



THE UNIVERSITY OF ARIZONA
COLLEGE OF SOCIAL & BEHAVIORAL SCIENCES

Center for Middle Eastern Studies

LESSON PLAN

Teacher's Name: Jennifer Metzler
Grade: Fourth

Lesson Title	A Feline Adventure, an Exercise in Loss, Hope and Reunion
Multicultural Literature (Book cover, title, author)	<u>Lost and Found Cat – The True Story of Kunkush's Incredible Journey</u> by Doug Kuntz and Amy Shrodes
Lesson Purpose	<p>The world today is rapidly changing (technology, politics, conflict, movements, etc.). One current event that may or may not impact the students you work with is the Syrian Crisis. Through this lesson, a story of the crisis is shared with students at an age appropriate level with the focus being on a household cat who is lost and then found. This safe exposure is one that students will be able to relate to and in the end will learn something about the crisis that they may not have know before.</p> <p>This lesson is written with fourth graders in mind but could be easily adapted for 3rd or 5th grade students. There are options to extend throughout this plan. It will take 7-14 days with approximately 20-50 minutes for the first 5 days, depending on the extensions taken.</p> <p>Before this lesson:</p> <ul style="list-style-type: none">• Students should have some exposure to geography of the Middle East including location of Iran.• Students should have some background knowledge/understanding of who is a refugee and how that differs from a person who is a migrant and an immigrant. Students should be familiar with these words: smuggler and volunteer. <p>For the culminating art integration that comes at the closure, you will need enough 12x18" black construction paper for all and oil or regular pastels.</p>
Essential Question(s)	Thinking of your current situation, what would cause you to leave your home here in Tucson?

Academic Vocabulary

Refugee, migrant, immigrant, smuggler, volunteer

Objectives	Students will be able to: <ul style="list-style-type: none">• Ask and answer questions they have about a topic.• Make connections to others different from themselves through a commonality (household pet).• (optional) Write a personal narrative about an experience they had with a pet, someone else's pet or an animal• Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.• Determine a theme in a story from details in the text; summarize the text.• Describe in depth a character, setting or events in a story, drawing on specific details in the text.• Practice in-depth reading using Close Reading as a strategy.• Use different maps to understand setting and location in relation to student's location (physical, political, and Google Earth)• Interpret elements on a map (title, compass rose, symbols, legend, scale, boundaries, capital cities, cities, bodies of water, etc.)
Anticipatory Set	<p>(Day 1 prep – 1 large piece of construction paper for each student, create a “Questions We Have” poster that is visible and referred to as students have questions throughout the unit that may not be able to be answered immediately, post it notes)</p> <ol style="list-style-type: none">1. (Day 1) Anticipatory Set –As students are preparing for lesson, distribute the 3x3 inch post it note to all. Please ask them to reflect on this question: What do you know about the refugee situation today? When you hear “refugee,” what does it make you think of? Student name should be on the front. Give students time to reflect on this. If they have nothing to say, that is fine. All answers are acceptable and let students know it is perfectly fine if they don't know anything about this situation.
Lesson Sequencing (include 1 engagement)	<ol style="list-style-type: none">2. Students are invited to fill out a tree thinking map (see https://www.thinkingmaps.com) titled “Pets in My Life” with the branches of the tree thinking map titled “My Pets,” “Pets I have read about,” and “Pets in the Media.” This could be done the day before as a categorizing exercise. Thinking maps are a great way for students to brainstorm and organized. (20 minutes or homework assignment) <p>(Day 2 prep – pull up “Google Earth” if possible, 1 large piece of construction paper, markers, large C-Notes poster for class (see https://www.google.com/search?q=cornell+notes+template&tbm=isch&tbo=u&source=univ&sa=X&ved=0ahUKewiovdeVg_DZAhUG-mMKHZcMD4AQsAQIKA&biw=1014&bih=502&dpr=1.25), have ready a large wall map of the Middle East and Europe and a way to mark locations, the book <u>Lost and Found Cat</u> by Doug Kuntz and Amy Shrodes)</p> <ol style="list-style-type: none">3. (Day 2) Students will share their Thinking Tree Map with a classmate and may add to their own. (10 minutes) Switching partners, students will focus on the branch, “Pets in My Life” and share a story about a pet in their life with a classmate (10 minutes). <p>(Optional additional assignment – using notes from the Thinking Map Branch titled “Pets in My Life,” students write a personal narrative about an experience they had with a pet in their life, taking this through the writing process, an assignment worked on during writing time. This will be referred to later in this lesson plan.)</p>

This should get them ready to hear a new story about an important pet in a family's life. If appropriate, compile a class Thinking Tree Map and solicit answers for the three named branches from students. Display the class Thinking Tree Maps and have students put their own away **(10 minutes)**.

