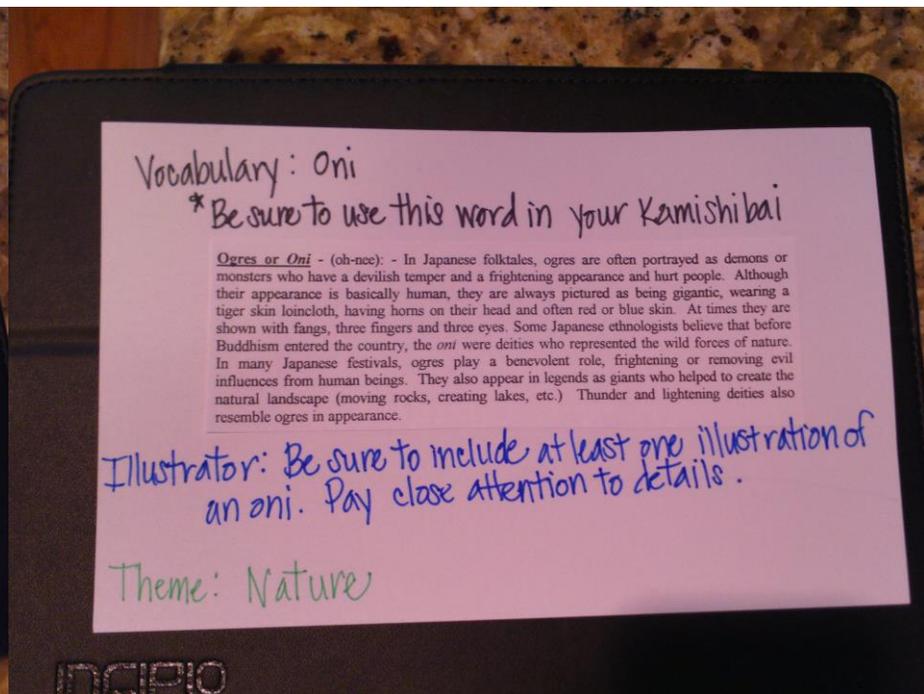
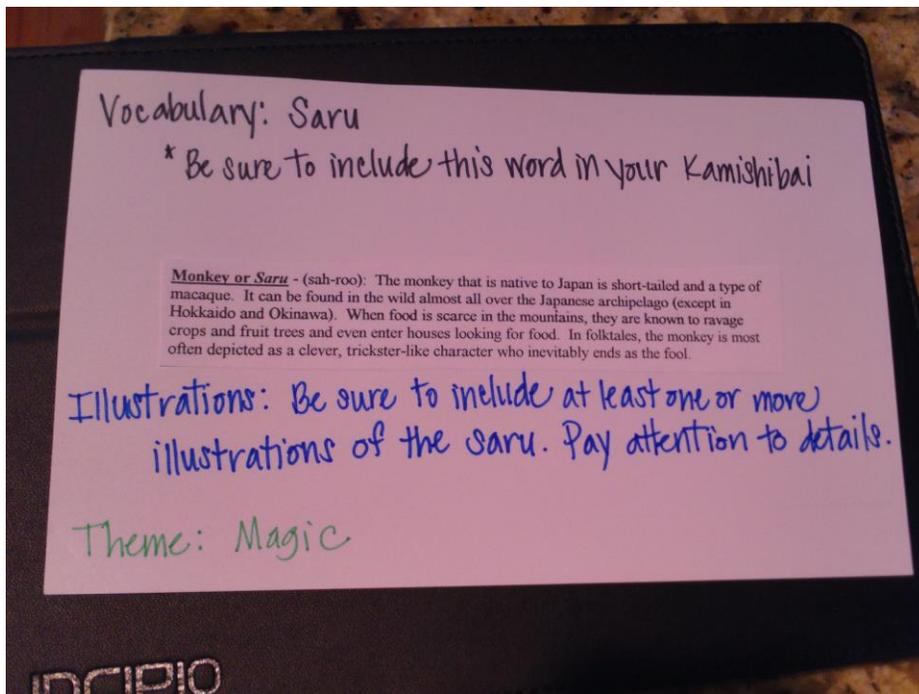
In their haste they left behind a mallet which Issun Boshi and the girl — she had come back to help him — recognized as a magical object.

