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

| **Context** |
| --- |
| **Lesson Title:** William and Windmill |
| What was the context for your lesson?   1. Your grade levels.   I teach high school grades (9-12)  2. The subject area(s) for which you created the lesson (Social Studies – Economics)  3. The make-up of your class (rural, urban etc.; diverse, homogenous, etc.) and how that helped you think about your lesson  Our classroom is in an urban setting in Detroit, Michigan.  My students are 95 percent Black Americans. I have a few students who identify as multiracial, Native American, Korean American, and Latin American.  My classroom is for children with Mild Cognitive Disabilities.  However, I currently serve some children with a primary disability of Autism and Other health Impairments (ADHD).  Class size varies from 15 to 20 students.  They have various grade levels of ability that range from first to fifth grade, in reading fluency, comprehension and math computation and comprehension.  I wanted a global economic theme for my classroom. I hoped to expose them to other cultures and ways of thinking. At first, I first thought of the lesson topic as a hook, I realized it required more critical thinking, reflection, and empathy.  I asked the kids to take a deeper dive into people who are similar but different in their thinking and culture.  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 a 60-year-old Latin man who was born and raised in Detroit. From a large extended family, I understand straddling that margin between cultures.  I left home for 40 years and retired from the Army. I taught in North Carolina for 10 years before family illness and personal reasons brought me back to Michigan.  My experiences help me understand that there are numerous and nouned differences in most cultures. Even if you share a common language, local history, and your background shades your view and understanding of events.  I hope that I can open my students' eyes to the fact that Detroit is just a small place on the map and the smart phone is only a filtered look into a big wonder and complex world.  A little reading and research can open their eyes I hope. |
| **Process** |
| How did you select literature for your lesson?  I found a book in a selection brought to one of our meetings at the library. I took a picture of it and a few other titles. This one really caught my eye and interest.   1. What literature will you use?   The illustrated book is called “The Boy who Harvested the Wind.”  I searched for other related titles and books at Barnes, Noble and online. But I really liked the illustrated story, the more I investigated it.  There was a paperback based on the same story as well as a movie with the same title.   1. What was your process for literature selection?   I searched for books at Barnes, Noble and online. But I really liked the story, the more I investigated it.  I tried to pay attention to critical reviews that were sensitive to cultural stereotypes and racial bias.  The background history of Malawi as a colonial possession of the United Kingdom, England fascinated me. The exploitation and integration of western culture into their society was very interesting.  I saw that the relatively recent independence of Malawi did not totally separate the people from their colonial past. I was surprised how institutional traditions continued well after independence.  I researched and found that though the country is relatively small, it has a diverse people, urban, rural and what we would call suburbs.   1. Where and how did you learn about this literature (browsing, internet search, award lists, in-person recommendation, etc.)   The illustrated book called “The Boy who Harvested the Wind,” was on the table at the library during our session at MSU.  I looked at book reviews and saw what awards they had won. CABA Awards.   1. Did you consult some of the resources identified in the library visit and the Zoom meetings?   Yes, I looked at the awards it won. I was particularly interested in the British Awards it won.  Though the story of William was reviewed in the American (New York Times), I understand that the country of Malawi had an extensive colonial British history.  I read how colonialism exploitation and even well-meaning missionary influences can alter a country. Many times, not always positively.  British influence in modern-day Malawi began through a system of foreign influence when Nyasaland became a British protectorate under a colonial administration. The Queen of Great Britain became the Queen of Nyasaland. [Nyasal and](https://en.wikipedia.org/wiki/Nyasaland) gained independence on 6 July 1964 and has since been known as [Malawi](https://en.wikipedia.org/wiki/Malawi).  I settled on the CABA awards because they focused on Africa centric perspective in my opinion.  Awards. |
| **Lesson** |
| 1. What do you want students to learn? (goals)  2. Why does this lesson matter from the perspective of global understanding and engagement? (rationale)  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.  4. How will you know if students learned what you intended? (assessment) |
| **Enactment** |
| How did the lesson go?   1. When did you teach the lesson?   The lesson was taught in two parts, 3/5/202024 and 3/5/2024.  Each lesson ran for 50 minutes.   1. What did you do? (sometimes what is done is different from the plan)   We strayed into discussions about how living without electricity and running water is still a thing even in a country with major cities.  The kids related our experiences when the basements flooded in Detroit. The kids talked about how hard it was to live without a world without TV, Cell phones and refrigerators.   1. How did the students respond? (you may wish to include artifacts)   I have sample Venn Diagrams that the student completed in my 20 minute presentation. |
| **Reflection** |
| Reflection (Self-evaluation)   1. What were you pleased with? (strategies that worked well)   Yes, I was pleased with how the lesson plans went, especially day two.  The kids liked the change of pace and the discussions.   1. Are there things you learned for next time? (strategies that worked less well)   Let them lead the discussion more. I found their questions interesting and insightful. A great informal way to see if they are learning.   1. Were there any surprises? (positive or negative)   Yes, participation was greater, I think. We had a lot more questions and answers.  But I was sad to hear a lot of stereotypes about “African.” I see how ingrained social media has made some of these negative stereotypes of people from other nations.   1. What recommendations do you have for other teachers when using this book?   Give yourself more time if needed. Questions may take up more time ha you think at first.  You do not want to cut short a lively discussion.   1. What did this experience teach you about global children’s literature and including global children’s literature in your curriculum?   I think that including global literature has a positive benefit for students. It opens the world to them. It gives them an unfamiliar and distinct perspective.  Yet, I feel something is lost in the translation. You got to dig deep to talk about a thing like widespread famine in a country that has not really had one since the Great Depression.  My own hope is more empathy towards “others.” I hope students see that people are people regardless and maybe because of our differences. |
| **References** |
| List all references or resources you used.  You Tube interview and Illustrated Book:   1. <https://www.youtube.com/watch?v=stjOzn1etjc> 2. <https://www.youtube.com/watch?v=G8yKFVPOD6o> 3. <https://en.wikipedia.org/wiki/The_Boy_Who_Harnessed_the_Wind>Biography Co-Author 4. <https://www.bryanmealer.net/bio/> 5. Awards: <https://www.filmaffinity.com/us/all_awards.php> 6. Movie  [List of submissions to the 92nd Academy Awards for Best International Feature Film](https://en.wikipedia.org/wiki/List_of_submissions_to_the_92nd_Academy_Awards_for_Best_International_Feature_Film) 7. The book was written in at least two languages English and Chichewa  Researched from MSU Internet Library  CABA Awards 8. [CABA Nomination Process | Center for African Studies (howard.edu)](https://cfas.howard.edu/CABA/nominate) |