



Teacher: S Danielle Thomas, Chesnee Middle School, SC

Subject: Geography

UNIT NUMBER/TITLE: Using Picture Books to Set Intentions & Build Resilience through a Global Lens

APPLICABLE STANDARDS:

- 7._.2.ER Identify climate and vegetation regions of _____ and the spatial distributions and patterns of natural resources, including the impact of their location on human activities.
- 7._.4.HS Compare and contrast the dynamic physical and human conditions that lead to the creation of ethnic, gender, language, and religious landscapes of _____ societies.
- 7._.5.HS Identify and analyze the current political borders using maps, explain the economic, political, and social inequalities present in _____ societies, and explain the connections between _____ places and other continents
- 7._.6.AG Gather evidence and construct a map or model to investigate a significant contemporary cultural, economic, or political issue facing _____ at the local, regional, or global scale.

MAIN MOTIVATIONS FOR UNIT

Goal setting - common at the start of the year

- students start the school year with renewed hope, excitement and anticipation

Lecture Inspiration from this week

- Resilient Pedagogy - Josie Rush - focus on adaptability
- Daruma Dolls & Shoganai - Cindy McNulty - 7 times down, 8 time up, embrace fate, while recognizing limits of our control
- Sankofa - Jerone Morris - walking forward, but looking back

Learning Progression: (We are learning to...):

We are learning to set intentions for the year, while learning to preserve despite obstacles big and small, inward and outward. We are also learning to recognize diverse perspectives on intentions, obstacles, and global issues. We are also learning to recognize inequalities around the globe.

DAILY ACTIVITIES OUTLINE (Include Before, During, and After strategies)

Monday

- BEFORE - Hook for students: "think of an inspiring story, book, movie; Students respond with online discussion (link I'll post in discussion board)
 - Class Discussion (Think, Pair, Share) - what was inspiring about the story/character?
- DURING -
 - Journal Reflection - "Have you ever set a goal/intention and/or overcome an obstacle? Briefly describe in your notebook;" Discussion - optional sharing

- Journal Reflection 2 - “What small goals do you have for yourself? What big goals do you have?”

These can be personal, spiritual, academic, physical, etc.; Discussion - optional sharing

- AFTER - Use discussion connection yarn activity to recognize connections with classmates who have goals in the same category as yourself (personal, spiritual, academic, physical)

Tuesday & Wednesday

- BEFORE - teacher explanation of activity, group work/discussion norms reminders
- DURING - Students will work with teacher determined groups to read (volunteers) or view a read aloud of one children's book (4-6 books used in total, depending on book length, class size, class duration)
 - Students will briefly share takeaways and/or favorite quotes from book using placemat strategy
 - As a group, students will complete a graphic organizer that answers the following:
 - Setting - including continents if applicable
 - Character's conflict
 - Character's goal
 - Character's obstacle
 - Examples of perseverance and/or mindfulness, breathing exercises, etc.
 - One group member will serve as host and will summarize the book for other groups as they rotate through the book stations
- AFTER - exit ticket, which book inspired you the most? Why?

Thursday

- BEFORE - Book rating on Google Form (1-5 scale, 1 least favorite, 5 most favorite)
- DURING -
 - Slideshow to include daruma doll, shogunai, and sankofa
 - Student handout adapted from this [resource](#) from Facing History
 - Videos: [Jay Shetty](#) and/or [Nick Vujicic surfing](#) (depending on time)
- AFTER - Class read aloud of [The North Star](#)

Friday

- BEFORE- Journal reflection - How are the North Star and the Nick Vujicic video similar?
- DURING- Students will complete one of the following artistic endeavors:
 - trace hand or use template to document at least one of their intentions, along with a sketch of their plan to achieve it
 - Create an original song that focuses on at least one of their intentions, along with a plan to achieve it
 - Create an image focused on their “north star” intention, including possible “cats” and other distractions
- AFTER - Gallery Walk to view classmates work

Selected Texts for activity:

- [Milloo's Mind](#) (Asia)
- [Stand as Tall as the Trees](#) (South America)
- [Major Taylor, World Cycling Champion](#) (North America)
- [Boundless](#) (North America)
- [She Kept Dancing](#) (North America)
- [The Water Princess](#) (Africa)
- [Nelson Mandela](#) (Africa)
- [A Weed is a Flower](#) (North America)
- [Greta & the Giants](#) (Europe)
- [Stay Curious](#) (North America)
- [Odd Boy Out](#) (Europe)
- [The Ocean Calls: A Haenyeo Mermaid Story](#) (Asia)

Profile of the SC Graduate		
World Class Knowledge <ul style="list-style-type: none">o Rigorous standards in language arts and math for career and college readinesso Multiple languages, science, technology, engineering, mathematics (STEM), arts and social sciences	World Class Skills <ul style="list-style-type: none">o Creativity and innovationo Critical thinking and problem solvingo Collaboration and teamworko Communication, information, media and technologyo Knowing how to learn	Life and Career Characteristics <ul style="list-style-type: none">o Integrityo Self-directiono Global perspectiveo Perseveranceo Work ethico Interpersonal skills

