Hope is a Girl Selling Fruit by Amrita Das

| Teacher: Ena St.Germain | Grade: Duration: Three one hour lessons |
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| character's thoughts, words, or actio RL.4.2. Determine a theme of a stor- idea of a text. Art ART .VA .II .4 .5 Discuss and debat ART .VA .IV .4 .1 Describe how art | er, setting, or event in a story or drama, drawing on specific detail in the text (e.g., a ns). EERL.4.3. Use details from text to describe a character in a story. y, drama, or poem from details in the text; summarize the text. EERL.4.2.Determine the main we how artists from various cultures convey ideas differently work communicates facts and/or experiences of various cultures ontrast the visual elements contained in the artwork of particular cultures |
| Materials: - Hope is a Girl Selling | Background Knowledge/Pre-Assessment:What do you know about India? |

| Fruit Document | - Have you ever rode on a train? |
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| Camera/Computer | Procedures: |
| | Lesson 1 Read "Hope is a Girl Selling Fruit" |
| | - Use discussion questions (below) to start group discussion of the theme. |
| | - Review authors' messages and world themes. Have students partner share the them they hear in "Hope is a Girl Selling Fruit." Discuss as a whole class the themes. |
| | - Create Anchor Chart for Story Elements: characters, settings, events, problem, and solution. Use parts of a story folding activity. |
| | - Lesson 2 Write a Personal Story to turn into art |
| | - Discuss how the art tells a story. Show the pages and look for each of the story elements. Highlight that some of the pages show the story parts in small inset pictures. |
| | - Use the Story Template to find the story parts of one of the pages. Discuss how Date used the pictures to enrich and add details to the story. |
| | - Use discussion questions with partners and small groups. |
| | Have students write about a story that they could draw each of the elements. Use t template to start their written story. <u>Story Template</u> Lesson 3 Create the Story in Art |
| | Share the video of traditional Madhubani Art being created |
| | https://youtu.be/FVnCwwfva90 |
| | - Use the template to draw a picture set of their story. |
| | Have students connect the story parts with traditional Madhubani art work as in "Hope is a Girl Selling Fruit" |
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Examples of discussion questions: Some questions are from:

Young people have an innate sense of justice and fairness and so it is important to help them understand the idea of privilege and how it is one of the chief causes of inequality. Here are a set of questions to help unpack the idea of privilege or the lack of it in our own lives.

1. Who was the first in your family to get school education? You, your parents, your grandparents?

2. What is the highest level of education that your mother has received? What is the highest level of education that your father has received?

3. Would you or brothers or sisters be able to study subjects of your choice, later in your life? If so, why, if not, why not?

4. Are you able to do all that your brother or sister does? Are you allowed to do all that your brother or sister does? If so, why, if not, why not?

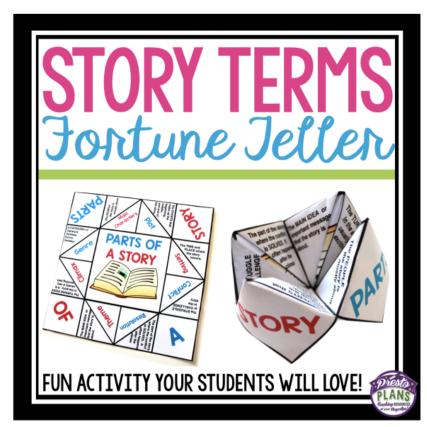
5. Do you assist with housework at home? Who else does housework?

Examples of charts:

Common Themes Study Guide



https://www.icloud.com/iclouddrive/08arn2ggWkMpCdssGbqC6zO_Q#CommonThemesFoundinBooksStudyGuide-1



Elements of a Story Folding Activity

https://www.icloud.com/iclouddrive/0bdznX3gH_WrmltSnnUI2w9w#STORYELEMENTSPARTSOFASTORYFREEPAPERFORTUNETELLER-1_(1)