

Name: Jill Hoort

Name of Lesson: Feather and Archeology of Self

Intended Grades: K-6

Goal/Objectives: Students will....

1. Explore the idea of “Where do I come from, where am I going to?”
2. Understand how learning about self helps to understand others and what they have in common with others.
3. Have an opportunity to extend learning related to various aspects of the text.

Materials Needed:

- *Feather* by Cao Wenxuan
- Appendix A or B for Sketch to Stretch

Day 1

60 Minutes

1. Introduction: *Today, we are going to read a story titled “Feather”. It is written by Chinese novelist Cao Wenxuan. This is a story has been translated to English so that we can also enjoy it.*

Before we begin reading today, there are some vocabulary words I would like to introduce you to so when you hear the story, you can better understand it.

The first word is ‘perched’. Say the word with me. ‘perched’

Perched means to rest on something. For example, the bird was perched on the fence. Say the word again with me: ‘perched’. (Show the perched placard to the class)

The next word is ‘plunged’. Say the word with me, ‘plunged’. Plunged means to jump or dive quickly.

The bird plunged into the water. Say the word again with me: ‘perched’. (Show the plunged placard to the class.)

Our last word is ‘impertinent’. Say the word with me. ‘Impertinent’. Impertinent means not showing respect or being rude. For example, the boy was impertinent to his classmate. Say the word again with me: ‘impertinent’. (Show the impertinent placard to the class)

As I read the story to you and you hear any of these words, give a thumbs up. I will be watching.

2. Begin reading aloud the story to the class. Pause and ask questions at the following points. (The pages aren’t numbered, so they are identified by the bird on the page)

**perched and plunged are used when describing the kingfisher. Watch for student thumbs.*

After reading the heron pages, ask: How do you think Feather must be feeling? (Either have students share in pairs or select a few students to share thinking)

**impertinent* is used when describing the peacock. Watch for student thumbs.

After reading about skylark, ask: *How do you think feather must be feeling now that Skylark took them flying?* (Either have students share in pairs or select a few students to share thinking)

After reading about the hawk, ask: *What do you think Feather learned from this experience?* (Either have students share in pairs or select a few students to share thinking)

After reading about mother hen and feather having no courage left, pause and ask:
Why did feather have no courage left to ask mother hen if they belonged to her? (Either have students share in pairs or select a few students to share thinking)

After the story, ask and discuss with the class: *Where did feather come from? Where did it want to go*

3. Say: *Now that we have read 'Feather', we are going to take some time and think about the questions that feather had and how we relate to them. We are first going to think about the question: Where am I going? When you think about your future, where do you see yourself? What do you see yourself doing?*

For K-2 please use Sketch to Stretch Appendix A

For 3-6 please use Appendix B

Invite students to share their thinking after working for a bit. Their work could be collected and captured in a book or display titled "Where We Are Going".

4. Explain to the class that it is important to understand ourselves so we can better understand others. They will engage in family/caregiver interviews to learn more about themselves. Just like Feather in the story wondering where they came from, it is important for us to understand where we come from and what do we value so we can appreciate the perspective of others. Provide Appendix C to students so they may begin this work.

Extension Ideas:

1. Have students conduct an at home interview on any of the following topics:
 - a. The History of My Name – Why am I named what I am? See Appendix C
 - b. Family Interview – Where did I come from? See Appendix C
2. In the story *Feather*, there were many types of birds. Conduct a research project and assign a bird to each student or small groups of students. Have them figure out where the bird lives in the world, it's habitat, diet, predators, basic facts of size, life cycle, nesting habits. Students can make Google Presentations about their bird or posters to share with their peers. A large map of the world can be posted and the different birds can be pinned around the world. See Appendix D
Upper grade students can do Migratory Math and find distances between migration sites for the birds. See Appendix E
3. Narrative Writing Project – students can be invited to develop their Where Do I Come From and Where Am I Going activities into longer narrative writing pieces.
4. Cultural X-Ray – provide students with a 9x12 piece of paper. They should draw the outline of a person OR it can be provided for them. Then, they should draw a heart inside of the outline. The Cultural X-Ray is a way to provide students a space to think about the different aspects of themselves, in other words what makes them unique. In the heart, they should write the values they have. In the rest of the body, they are illustrating their likes, hobbies, passions, dreams, etc. These finished pieces can be displayed for others to see and can be referred back to as they year goes on.
5. Conduct a study of the country of China. Start by having students share what they think they know about China using K-W-L chart and record their thinking under the Know column. Next, invite them to share what they wonder about the country of China and record that under the Wonder column of the chart. Engage in a classwide exploration of the country of China. Depending on the age group of the class, this can also be an independent project or a whole class project. Consider using the following resources:

<https://www.britannica.com/place/China>

<https://kids.nationalgeographic.com/geography/countries/article/china>

<https://www.kids-world-travel-guide.com/china-facts.html>

https://www.youtube.com/watch?v=q7JK5Vxf_VQ

Solicit books from the school library about the country of China for students to explore.

