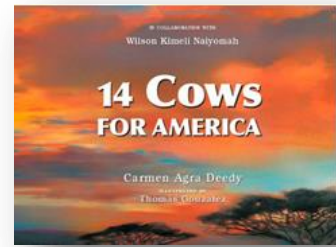


Third Grade
14 Cows for America
 Written by Carmen Agra Deedy





Essential Question: What are my rights and responsibilities as a citizen in the global community?

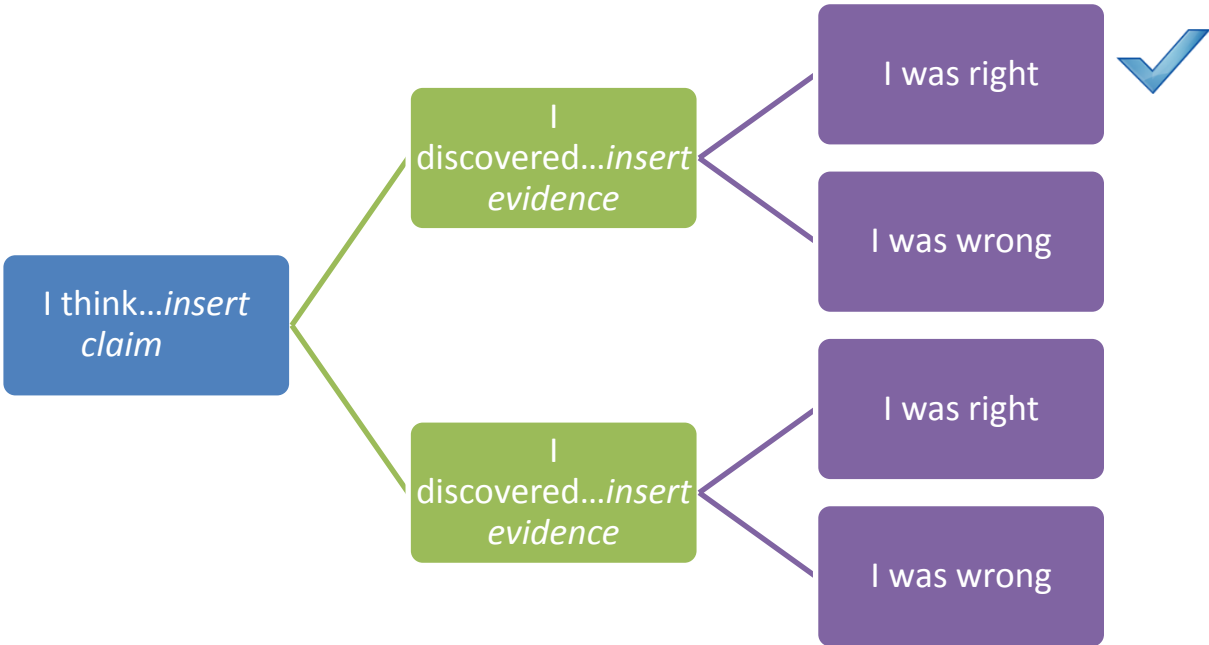



- The student will use his/her understanding of rights and responsibilities to address contemporary issues (2.4).




Key ideas: Global citizenship, cross culture relationships, rights and responsibilities as a global citizen

Materials Needed:

- A copy of *14 Cows for America* (LMCS or African Culture Trunks)
 - Cover the book with construction paper to hide the title
- Picture of Cows (1 per group)
- Maps of Kenya (project)
- Post it notes
- Audio capabilities (if decide to listen to the story and not read it)
- Access to internet or research on Kenya