"You have to hit it on the ground and make a wish," said the girl.

So they hit the mallet on the ground and made a wish. The next moment, Issun Boshi had grown to normal size and stood clad in the armour of a samurai!

The girl's father had no hesitation in giving his daughter in marriage to Issun Boshi, and the young samurai proved to be a devoted husband. Oh, yes, he brought his parents too to live with him and they, though happy to see their dear son grown so big, continued to call him Issun Boshi!





## The Story of Momotaro the Peach Boy

Once upon a time there was an old man and his old wife living in a village in Japan.

The old man, called **Ojisan** was a woodcutter and his wife, **Obaasan**, a washerwoman. They lived alone as they had no children.

One day the old woman went to the river and had just begun washing the clothes when, to her surprise, a giant peach came floating down the river. It was the biggest peach she had ever seen and she coaxed it out of the river and took it home for supper.

As she was getting ready to cut the peach in half, the sound of a human voice came from inside the peach. "Wait! Don't cut me!" said the voice. Suddenly the peach split open and a beautiful baby boy jumped out of the peach.

The old people were astounded. But the baby said, "Don't be afraid. Heaven saw how lonely you were without any children and sent me to you."

So the old people happily took the baby to be their son. Since he was born from a peach, they named him **Momotaro**, which means Peach Boy. They loved him very much and raised him to be a fine boy.

Years went by and Momotaro grew into a fine young man, making his parents even happier. But times were changing and people were having a very hard time because more and more **oni** (ogres) were ravaging their coasts and nobody knew what to do.

When Momotaro was about 15 years old, he went to his parents and said, “In a distant part of the sea there is an island named **Onigashima** (ogre island.) The oni often come to our land and do bad things like carrying people away and stealing their things. So I’m going to go to Onigashima and fight the oni and free the prisoners there and bring back the stolen treasure.”

The old people were surprised, but proud of Momotaro for wanting to help other people. Obaasan fixed him his favourite food of millet dumplings called **kibidango** which she wrapped up in a **furoshiki** cloth and he went on his journey.

On the way, Momotaro met a spotted dog (**inu**), a monkey (**saru**) and a pheasant (**kiji**) and gave them each a kibidango which encouraged them to join him. Being a good leader, Momotaro relied on the special talents of each animal and encouraged them to work together and become friends.

When they reached the sea Momotaro had to find a boat in order to sail to the Onigashima where the oni had built a fortified castle. The companions had to find a way into the castle in secret to surprise the oni. The pheasant flew over the walls, the monkey climbed up and opened the gate and Momotaro and the dog rushed in and overpowered the gatekeeper. Finally, Momotaro forced the oni leader to surrender and to promise never to do wicked things again. Then Momotaro and his friends took home all the prisoners and the treasure they’d found locked up in the Onigashima.

Ojiisan and Obaasan rejoiced to see Momotaro return home safely.

## *Winds of Change*

**Essential Question:** “How do we define our cultural similarities and differences?”

We want our students to **know** what our cultural similarities and differences are and to **understand** tolerance and respect. When asked what we want them to **do**, the answer is obvious. We want them to serve. That is what we hope our students **remember:** they have the power to incite change in the world. No age is too young, no act is too small.

**Task:** Create a wind chime that reflects one of the symbols from “Night”, by Elie Weisel.

**Procedure:**

1. Select a symbol. Using the notecard provided, complete a rough sketch of the symbol.
2. Select a quote that reflects the meaning of the symbol. Copy the quote onto the lined side of the index card. Remember when copying quotes, it is necessary to include opening and closing quotation marks as well as the page number. An example follows:
  - a. “It was pitch dark. I could hear only the violin, and it was as though Julie’s soul were the bow. He was playing his life. The whole of his life was gliding on the strings--his last hopes, his charred past, his extinguished future. He played as he would never play again...When I awoke, in the daylight, I could see Julie, opposite me, slumped over, dead. Near him lay his violin, smashed, trampled, a strange overwhelming little corpse.” (p. 109)
  - b. A violin and/or music notes would be a great way to connect symbols that reflect the meaning of this very powerful quote. This is just one example.
3. Show your sketch and quote to one of the teachers.
4. Using a pencil, carve the symbol into the clay. Include your first name or your initials.
5. Ask a teacher to help you tie the bell into the center of the chime before you roll the clay into a tube. (The clay will take up to 72 hours to dry.)
6. Write a brief explanation of the quote. Using your laptop, make a recording of yourself reading the quote and explaining the meaning. Save your video.