4. Let the students know they will be hearing a story of another family and their pet. Show them the title and have them make predictions about the book. **(5 minutes)** Let them know the title, author, and illustrator and that the setting starts in **Mosul, Iraq**, but then changes. Use "Google Earth" (if possible) to "travel" to Mosul, Iraq. Locate on the classroom wall map with an indicator (push pin, sticky note, etc.) the location of Mosul. **(5 minutes)**

5. Take a "picture walk" through the book in which the text is not shared with the students, only the illustrations. If questions arise, jot them on the "Questions We Have Poster" that should be visible throughout this whole lesson. If students don't bring it up, make note of

- Medium used
- Use of light and dark
- Head coverings
- Photographs at the end of the story

(20 minutes)

Day 3

6. With C-Notes poster handy, be ready to scribe notes or have a student scribe notes. "We have been preparing to learn about the Lost and Found Cat. We know that the story begins in Mosul, Iraq and that there is a cat. Let's begin." Read aloud the story pausing to clarify and take notes as needed on the C-Notes chart. **(30 minutes)** (Notes could be taken on new words, events in the story, characters, etc.) (Younger students might want to create a story map, a visual record of main events created while the story is being read aloud.)

Guiding questions: (in chronological order)

Thinking of your current situation, what would cause you to leave your home here in Tucson?

If you were Sura, would you have risked taking your cat on a journey? Why or why not?

(Locate Istanbul, Turkey; the Aegean Sea; Lesbos, Greece; Izmir, Turkey; Berlin, Germany; Norway on the map as they are named in the story)

Day 4

(Day 4 preparations – copy the "A Note From Doug and Amy" so each child has their own. Follow "Close Reading" procedures to read this page. This page gives much of the nonfiction background for this story. See <https://writingcenter.fas.harvard.edu/pages/how-do-close-reading> for information on how to do close reading.)

7. Distribute the page titled “A Note From Doug and Amy” to all students and follow Close Reading procedure. **(35-40 minutes)**. Continue to take C-Notes. Keep recording questions students have on “Questions We Have” poster.

Day 5

8. Read the last pages of the photo essay titled “A Remarkable Journey” and the end pages. If possible, put pages under a document camera so they are enlarged and students can see them. Make note of the captions that are a non-fiction text feature. Using a “Double Bubble Thinking Map” analyze what parts of the story are fiction and what parts are non-fiction? Students should determine that all parts of the story are non-fiction except for the paintings. Discuss why the author did not use photos throughout the whole book and just at the end. **(15 minutes)**

9. At this point students will choose a topic to research based on an idea that came from the book. They can refer to the “Questions We Have” to guide their research question. They may also choose to learn more about refugees, immigrants, war, etc. Depending on resources available, students may conduct internet searches (recommended for most up to date information) or use the school library to find resources for their topic. Younger students may need a template to fill out. Older students may need a writing guide. This assignment could be as short or as long as the teacher needs it to be.) **(15 minutes to a week, if students are taking it through a formal writing process)**

(Optional assignment – If students wrote a personal narrative at the beginning of this study, they could now do a compare/contrast between their story and Sura’s story of Kunkush. They might also use their personal narrative and take it through the writing process. **1 week)**

10. Optional culminating assignment – In small groups or as a class students will plan, design, test, and create a final copy of a game titled “Lost and Found Cat” based on this story. They will retell this story but also provide information that they learned from their research. Some ideas to include are:

- The game board could be a map of the Middle East and Europe with places mentioned marked.
- The playing pieces could be raft boats that have to travel from one place to another.
- The playing pieces could be the characters in the story except for KunKush as they are all working to get KunKush to safety and/or to find him.
- The object could be to get to safety or to reunite Kunkush with his family.
- Obstacles could include war, difficulty staying hidden, crossing mountains or oceans, loss.

- Be open to other ideas students have in creating a game board that ties into what they learned in Lost and Found Cat. The more ideas that are their own, the better. **(1 week or more, depending)**

Closure: Students will be asked to reflect on the same question they reflected on at the beginning of this study: **What do you know about the refugee situation today. When you hear “refugee,” what does it make you think of?** Give them another 3”x3” post it note and ask them to reflect on the question.

Assessment

- A. Students could be given credit for the written assignments throughout this study. Depending on what assignments are given, students could be asked to evaluate themselves on how much they learned about the refugee situation today.
- B. Students are asked to compare their first post it note with question posed to the second post it note, reflecting on the same question but at the end of this study. In an essay, they should address:
 1. What have I learned about the refugee situation?
 2. What have I learned about KunKush and his family of humans?
 3. Were you surprised by any part of this story? Explain.
 4. How has your thinking about refugees changed from before you worked on this unit to now?

