Lesson Plans

Timeline – This lesson plan is designed to be implemented prior to reading the novel.

Goal: To teach tolerance amongst each other.

Material needed:

Construction paper, glue, old magazines, and student photos: Teachers may also need to print out a picture of the earth or borrow one from a fellow teacher.

Activity#1

Students will create a footprint about themselves that will allow them to state their own beliefs and ideas freely.

Students will trace a copy of his or her foot shoe on a sheet of construction paper. After cutting the shape out he or she will then use newspapers, clipart, magazines clippings to create a narrative of their life on the footprints. The images used should reflect religious beliefs (if any), ideas, hopes, places traveled, family, and ethnicity. The footprint should also include a small photograph of the student.

After all footprints have been created, the teacher could have them laminated and then placed on the wall of their classroom. The footprints will be paired with another student and all footprints will be placed around the image of the earth.

This classroom assignment will help to illustrate that everyone’s individual beliefs, ideas, and ethnicity leave important footprints on the earth and that everyone has something valuable to contribute and a responsibility to take of the land in which they walk.

As a teacher I did not find it necessary to place a grade on this assignment. I personally, felt that the goal of this lesson was to teach tolerance and promote unity and that no one’s individual footprint is worthy of an “A” or an “F”.

Additional Link

http://www.tolerance.org/index.jsp
Timeline – This lesson plan is designed to be implemented after the students have finished the novel.

Key Literary Terms:

Plot, Chronological Order

Objectives: NCSCOS: 1.03, 2.01 3.01

Students may choose one of the following assignments to be completed after reading the novel. Each project will be presented in class at an assigned time. Level of difficulty has been assigned for each project but can be modified to suit the needs and academic levels of all students.

Goal: Illustrate comprehension of the novel and chronological order. Easy

**Activity #2**

Students will create a map that identifies the journey that the main character made from her home to Acorn. Students will also identify locations by the major events that occur at a particular setting. Each map should contain a detailed drawing of the routes taken, stops made, and a sketch of the characters surrounding. Students must also present their classmates with a one page handout that notes how the locations on their map have been effected by environmental abuses.

Modifications: For students who are technology oriented I am posting a link for a site that will allow them to create a map using his or her Internet explorer. The link is not a simplified creation of a map and should only be used by students who have Internet access and who fully understand the assignment and how to utilize the link to complete the assignment.

http://www.imagineimage.org/gbgen/gbmain.htm

Goal: To identify the environmental and societal changes due to the use or the abuse of the following: gas, water, drugs, money, public service (police, security, and fire-dept), food, and weapons as it applies to the novel. Students must choose at least three elements. Difficult

**Activity #3**

Students will create a two column poster. One column will identify quotations from the text that explains the use of or abuse of the above elements and the second column will also identify the effects of these elements on the lives of the characters.

Students will also complete a mini research project that will require them to create a second poster that will show how society uses or abuses these elements in 2008 and propose a possible solution. Students may choose one to two elements to research for their second poster. This poster should contain researched information and it should be properly cited using the MLA style format.

Suggested Links for research about Global Warming:

http://www.nrdc.org/globalWarming/fcons.asp
Goal: To identify the survival backpack prepared by the main character and to discuss the relevancy of each item in the novel. Moderate

Materials needed:

Teachers may need to bring to class a scale for weighing the backpack after the students have completed the assignment.

**Activity #4**

Students will create a backpack similar to the one used in the novel. The student must create or provide a real or symbolic representation of each item it contained. The student must then prepare a handout for his or her classmates that could be used to create a survival pack back. The student will be limited to no more than 5lbs of items, no illegal items, and they may not require any items that are not available within their financial budget or his or her own resources. Students must be able to justify in a written explanation why each item is needed. The class will then vote on whether or not they believe that the proposed pack back is actually suitable, realistic or necessary.

**Grading Rubrics**

**Activity #2**

Neatness = 10 points

Creativity and Use of Materials = 15 points

Accuracy = 50 points

Visual Appeal = 5 points

Presentation = 15 points

Effort = 5 points

**Activity #3**

Neatness = 10 points

Presentation = 15 points

Accuracy of poster #1 = 30 points

Research/ Solution of poster #2 = 30 points

Correct Use of Citations = 10 points

Creativity/Visual Appeal = 5 points

Effort = 5 points

**Activity #4**

Neatness = 10 points

Presentation = 10 points

Representation of backpack from text = 30 points

Written text = 20 points

Voted outcome = 5 points

Created backpack = 20 points

Visual Appeal/Creativity = 5 points