We can either create QR Codes for their recordings or we could use Aurasma – the picture of their wind chimes could be the trigger.

### I. Introduction:

- a. Ask your students if they know where Kenya is. Can they find it on a map? Tell them that in Kenya, just like in every country, kids love to play games and soccer is one of the most popular.
- b. Do any of your students play soccer? What would they do if they didn’t have a soccer ball around? In Kenya, South Africa and other countries, sometimes children want to play but they don’t have a real soccer ball...but that doesn’t stop them from playing the game they love! Tell your children that you will read them the story of a boy in Kenya who faced just such a problem.

### II. Paul’s Story “Challenges, Innovation, Teamwork, and Collaboration”

- a. Growing up in rural Kenya, playing soccer was very much a part of growing up for boys. It was the country’s past time, played from the villages to the big cities. Paul wanted to play soccer like Joe Kandenge, Sammy Onyango “Jogoo”, Diego Maradona, etc.
- b. For those lucky and “rich” enough to own a black and white television in the village in the 1980s, they were able to watch imported shows such as “Football Made in German”, the Italian league, and soccer from Brazil. The problem they would face, however, was that most of these shows were being aired late in the evening and the village boys would camp in their houses until the game was over.
- c. Growing up in the village also meant that money was very scarce to buy “real” soccer balls. Once in a while over the holidays one of the boys would get lucky and get a real plastic ball. This, however, would not last long and would be punctured either by barbed wire or the rough terrain. However, this would not stop the fun of playing soccer. The boys would scatter in all directions in search of plastic bags and sisal or nylon ropes. Within no time, the team would bring all the collected bags together and we would methodically start stashing them together into the shape of a ball. We would hold them in place using the rope and in no time we would go back to playing soccer until late hours of the evening. Although recycling was not popular then, I took back and think that we were way ahead of the rest of the world in recycling the plastic bags. This was teamwork at its best.



**Paul Waithaka**

III. Discuss

- a. Have your students ever been faced with a situation similar to Paul's where they had to rely on teamwork, collaboration, and creativity to solve a problem or achieve a goal? How did they solve the problem?
- b. What do you think the soccer balls that Paul & his friends made were like? Do you think they held up as well as the ones we buy in stores? What are some advantages/disadvantages?

III. Resources

- a. Kitsao, J. Mcheshi Goes to the Market – Jacaranda Designs, 1991
- b. Graber, Janet, Scott Mack, (illus.), Muktar and the Camels New York: Henry Holt and Co., 2009

- c. Nivola, Claire A. *Planting the Trees of Kenya: The Story of Wangari Maathai*, New York: Farrar, Straus, and Giroux, 2008
- d. Web: <http://www.africaaccessreview.org/aar/index.html>

IV.

