

# The Camillias: A Dream With Wings

## Written By: Eneg Nivre Illustrated By: Tyrus Goshay

<b>Subject Area</b>	Language Arts, Social and Emotional Learning
<b>Grade Level(s)</b>	3-5
<b>Unit Title</b>	
<b>Unit Summary</b>	Seeking your dreams and life's desires through vision, guidance, and preparedness
<b>Common Core Standards Aligned</b>	<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>Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).</p> <p>Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</p> <p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p>Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research</p>

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.

Identify the reasons and evidence a speaker provides to support particular points.

Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

## Chapters 1&2

Chapter Overview	
Theme	Goal Setting
Essential Questions	<p>Do you ever set goals for yourself? If so, what are some goals you have right now (short term and long term)?</p> <p>Have you ever set a goal that was unrealistic? What happened, and what did you learn from that?</p> <p>Have you ever gone out on a limb and risked failure in order to achieve a bigger goal? Were you glad you took that risk?</p>
Objectives	<p>Students will be able to:</p> <ul style="list-style-type: none"><li>-set attainable goals for their lives</li><li>-comprehend the difference between short term and long term goals</li><li>-produce a reflective writing piece</li><li>-effectively communicate in a group discussion</li></ul>
Student Activities	<ul style="list-style-type: none"><li>• Have the class create group goals, and decide on possible rewards for achieving these goals.</li><li>• Have students set short term goals that can be obtained during the quarter. Have students share their goals, plans for achievement, and why these goals are important with classmates. (Periodic check ins)</li><li>• (Writing) Sometimes, despite our best efforts, we can still fail at achieving our goals. Write about a time when you tried to accomplish something but came up short<ul style="list-style-type: none"><li>-Describe what happened.</li><li>-How did you deal with it?</li><li>-What did you learn from it?(a plan for next time)</li><li>-Did anything positive come out of your experience?</li></ul></li></ul>

## Chapters 3&4

<b>Chapter Overview</b>	
<b>Theme</b>	Gender Equality
<b>Essential Questions</b>	<p>What is discrimination?</p> <p>What is gender equality?</p> <p>There is an old saying that goes 'in order to have good friends you have to be a good friend' What does that mean to you? Do you agree or disagree?</p>
<b>Objectives</b>	<p>Students will be able to:</p> <ul style="list-style-type: none"><li>-to identify the characteristics of discrimination</li><li>-produce a reflective writing piece</li><li>-effectively communicate in a whole group discussion</li></ul>
<b>Student Activities</b>	<ul style="list-style-type: none"><li>● (Writing) Journal response: How do you think it would feel to be excluded from a group?<ul style="list-style-type: none"><li>○ Option 1: After writing students can share adjectives to describe the feelings they used in their writing. Teachers can write the words shared on the board or on chart paper for the class to view.</li><li>○ Option 2: After students have completed their journal writing they will be given one post-it by their teacher. Students are to write one adjective describing the feeling of discrimination. Students will then be instructed to crumble up their post-it, then open it back up and try to iron out the wrinkles. The class will then have a discussion on the effects of words and actions.</li></ul></li></ul>

Chapter 5	
<b>Chapter Overview</b>	
<b>Theme</b>	Multiculturalism
<b>Essential Questions</b>	<p>What is culture?</p> <p>How diverse is our culture? Our classroom?</p> <p>Do we see a lack of respect for diversity in our daily lives?</p> <p>How are other cultures different from my own?</p>
<b>Objectives</b>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>-define 'diversity'</li> <li>-identify examples of diversity</li> <li>-analyze diversity within the class using various identifiers</li> <li>-to respect differences among people in their community and around the world</li> </ul>
<b>Student Activities</b>	<ul style="list-style-type: none"> <li>● Each student will be given a plain piece of white paper. Students will be instructed to place their name in the center of the paper. Students will then surround their name with words that make them unique and diverse. Allow students time to silently reflect on what they have written. Invite them to form pairs and share why the descriptors they chose are important to them. If time permits, invite pairs to introduce one another to the class.             <ul style="list-style-type: none"> <li>○ (Educators should complete a sample prior to the lesson to share how each of your identity words is a lens through which you see the world)</li> </ul> </li> </ul>

