2024 Global Children’s Literature Teacher Fellowship Program Lesson Plan Template

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| **Context** |
| **Lesson Title:** Soldier For Equality Jose de la Luz saenz and the Great War  by Duncan Tonatiuh |
| What was the context for your lesson?  1. Your grade level=4th  2. The subject area(s) for which you created the lesson=History (S.S)  3. The make-up of your class (rural, urban etc.; diverse, homogenous, etc.) and how that helped you think about your lesson= urban and diverse  4. Your own identities and how they play into your lesson (here, you might think of how your identities and experiences might affect what and how you plan to teach this lesson)=I am African American with a touch of Hispanic in my genes. I wanted to learn more about my hispanic side of my family; how they lived and their culture. I was excited to read and learn more from the multiple books that I read. I gravitated toward a book that dealt with dealing with adversities. |
| **Process** |
| How did you select the literature for your lesson?  1. What literature will you use?  The book that I selected was Soldiers For Equality Jose’ deLuz Saenz and the Great War  by Duncan Tonatiuh  2. What was your process for literature selection? My process was thinking about reading several books or searching for the “perfect” book. I realized that many books and stories are one-sided. This particular book let me understand that other cultures also had to fight for equality.  3. Where and how did you learn about this literature (browsing, internet search, award lists, in-person recommendation, etc.) I took one day at the library and browsed through several books about Latin America and these books amongst others popped up.  4. Did you consult some of the resources identified in the library visit and the Zoom meetings? |
| **Lesson** |
| 1. What do you want students to learn? My goal for my students is to learn about the adversities of other cultures. Also, learn that we are more alike than different.  2. Why does this lesson matter from the perspective of global understanding and engagement? This matters because oftentimes students and adults are afraid to step out of their “box”, when it comes to something different. Also, it will broaden the students' thinking about what they may see in the media and other texts that may have some biases based on someone else's narrative.  3. What will you do? (the actual lesson). Please explain the lesson in detail. Feel free to use whatever format you usually use to create a lesson plan. (You may wish to include artifacts.). You should include theme/topic, global perspective, unit/lesson background, activities/instructional approaches and so on.  This is the perfect book that tied in to our February Civil Rights month at my school. Many, if not all of my students understand what civil rights are and why they are important.  The class will review several vocabulary words: civil rights, equality, injustices, soldier, veteran  We 1st has/will review what they remember about Civil Rights. Afterwards we will watch a video. <https://www.youtube.com/watch?v=WKEGou1zPII>  The teacher will read the story The Story For Equality to the students.  The teacher will ask multiple clarifying questions.   1. What do you understand? 2. How does the story relate to the video? 3. Do you believe the Mexican soldiers' civil rights were violated? 4. Does Luz remind you of anyone that you may have read about previously?   4. How will you know if students learned what you intended?  *The students will complete a diagram to compare and contrast the video and book as it relates to civil rights and inequalities.* (assessment) |
| **Enactment** |
| How did the lesson go? The lesson went well and we could have gone deeper (more teachable moments), if I had not stopped the lesson.  1. When did you teach the lesson? March 21-22nd, 2024.  2. What did you do? (sometimes what is done is different from the plan). I usually teach Science on the day that I started the lesson. I had a feeling the following day, Friday, would have had low attendance. Therefore, I planned for 2 days. If timing would have permitted, I would have liked to have done a lesson for 3 days.  3. How did students respond? I believe the students responded well, because of their prior knowledge to civil rights. (you may wish to include artifacts) |
| **Reflection** |
| Reflection (Self-evaluation)  1. What were you pleased with? I was pleased with how the students were able to relate the civil rights violations of the soldiers. This could have been due to the 4th grade team had just finished with civil rights lessons in the month of February. (strategies that worked well)  2. Are there things you learned for next time? I would like to have a larger selection of books and stories. Because learning more about Latin American was a learning curve for me, i was learning and teaching at the same time.(strategies that worked less well)  3. Were there any surprises? I didn’t know or realize the book that I selected was a story about an actual person that is credited for starting The League of United Latin American Citizens. (positive or negative)  4. What recommendations do you have for other teachers when using this book? Find out more information about Jose de la luz and/or The League of United Latin American Citizens.  5. What did this experience teach you about global children’s literature and including global children’s literature in your curriculum? For the reason that I selected this group is to learn more. However, it validates my thought of there is Not enough notable information on Latin Americans. |
| **References** |
| List all references or resources you used.  Soldiers For Equality Jose de la Luz Saenz by Duncan Tonatiuh |