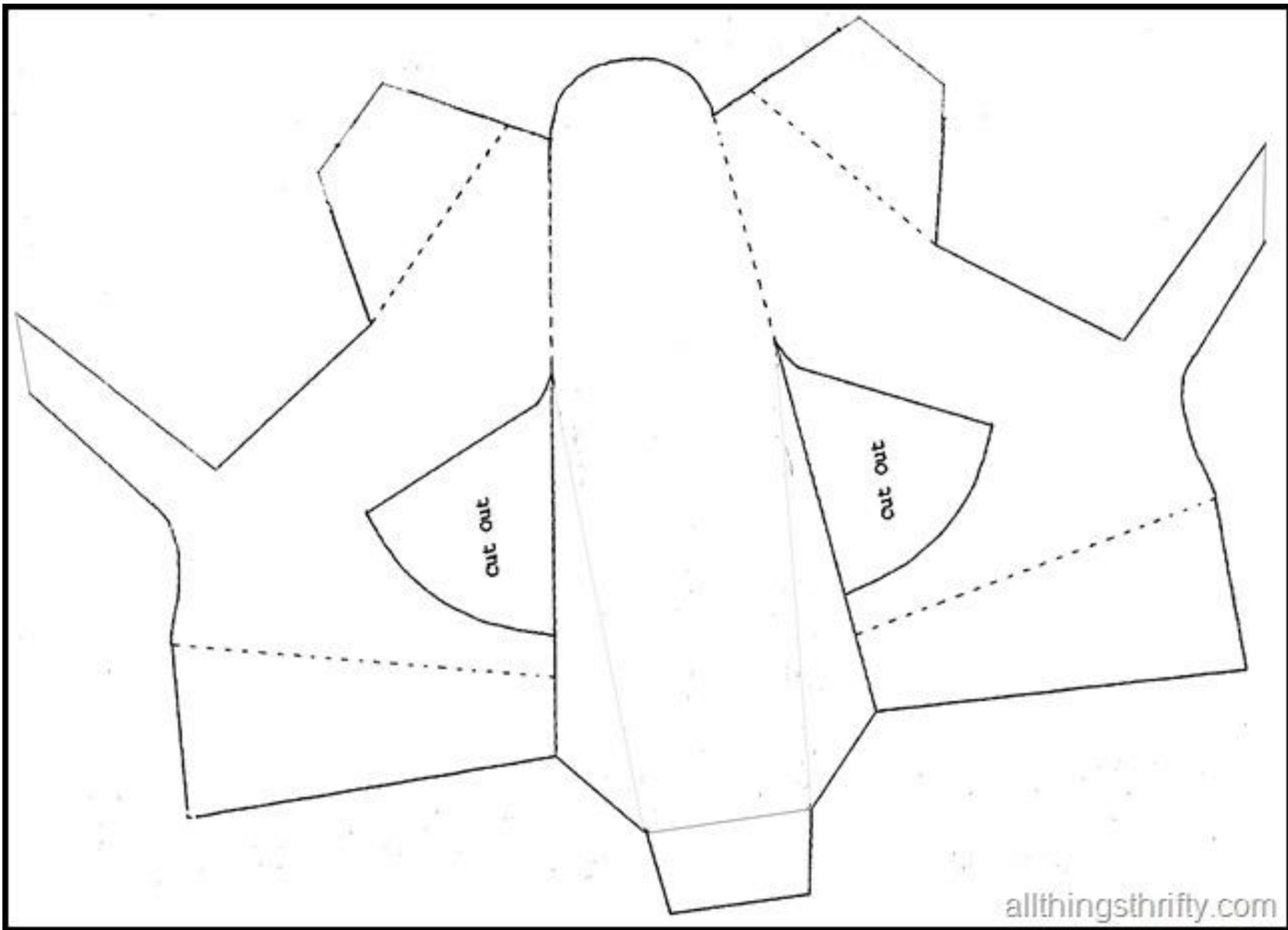
A similar problem as Paul did, where they had to be creative in order to play or do something? How did they solve the problem? What do they think the soccer balls that Paul played with were like? After your students have heard or read the story, have a quick discussion with them. Have they ever faced a similar problem as Paul did, where they had to be creative in order to play or do something? How did they solve the problem? What do they think the soccer balls that Paul played with were like?

## The Global Marketplace

1. Read one of the global titles.
2. On your index card, identify the setting.
3. Your task is to create an item to sell in the global marketplace. The item should be indicative of the setting reflected in your books.
4. You have been given one sheet of construction paper. You may use the construction paper to create your item.
5. You have 20 mins. to construct. At the end of this time, we will present our items.