Chapters 7&8	
Chapter Overview	
Theme	Conflict Resolution
Essential Questions	<p>What is a perspective?</p> <p>How can understanding the perspective of others make you become a better friend?</p>
Objectives	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>-Practice active listening with peers</li> <li>-Help others mediate their conflicts</li> <li>-Utilize a complete conflict resolution model when faced with interpersonal conflict</li> </ul>
Student Activities	<ul style="list-style-type: none"> <li>• Ask the students what they know about conflict. Have them share with a partner and draw a quick picture to help share their idea with the group. Lead a whole group discussion, focusing on what conflict is and connect how it is in our lives as well as characters within the text. This will help build background knowledge as well as allow students to get their brains focused on the topic.</li> <li>• Introduce the concepts of perspective and point of view by using pictures(gather optical illusion images. Search Google Images for “optical illusions” to find many examples, such as the famous image of the woman who looks very old or young) that can be seen in different ways. Discuss as a class, or have partners discuss, how the pictures can show more than one image. Encourage students to discuss the different things they see, and how that relates to <i>how</i> they look at the image.</li> <li>• Prepare four signs using chart paper to hang or attach in the four corners of the classroom (or adapt to however many perspectives you want to include). Write a question or prompt on the board that states the issue. For example: <i>Should students be allowed to have cellphones in school?</i> On each paper, write the person whose perspective the students will represent. For example: <i>Teacher / Principal / Student / Parent.</i></li> </ul>

	<p>Randomly assign students to each corner. Give them time to discuss their arguments and write bullet points on their chart papers. When they are ready, each group shares their points about the issue as the rest of the class listens quietly. After they have listened to, and considered, all of the perspectives, ask them to move to the corner that they now agree with.</p>
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Chapters 9	
<b>Chapter Overview</b>	
<b>Theme</b>	Effective Communication (preventing misunderstandings)
<b>Essential Questions</b>	<p>How can learning about different forms of communication help you to better understand others</p> <p>What is the difference between verbal and nonverbal communication</p>
<b>Objectives</b>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>-identify the difference between verbal and nonverbal behaviors</li> <li>-give examples of the ways we communicate differently based on our cultural and/or social upbringings</li> <li>-understand the many ways miscommunication can occur.</li> </ul>
<b>Student Activities</b>	<ol style="list-style-type: none"> <li>1. Begin by playing the game "Telephone." Have participants sit in a circle. Ask one participant to think of a phrase or sentence. Direct them to whisper it in the ear of the person sitting next to them. Each participant whispers what they think they heard to the next participant next to them. The last participant says the phrase or sentence out loud. Ask the first participant if that was their phrase. Did anything change? Did the message get lost or changed in translation? This is an example of verbal communication.</li> <li>2. Now play the game "Charades." Have participants get up one at a time to act out a phrase or sentence without using any words or sounds while the others guess the phrase or sentence. Ask participants to explain what they did to communicate their message when they were unable to use words (ex: facial expressions, body language, gestures). Were others able to guess the phrase or sentence? Was the message delivered effectively? This is an example of non-verbal communication. Explain that we all communicate all day long, whether or not we are using words. Explain that others pick</li> </ol>

	up messages from our facial expressions, body language, gestures, and general demeanor.
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Chapters 10	
<b>Chapter Overview</b>	
<b>Theme</b>	Anti-Bullying
<b>Essential Questions</b>	<p>Why are people who are considered different sometimes treated poorly by other people?</p> <p>Why is it important to understand how I am similar to and different from people around me?</p> <p>How can I be an activist and help other people accept people who are different?</p>
<b>Objectives</b>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>-recognize that citizens have a responsibility for the common good</li> </ul>
<b>Student Activities</b>	<ul style="list-style-type: none"> <li>• Option 1: Group students into teams of four. Have them first discuss unkind behaviors they see at school (without using names) to determine the issue/need. Ask them to come up with ideas for promoting kindness in their classroom and in their school/playground. Bring the class together to share what they discussed. Write students' ideas on the board. If none of the teams came up with the idea of making posters and displaying them around in the school corridors, suggest that idea and discuss with the students what the posters could contain.</li> <li>• Option 2(based on 1): Help them make a plan that will teach others about bullying behavior and how to address it. The service project may include making posters with positive messages or anti-bullying tips. Or the students may perform role-plays for other classrooms. (In the role-plays, students should not perform the role of bully.) Or they may start a campaign of kindness that includes filling buckets with kind deeds. The class may do one project, or each group may do a different project.</li> <li>• Option 3: Supply to each team the following items: poster/construction paper, crayons,</li> </ul>

	<p>markers, colored paper, scissors and glue. Ask them to work together and come up with an idea/scenario about bullying, which they will create/draw on paper. Their drawings can vary: They can make a comic sketch, a small narration, illustrations of acts of kindness, or write a poem. Explain that these posters will be displayed in the corridors/classrooms of their school and the idea behind them is to help students prevent bullying in their school. Ask them to be as creative as they can.</p>
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## Chapters 11

