

Lesson Plan for Wangari Maathai, The Woman Who Planted Millions of Trees by Franck Prévot and Aurélia Fronty

#Grade5 #SocialStudies #Environmentalism #EarthDay #Women'sHistory #BlackHistory #Global Literature
#ResearchProject #GuidedInquiry

Materials:

- *Wangari Maathai, The Woman Who Planted Millions of Trees* by Franck Prévot and Aurélia Fronty
- Slides: [Wangari Maathai](#)
- Access to Padlet, jamboard or a similar way of recording questions and encouraging research (poster paper will do):
<https://padlet.com/amandaschneider3/remake-of-wangari-maathai-inquiry-ucdhwj09cbc2fghw> (if you have an account, you can click “remake this padlet” to copy it for your own use! *only 3 boards are allowed with the free account)
- For the guided inquiry, access to research materials like the internet (preferably 1:1 or partner devices) and/or several topic-related books

Goals:

- I can identify causes and consequences of European colonization.
- I can use information from several sources to write informative text.

Activity	Time	Description/notes
Preview	7 min	Use slides 1-7 to introduce the topic and have students record prior knowledge and wonderings
Set/ Add context	5 min	Use slides 8-10 before OR after reading to either set background knowledge (prior) or to help explain (after) while encouraging students to continue

		<p>recording understandings and wonderings as you proceed</p> <p>acknowledge the report card standards at the bottom of the slides and explain to them that they'll be contributing their wonderings and learnings to our padlet later</p>
Read Aloud	30-45 m	<p>Read the book in its entirety with the following stopping points:</p> <p>P6: We already learned a great deal on the first page! What are some things we learned about Maathai so far?</p> <ul style="list-style-type: none"> • <i>No longer alive (1st published in 2012 so we know she died before then)</i> • <i>Trees she planted still grow (she left a legacy)</i> • <i>She cared about the earth</i> • <i>She spoke four languages</i> <p>P7: How can one “plant hope”-what does that mean?/How can planting trees provide hope?</p> <p>P8/9: optional stop to ask kids to pay attention for the two significant changes as you transition from page 8 to page 9 and/or to mention that there are several resources on the padlet to learn more about the geography of Kenya and its inhabitants like those mentioned on these pages</p> <p>P9: I noticed two significant changes in the text from page 8 to 9. What were they? (shift in font and verb tense; ‘her story’ is written in present tense and a bolder font) You may also choose to discuss name stories (guide linked at bottom of description)</p> <p>P11: What might that mean- “a tree is worth more than its wood”?</p>

P13 (first paragraph): **How does this tie into what we learned this year in Social Studies?**

Europeans (especially British) colonized much of the Americas and Africa and often cleared land for cash crops while forcing natives to assimilate to their culture

**there's a video on padlet under 'connections' about this*

P13: **This is foreshadowing! What can we assume will happen?**

(she'll use her voice and her hands to make change)

Someone who uses their abilities to advocate and enact change is called an activist- when they see something wrong they stand up for what's right.

P15 **Just because something's a social norm- where people accept/expect something- doesn't mean it should or has to stay the same. Sometimes it just takes one person, like Nderitu, to ask (although other times it takes a lot more)**

**there are more modern environmental activists on the padlet*

P17 after 3rd paragraph **What was the name of the movement that worked to combat this hypocrisy?** *(the Civil Rights Movement)*

P17 **Kenya officially gained independence from Britain in the 1960s (1963) whereas the US declared independence in the 1770s (1776). What's the difference in years? Why do think there's such a significant difference? What factors might have affected how/when both countries achieved independence?**
(1963-1776=187)

P19 There are clues on this page that allude to part of our solution for an upcoming science unit (soil washing away because there are no tree roots relates to Amplify's water issue at Mount Ferris)

P20 after 1st paragraph **planting thousands of trees will change the lives of so many- this reminds me of a South African concept 'Ubuntu' which is commonly explained with**

a phrase that translates to something like “a person is a person through other persons” or “I am because we are” - it prioritizes caring for others for the greater good and for yourself. (*clips of Mandela and Obama talking about it on Padlet)

What kinds of benefits can planting more trees offer (to individuals, to the greater community and the environment)?

*perhaps start a running list

P22 Hundreds of thousands of missing trees?! In science, we learned how to visualize to help us understand the reading. Try to visualize this- 10 trees, now 100, now 1000, now tens of thousands, now hundreds of thousands- that's A LOT!

P24 second paragraph- **Razing here sounds like raising but has a completely different meaning. Do you notice a familiar root? (raz like razor) In context, that makes more sense- we know the problem was that people were cutting trees down- like how razors cut things.**

P24 *if started list of benefits from planting trees, you can have students help you add giving women confidence and/or social change

P33 *you can add to the list: peace, friendship

**after reading a student asked me about which tribes were fighting, as mentioned on this page; I thanked them for asking the question so we could talk about how tribe isn't [necessarily an appropriate term to use](#) but that there is a link in our padlet to learn more about ethnic groups in Kenya

P37 may want to note shift back in font and tense and draw attention to the rest of the pages offering the book up as a resource for further research as well as the padlet

*sometimes I read the book just to enjoy the first time and

then go back in with questions which may take more time		
discuss	15m	<p>As time permits, allow students to share fascinating facts they learned and then use slide 12 to direct students to write at least one question (sharing out as time permits)</p> <p>*I sort these questions and type them into the padlet to inspire their inquiry the next day. You could alternatively sort them into anchor charts or post them in a jamboard.</p> <p>Anything after slide 14 is additional in case things go quicker than planned or in case they help answer student questions</p>
intro	(day 2) 5m	Show students how you sorted out their questions and, if using padlet, use slides 13 and 14 to show the expectations and assignment sequence; Invite students to get started researching
research	40+ m	*I review the comments/posts as they come in and have students correct it if they didn't cite their sources or put thoughtful answers
Action options: poetry	???	We completed this lesson in April, shortly after having just had a poetry mini-unit in ELA so we invited students to write Earth/nature themed poems (from explicit advocacy for environmental efforts to reflecting upon their appreciation for nature) which we published using Scripsi through

Clean up		<p>StudentTreasures (this referral link gets you a \$10 amazon card).</p> <p>*It's taken us a lot longer than expected because the app isn't as intuitive as we thought <i>but</i> it's super easy to do their hard copy option. Books are pricey but they offer discounts for ordering online and allow patrons to order extra copies to donate.</p> <p>We also paired up with our Kindergarten buddies to go outside and clean up the playground/schoolyard and shared our poems with them.</p>
-----------------	--	---