## The Egyptian Cinderella



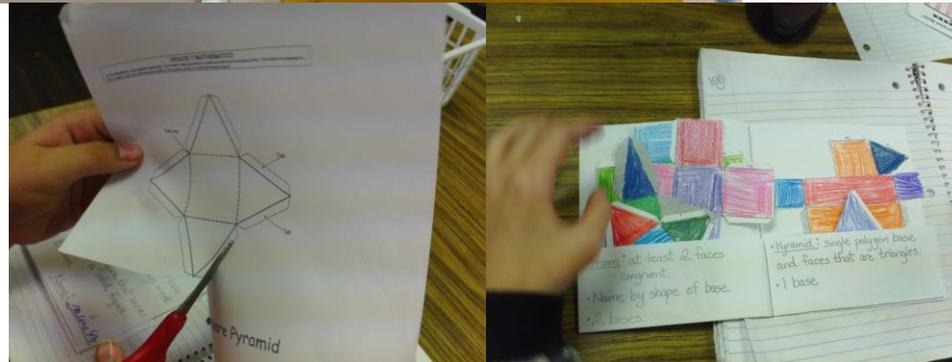
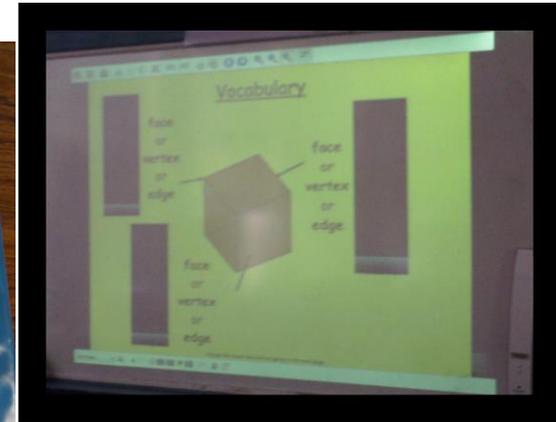
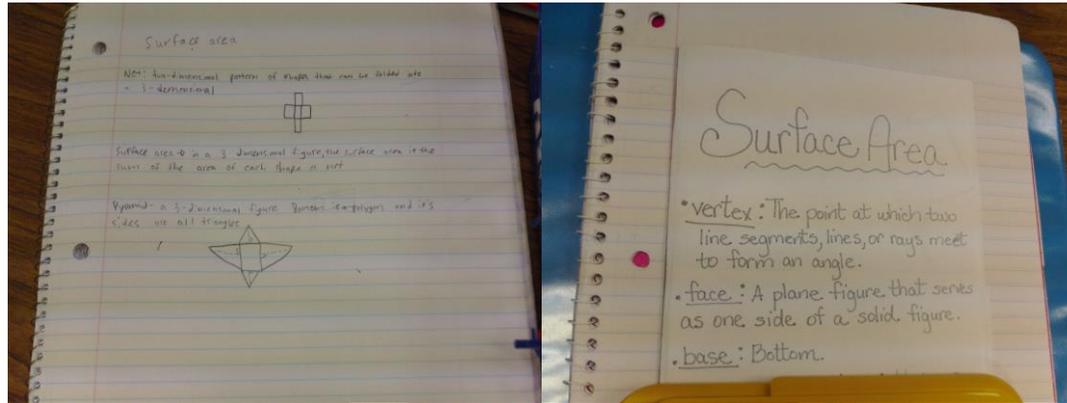
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## Super Cities

### Mathematics

\*Solve real-world and mathematical problems involving area, surface area, and volume.

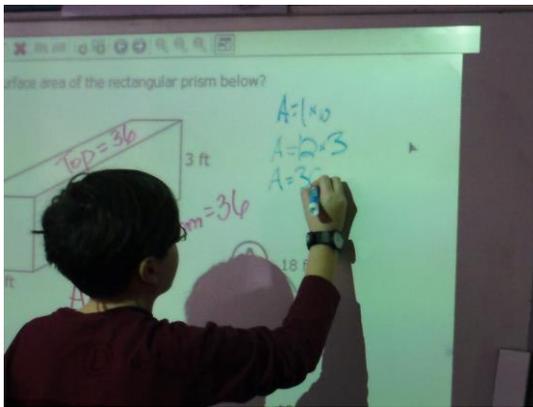
- 6.G.A.4: represent 3D figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real world and mathematical problems.



\*construct the building – you must use at least two nets but not more than four.

### SURFACE AREA

1. Construct a word problem in which the learner must determine the total surface area of your building. Be sure to include the base as well as roof.
2. Use your nets to determine the solution. Show all of your work!
3. Ask another student to use your tablet to take a picture of you with your work. (Be sure you have circled the solution.)



- Go to voki.com to create an avatar and record your word problem .
- You will need to use your Sharpschool email account to log in with our password.