<b>Chapter Overview</b>	
<b>Theme</b>	Self-awareness
<b>Essential Questions</b>	<ul style="list-style-type: none"><li>• How does self-awareness reflect on one's emotions, actions, values, strengths, weaknesses, physical self, habits, interests, experiences and aspirations</li><li>• Why is self-awareness essential to the process of continuous self improvement and a foundation for self management</li></ul>
<b>Objectives</b>	Students will be able to: -define 'self-awareness' -demonstrate self-awareness -Learn to recognise personal strengths and how this affects self-confidence and self-esteem -Learn to recognise that the way in which personal qualities, attitudes, skills and achievements are evaluated by others, affects confidence and self esteem
<b>Student Activities</b>	Create a high self-esteem collage. Use pictures of yourself or photos of people from magazines or the Internet doing things that show qualities of high self-esteem, such as succeeding in school or athletics, enjoying time with friends, etc.

## Chapters 13

<b>Chapter Overview</b>	
<b>Theme</b>	Forgiveness
<b>Essential Questions</b>	<p>What are the roots of forgiveness?</p> <p>Is it harder to forgive yourself or someone else?</p> <p>How symbolic is the relationship between forgiving yourself and forgiving others?</p>
<b>Objectives</b>	<p>Students will be able to:</p> <ul style="list-style-type: none"><li>-Define and explain forgiveness</li><li>-Discuss and identify why forgiveness is important</li></ul>
<b>Student Activities</b>	<ul style="list-style-type: none"><li>• Have students complete the following to make a commitment to leadership or changing the world: "By accepting myself and forgiving others, I am better able to..." Once students have finished writing, collect everyone's work and redistribute it at random. Students should read the sheet given to them and then take 30 seconds or so to write down an encouragement, a question, or a thought somewhere on the page. Then, have students switch papers with someone else and repeat the exercise. After three or more rounds, return the pages to the student who wrote the original thoughts. Allow students a few minutes to read and reflect on the comments given by their peers</li></ul>

## Chapters 17

<b>Chapter Overview</b>	
<b>Theme</b>	Acceptance
<b>Essential Questions</b>	<p>What are the characteristics that make people different?</p> <p>How would you feel in other people's shoes?</p> <p>What theme or message is the story teaching us?</p>
<b>Objectives</b>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>-Activate prior knowledge about diversity by exploring the words different and similar</li> <li>-Gain knowledge by learning what the term diversity means</li> </ul>
<b>Student Activities</b>	<ol style="list-style-type: none"> <li>1. Close your eyes and imagine that we all had the same hairstyle, the same shirt on, and the same parents. How would this make you feel?</li> <li>2. Think of one thing that makes you different from everybody else.</li> <li>3. Keep it to yourself.</li> <li>4. Distribute white paper</li> <li>5. Students will draw a picture of what they have or do that makes them different from everyone else.</li> <li>6. Teacher will collect all pages and staple them with a front cover.</li> <li>7. At this time, students and teacher will gather back on the rug to view their finished book on acceptance within their class.</li> </ol>

Chapters 18	
<b>Chapter Overview</b>	
<b>Theme</b>	Community
<b>Essential Questions</b>	<p>What are some problems facing your community?</p> <p>What are ways in which you interact with others in your community?</p> <p>What lessons do you learn from your community?</p>
<b>Objectives</b>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>-The students will gather information about problems in their community</li> <li>-Students will create a persuasive poster based on a problem in their community</li> <li>-Students will evaluate the poster of a classmate</li> </ul>
<b>Student Activities</b>	<ol style="list-style-type: none"> <li>1. The teacher will show slides of persuasive posters and advertisements. Students will be asked: "What is the poster trying to get you to do?" "How does the artist persuade you?" "What emotions does the poster evoke?" "What types of images did the artist choose?" "Why do you think the artist used these images?" "What is the role of the text in the posters?"</li> <li>2. The students will then go to the computer lab to search for a problem in their community. They will be instructed to go to their local news website(written on the board). Groups will reflect on "What problem did you research?" "What was an important quote from the news story about the problem?" "What was the main cause of the problem?"</li> <li>3. In their groups, students will create a poster based on research that brings awareness to a problem in the students' city, town, or school.</li> </ol>

Unit Project Extension	
<b>Theme</b>	Birds: Our Wildlife Friends
<b>Essential Questions</b>	What birds live in (insert name of your location) and

