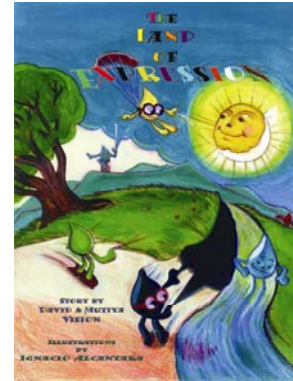


Lesson Plan Developed and Tested by
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The Land of Expression
Lesson Plan # 1
READ ALL ABOUT IT!
Grade 3 and up



PURPOSE:

To develop new relationships, by spending time with others.

To explore the connections we have with one another as we get to know new friends.

To explore the diversity that exists within a class of students and the variety of experiences and talents that we each have to share with one another.

To create awareness of how our words and actions have the ability to hurt, alienate, bully, malign, stereotype, or pigeonhole (a category to which someone or something is assigned) an individual or a group.

To take on the challenge of “walking in another’s shoes” and being the one responsible for how others view that individual.

MATERIALS: *The Land of Expression* by Mutiya and David Vision, Illustrations by Ignacio Alcantara, drawing paper and drawing materials for headlines, a variety of newspapers (An example of a positive headline~ Michelle Obama and the **Audacity of Hope** (Michelle takes on double-dutch jump rope challenge- NY Daily News) and an example of a negative headline - **From Champs to Chumps** (NY Mets at the end of the 2007 season-NY Daily News)

PROCEDURE:

1. Read *The Land of Expression*.
2. Revisit the page where Black’s sneezing becomes front-page news.
3. Lead the students in an analysis of the artwork and the text on this page.
 - Focus on the headline about Black and what this says about the message that the newspaper was sending to its readers and the motives behind that message.
 - Encourage students to talk among themselves about these messages that are being circulated to all the readers of this newspaper.
 - Return to the group and share talk. Continue the discussion and focus on “why” a newspaper would send a message that would be so hurtful to an individual’s feelings or reputation.
 - This may lead to a discussion about the power of journalists and news sources, and the fine line between fact and fiction.
4. Collect a series of headlines from a variety of news sources that the students could characterize and then categorize and chart as either: positive or negative, fact or fiction, or hurtful or favorable to an individual or group

5. The students will then be paired randomly in the class. They will be given a set period of time to “get to know” their partners with the anticipated goal of creating a headline news story about their partner in a few days. Some of the “get to know you” activities might be: tutoring one another on a task or skill each is an expert at, drawing portraits of one another, writing pen-pal letters to one another, sharing portions of their writer’s notebooks. As the students keep an eye (spy!) on their new friend throughout the week, they will keep track of the nice things they do and log them.
6. The students will then design headlines and news articles about their partners, keeping in mind that the news they are highlighting should be something that their partner will be proud of. They will create names for their newspaper, dates, a photo or a drawing and maybe even a puzzle or a word search about their headline news story.
7. Press releases can be sent out to the school newspaper about the news articles and posted. They could visit other classes as news people shouting, “Read all about it... Ariana has beautiful handwriting in all her notebooks. Max goes mushroom picking on the Hudson. John is voted the Lego Master! Etc...”
8. Students present their articles in pairs to the rest of the class.

FOLLOW-UP:

Discussions will focus on the process and on how the students felt during the week. Here are some of the questions that could be discussed:

1. How did you feel at each stage of this process?
2. Does this help you understand how Black felt when he was headlined in a negative light?
3. Were you worried about what your partner was going to write about you?
4. Did you learn anything about yourself from this activity?
5. Would you like to do it again? Why or why not?
6. Can you think of a follow-up lesson?

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