\*Watch Havien & Kayla's tutorial. You'll see how easy it is to use Voki and then insert as a hyperlink into your power point. 😊

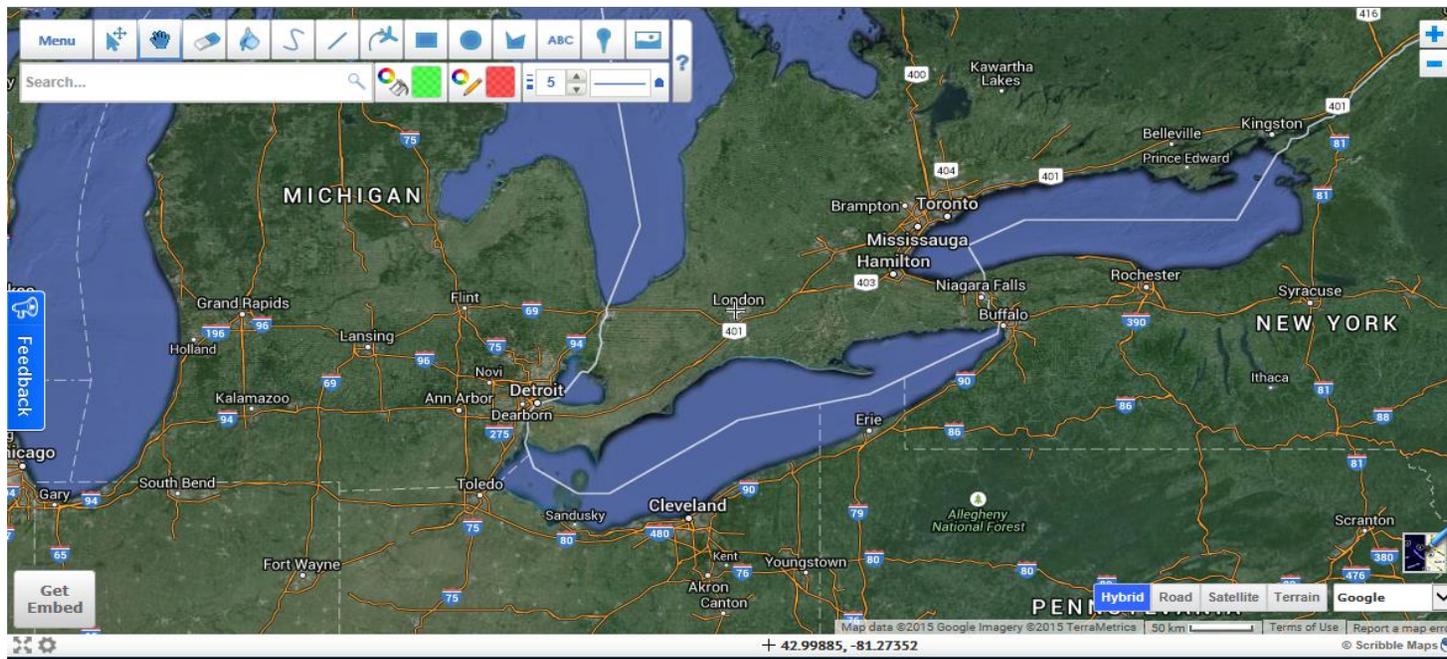
## SOCIAL STUDIES

RH.6-8.7:

Integrate visual information (e.g. charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Where in the world will you construct this building?

1. Select a city/country.
2. Go to scribblemaps and use the digital tools to draw your building
3. Be sure to record the longitudinal and latitudinal points.
4. Take a picture of the map and save it to your photo gallery.
5. \*Watch Spencer's tutorial for a quick tour! 😊



## SCIENCE

- 6.L.1 Understand the structures, processes and behaviors of plants that enable them to survive and reproduce.
- Using all resources available, research your city's climate. What type of plants thrive in your environment?
- What is the climate in your selected city?
- Determine the annual rainfall for 2012, 2013, and 2014.
- Create a graph on which you plot this information as well as your prediction for the annual rainfall for 2015.
- Determine the average temperature for 2012, 2013, and 2014.
- Plot the information on a graph that you have created and include your prediction for the average temperature for 2015.
- Open another scribble map and this time you will drop markers indicating two different types of plant life that are indicative to your location. Insert the images from google or another photo source.
- Additionally, you will need to determine which animal's biomes are located in this region. Be sure to upload photographs of the animals.