	<p>why?</p> <p>What sounds do birds make and why?</p> <p>What other plants or animals live where the birds live?</p>
<b>Objectives</b>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>-Identify local birds and their habitats</li> <li>-Design and build a bird's nest</li> </ul>
<b>Student Activities</b>	<ol style="list-style-type: none"> <li>1. Begin the lesson with students remembering and naming the different birds seen throughout the text. List them on the board. To extend discussion ask, "How did you know it was a robin? A blue jay? What do we call a bird's home?"</li> <li>2. Discuss what a nest might be made of. List them on the board. Explain to the class that they will be building the habitats of a few birds we may see flying around the school.</li> <li>3. List the names of birds on the board. Try to incorporate birds found in your specific area. (examples: American robin, American goldfinch, black-capped chickadee, blue jay, and song sparrow) Show the enlarged pictures of each bird you have selected.</li> <li>4. Divide students into groups and give each group a bird to research</li> <li>5. Groups will research their birds ensuring to include the following information <ul style="list-style-type: none"> <li>-the name of the bird</li> <li>-where it nests</li> <li>-a brief description of the nest</li> </ul> </li> <li>6. Groups will then work together to complete a live model of their bird's nest</li> </ol> <p>Alternative: Groups can create bird feeders to hang around the playground</p>

Unit Project Extension	
<b>Theme</b>	Green Team: Saving Our Environment
<b>Essential Questions</b>	<p>What are the ecological and social consequences of my choices and actions?</p> <p>What is the environmental problem or issue we (the students) want to explore?</p> <p>How do environmental problems and solutions change over time?</p> <p>What can I do to help restore damaged aspects of my environments?</p>
<b>Objectives</b>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>-Identify and explain threats to the environment</li> <li>-Describe simple steps individuals can take to protect the environment</li> <li>-Discuss how individuals can increase their awareness of environmental protection</li> </ul>
<b>Student Activities</b>	<p>Day one</p> <ol style="list-style-type: none"> <li>1. Provide a set focus for students; garner definitions of what wildlife management means and write phrases of responses on board. Using parts of student definitions, create a class definition. Have students write on a piece of paper the sentence: Wildlife means _____. Make sure all students expound on the class definition and add details and ideas.</li> <li>2. Explain to students that organizations exist to protect wildlife. Explore reasons why wildlife need management or assistance. Have students choose the two most important reasons discussed and add them to the wildlife definition. (Students will choose different reasons.)</li> <li>3. Take students to the computers. Provide students with a computer index (e.g., Google; Duckster) for searching wildlife management. You will need to walk through how to find this with students or if time is short, bookmark the index for them.</li> </ol>

4. Instruct each student to type in a question of what he/she would like to learn about wildlife management while using the terms 'wildlife management' within the question. Model this for students. It might be necessary to put the term on the board to make sure that students spell it correctly.

5. Model how to choose a site to look at from the index and then how to return to the index. After viewing possible sites students choose three sites. Write the following tasks on the board and instruct students to gather notes of each agency's purpose, specific focus of agency, and how to contact the agency in order to receive free materials. Remind them they must have this information about 3 different agencies.

Day Two

6. Gain students' attention by telling them they are going to write a formal letter to one of the agencies identified to request information.

7. On the board display all the parts of a formal letter and review with students. Explain to students they are writing for a purpose: a) to obtain more information and thus their letter must request what information the student is seeking, or b) to voice a complaint a student's observation of wildlife.

The latter letter must include a request of how the student can assist with the concern. You might want to 'screen' the complaints so that students understand the idea of 'global concern' for wildlife, rather than just trivial items. Help those who choose to voice a complaint to see that 'there was a dead squirrel in my yard last week' might not be appropriate. A better concern would be 'what can I do to promote better conditions for small wildlife animals like squirrels.'

8. Have students write a draft of the letter. Students may begin with a graphic organizer. The letter should include

concerns, question, or ideas they have learned about wildlife management as well as a request for free materials and/or a reply.

9. Couple students to serve as editors for proofreading letters of another group. Model how to check for correct format, spelling errors, and punctuation errors. While students remain in pair groups, return letters to discuss the corrections. Remind students to include all parts of a formal letter and be sure the final draft is neat and edited for mistakes.

10. Students write the final copies of their letters and send them to an agency of their choice. (You will need to check for errors before the letters are mailed.)

(n.d.). Retrieved from  
<http://www.beaconlearningcenter.com/lessons/lesson.asp?ID=1830>.