6. Use *Feather* as a launch book for further reading of translated texts. Use these sources to explore more translated texts:

<https://wowlit.org/links/globalizing-common-core-reading-list/>

<https://bookriot.com/childrens-books-in-every-country/>

Perched



Plunged



Impertinent



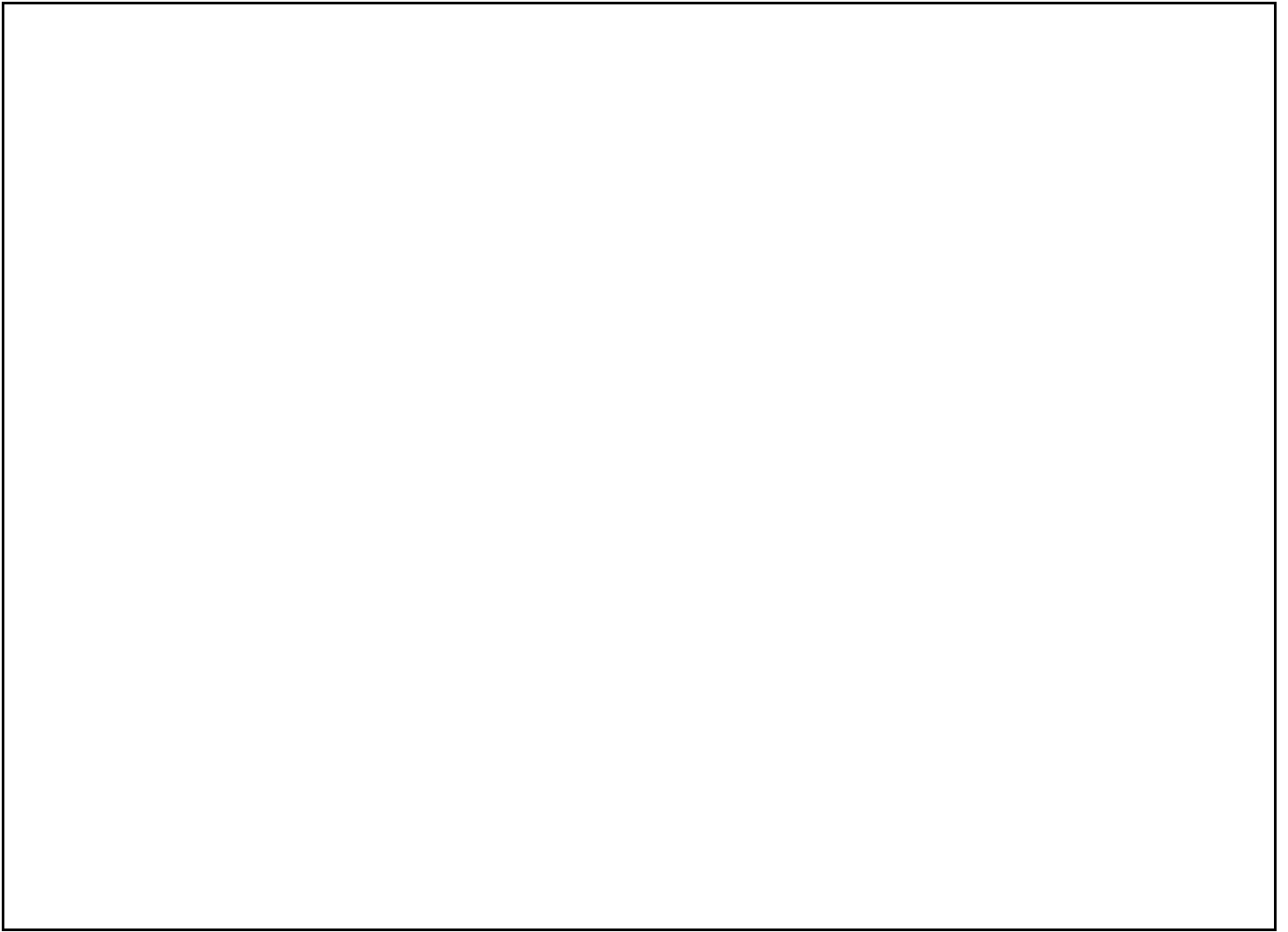
Appendix A

Sketch to Stretch *Feathers*

What does this story mean to you? Draw your thinking in the space below.

OR

Where are you going? Draw your thinking in the space below.



Consider the lines from the book *Feather....* where do I come from? Where am I going? In the space below, write about what the means to you.