## DO INK!



**\*Watch Dylan's tutorial to learn how easy it is to use the DoInk App to green screen yourself and your building into any location in the world!**

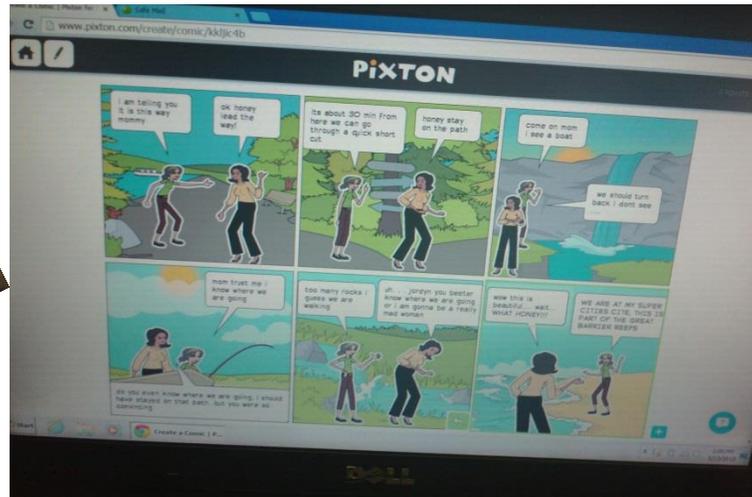
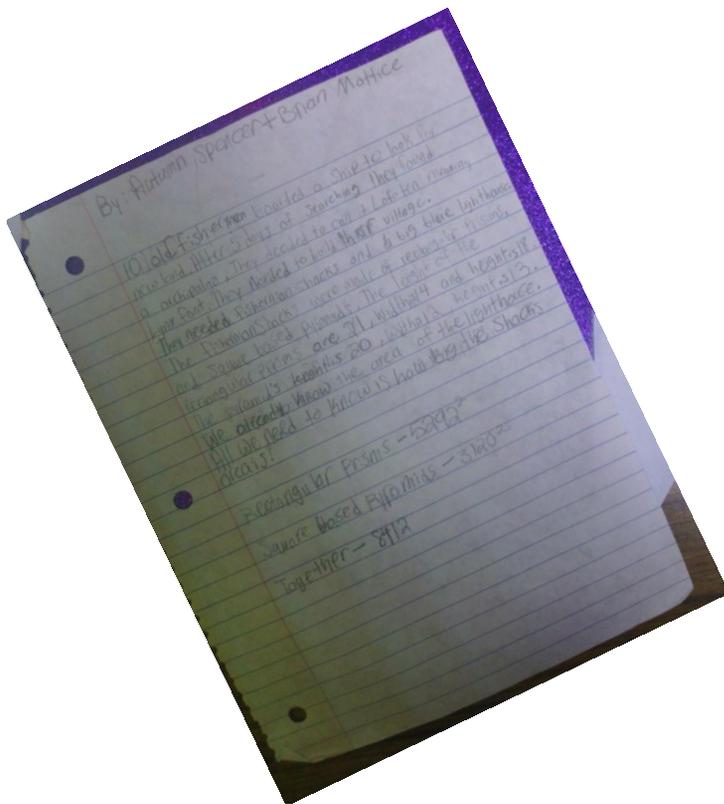
**\*Remember all of the tutorials can be found in our Edmodo group ☺**



## **LANGUAGE ARTS**

**\*RI.6.7 Integrate information presented in different media or formats (e.g.) visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue**

**\*W.6.6 Use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others**



**You will use our teacher-created account to create a digital story of an event that takes place in your Super City. Go to our Edmodo group and watch Kayla's tutorial to see how simple Pixton is to use! 😊**

## **PHOTO STORY!**

- **Now that you have saved all of your work into a Power Point, you are going to learn how to**
  - **Change the power point slides to JPEGs**
  - **Upload the power point into photo story**
  - **Create a narration**
  - **Add transitions and music**
  - **And publish your photo story!**

## **E-MAZE!**

- **Life is about options!**
- **Let's learn how to upload our power points into another digital presentation format:**

**E-maze ☺**

**\*Go to our Edmodo group and open Conner's Emaze tutorial to find out how much fun you can have using this presentation tool. ☺**