Teachers and students should create a rubric that reflects goals they have for their students and to assess this exercise. It should be shared with students after they have had a chance to give input. Students might also be given a chance to “grade” themselves using the rubric. A sample rubric or a rubric to generate ideas might look like this:

Questions	1	2	3	4
What have I learned about the refugee situation?	Student expresses no information about the refugee situation.	Student expresses 1 or 2 ideas about the refugee situation	Student expresses 3 or more ideas they learned about the refugee situation.	Student expresses 3 or more ideas they learned about the refugee situation and reflects on implications for humanity or makes other extended connections.
What have I learned about KunKush and his family of humans?	Student is unaware of KunKush.	Student expresses the obvious or simplified understanding of KunKush as a beloved family pet.	Student is able to draw from the text an understanding of the situation of KunKush and the family, danger of the	Student is able to draw from the text two or more of the following; an understanding of the situation of KunKush

				situation, empathy at the loss and/or celebration of his reunion to the family.	and the family, danger of the situation, empathy at the loss and/or celebration of his reunion to the family.
	Were you surprised by any part of the story? Explain.	Student answers only “yes” or “no” with no explanation.	Students answers and explains briefly (1 or 2 short sentences).	Student answers and explains in more depth (3 or more sentences).	Student answers and explains in more depth (3 or more sentences) and makes connections to other text, to self, or to the world.
	How has your thinking about refugees changed from before you worked on this unit to now?	Student does not respond to the prompt.	Student expresses briefly a change in their understanding (1 or 2 short sentences).	Student expresses with more clarity their thinking about refugees and how that has changed (3 or more sentences).	Student expresses with more clarity their thinking about refugees and how that has changed (3 or more sentences) and makes connections to another text, to self, or to the world.
	<p>11. To prepare for the closure, this next step should be done before the last day which includes the closure. As a class, brainstorm a list of events that retell the story. You will need one event for each student. So, if you have 25 students, you will need 25 events, 26 if you are going to participate. It would be best to do this together, the teacher typing in a Word Document, for example, and students contributing ideas. The events should be numbered and in chronological order. Print out these events and glue on the back of black construction paper, in preparation for the “closure” lesson. (It doesn’t hurt to have a few extra in case students want to trade or if you have students who might like to do two illustrations.)</p>				
Closure	<p>12. You have learned a lot about the Syrian Crisis and how one family immigrated and were able to locate their lost cat. You have done some writing reflections and (possible) created (a) unique game(s). Today we are going to look at the 25 (or however many) events that you listed and illustrate the scene that describes that event. We are using black construction paper with white and light colored pastels. As an artist we usually add color to a white background, agree? By beginning with black, the black you need is already there. You will need to use colors other than black, to create your illustration. Think about your event (listed on the back) and decide how you can bring that to life through a picture. When we are done, and we see these illustrations in chronological order, we should be able to retell the story.</p>				

	<p>In distributing the paper with events, you may want to pass them out at random and let students switch, or go through the events in order and pass them out as students show interest. It doesn't hurt to have a few extras if you know students might be particular about the event they end up with. Or, if you have students who might like to do 2 events, you will have some extras.</p>	
<p>Instructional Support/Differentiated Instruction</p>	<p>Some options for differentiation are built into this plan (providing sentence starters, partner work, use of spelling dictionaries, thinking maps, etc.) Extensions are available also as the game board assignment and writing prompt are open ended. If you prepare extra "events" for the closure activity, those that need more of a challenge can work on a second illustration.</p>	
<p>Standards</p>	<p>RL.4.1</p>	<p>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p>
	<p>RL.4.2</p>	<p>Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p>
	<p>RL.4.3</p>	<p>Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (i.e., a character's thoughts, words or actions).</p>
	<p>Strand 4: Geography (Arizona State Standard)</p>	
	<p>Concept 1: The World in Spatial Terms PO 1. Use different types of maps to solve problems (i.e., road maps –distance, resource maps-products, historical maps boundaries, thematic map- climates). PO 2. Interpret political and physical maps using the following map elements: <i>a. title</i> <i>b. compass rose (cardinal and intermediate directions)</i> <i>c. symbols</i> <i>d. legend</i> <i>e. scale</i> <i>g. grid (latitude and longitude)</i></p>	
<p>Anti-Bias Frameworks</p>	<p>Identity 1 ID.3-5.1 I know and like who I am and can talk about my family and myself and describe our various group identities. Diversity 6 DI.3-5.6 I like knowing people who are like me and different from me, and I treat each person with respect. Diversity 8 DI.3-5.8 I want to know more about other people's lives and experiences, and I know how to ask questions respectfully and listen carefully and non-judgmentally. Justice 11 JU.3-5.11 I try and get to know people as individuals because I know it is unfair to think all people in a shared identity group are the same. Justice 13 JU.3-5.13 I know that words, behaviors, rules and laws that treat people unfairly based on their group identities cause real harm.</p>	