1. How did you decide to name me with my first name? -

2. Is my name a family name? -

3. What can you tell me about our ancestry?

OR

You can use the following sources to research the meaning of your name:

www.meaningofthename.com

www.behindthename.com

www.names.org

Notes about my name:

Name of Bird: _____

Continent(s) Bird is found: _____

Countries Bird is found: _____

Physical Description of Bird:

Wingspan: _____

Habitat Description:

Diet:

Predators: _____

Other Interesting

Fact(s): _____

Directions: In the chart below, identify the starting and ending locations of migration for each bird. Then, calculate the distance between the locations and answer the questions below.

Name of Bird	Starting Location	Ending Location	Distance Traveled
Flamingo			
Kingfisher			
Heron			
Canadian Goose			
Skylark			
Swan			
Magpie			
Hawk			
Peacock			
Cuckoo			
Lyre			
Mallard			

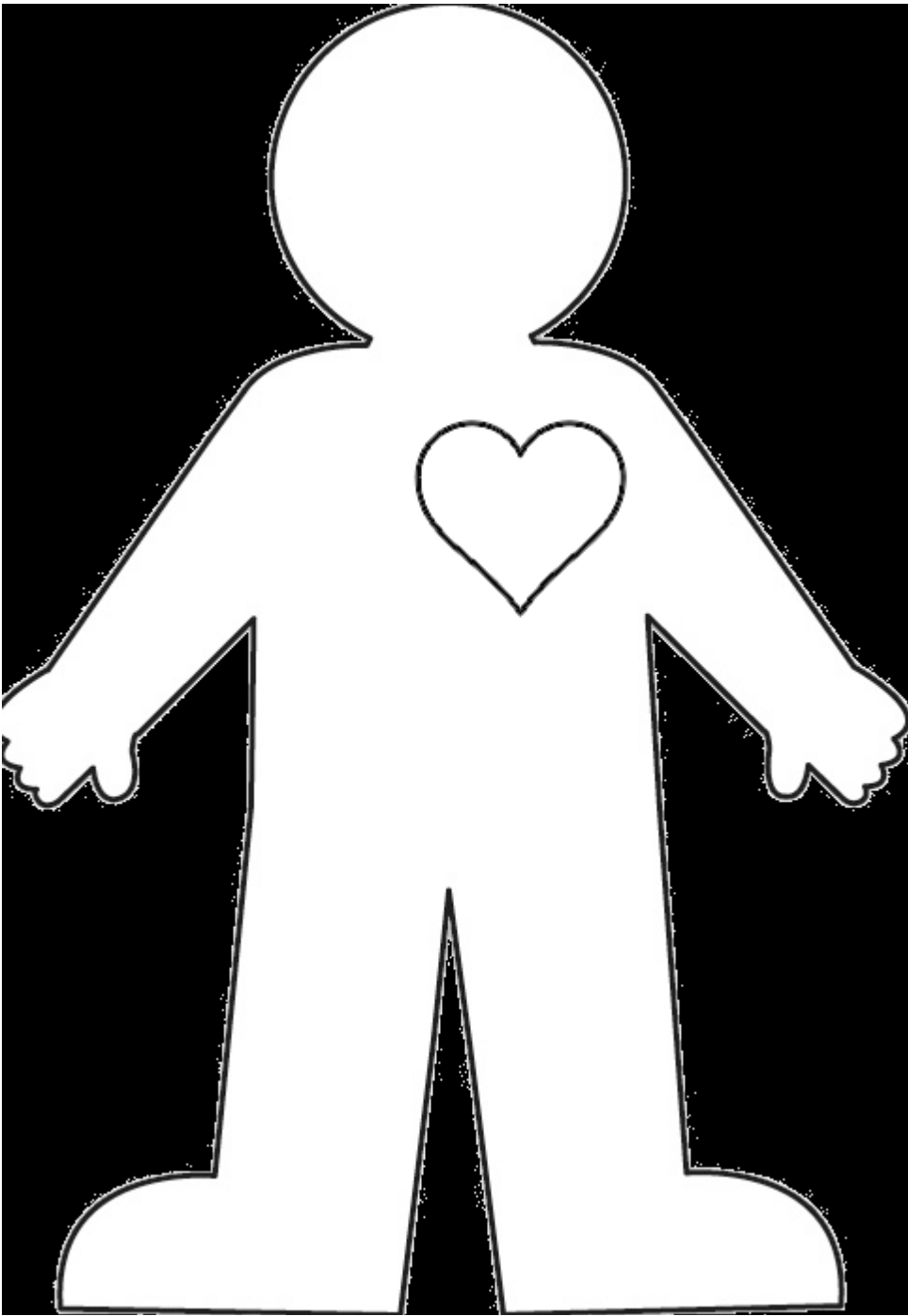
Data Observations:

Which Bird has the longest migratory pattern? _____

Which Bird has the shortest migratory pattern? _____

What surprised you about the migratory data? _____

What do you wonder about bird migration now?



Example of outline for cultural X-Ray