	<p>Arrange students into groups and provide each group with a picture of the cows. Ask students, “As you look at this picture, what questions come to mind?” Participants are to individually write their question on large post-it note and post-it on the picture.</p> <p>Ask students to read through all the questions as a group and identify similarities and differences among the questions. Then as a group they need to select one question from the post-its to share with class. Each group shares their question with the class.</p> <p>Explain to students this picture is a primary source. When we exposed to primary sources, such as images, documents, artifacts, etc. the first thing we want to do is develop questions about it.</p>										
	<p>Display maps about Kenya. Ask students what do you already know; what do you want to know about Kenya. This can be done as an all group discussion, in pairs, or ask students to individually write down information they think they know and what they want to know.</p> <p>Strategy - Rethinking K-W-L</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 20%;">What I think I know</th> <th style="width: 20%;">Confirmed</th> <th style="width: 20%;">Misconceptions</th> <th style="width: 20%;">New Information</th> <th style="width: 20%;">Wonderings</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Students state information they think is correct</td> <td style="text-align: center;">Students research to confirm prior knowledge</td> <td style="text-align: center;">Students research to discard prior knowledge</td> <td style="text-align: center;">Students research to find additional information not stated in prior knowledge</td> <td style="text-align: center;">Students raise questions based on the new information gathered.</td> </tr> </tbody> </table> <p>Provide students time to research the information they think they know about Kenya to determine if the information is correct.</p> <p>Potential resources for the research:</p> <ul style="list-style-type: none"> • Nonfiction books (check out from LMCs) • Culture Crossing - http://www.culturecrossing.net/ • National Geographic - http://travel.nationalgeographic.com/travel/countries/kenya-facts/ • National Geographic Kids - http://kids.nationalgeographic.com/explore/countries/kenya/ • Time for Kids - http://www.timeforkids.com/destination/kenya/ 	What I think I know	Confirmed	Misconceptions	New Information	Wonderings	Students state information they think is correct	Students research to confirm prior knowledge	Students research to discard prior knowledge	Students research to find additional information not stated in prior knowledge	Students raise questions based on the new information gathered.
What I think I know	Confirmed	Misconceptions	New Information	Wonderings							
Students state information they think is correct	Students research to confirm prior knowledge	Students research to discard prior knowledge	Students research to find additional information not stated in prior knowledge	Students raise questions based on the new information gathered.							

	<p>Students complete the graphic organizer based on their research. Ask them to check “I was right” or “I was wrong” for each claim they develop.</p>  <p>After students have confirmed or discarded their previous knowledge, provide them time to research any additional information they want to know about Kenya. Ask them to develop questions, “wonderings,” about the new information they gather.</p>
	<p>Tell the students they are going to hear a story about a boy from Kenya. Do not reveal the title of the book, as you want students to try to come up with the title on their own when they are done hearing the story. WHY - helps support and facilitate visualization strategy – allows more creativity. When given the title up front; can put expectations and limits on imagination. Also requires cognitive skill of synthesizing information to come up with the title.</p> <p>Read 14 Cows for America or listen to it as a class (utilize audio clip).</p> <p>While listening to the story, ask participants to visualize the story in their minds. Strategy is sketch to stretch - students sketch images in their mind as they hear the story. Pause periodically throughout the reading/listening and ask students to share the images in their mind with a partner.</p> <p>Once the story is finished, ask participants to guess the title of the book. When they suggest a title, ask them “why?” The goal is to have them focus on the evidence for their thinking – for example their visual sketches, words they heard, etc.</p> <p>Reveal title – how did it match up with the title they came up with?</p>
 	<p>Formative Assessment Ask students, “How are people in America connected to the Maasai people in Africa?” Answers will indicate if they understood the story or need some re-teaching/re-explaining</p> <p>Wonderings – revisit from enhanced KWL chart “Based on the new information you’ve gathered from reading the book, 14 Cows for America, what questions do you have? What made you think of that question?”</p>

	<p>Ask students the following questions:</p> <ol style="list-style-type: none"> 1) How did Kimeli demonstrate his rights and responsibilities as a member of the global community? 2) What are your rights and responsibilities as a citizen of the global community? <p>Options for addressing the questions:</p> <ol style="list-style-type: none"> 1) Students discuss in pairs/groups, then share out 2) Students respond in writing 3) Whole class discussion
	<p><i>Optional lesson extension – focus on theme.</i></p> <p>Writing or discussion prompts for students:</p> <ul style="list-style-type: none"> • How would your life be different if you were part of the Maasai Tribe? How would it be the same? • When is a time in your life that you or someone close to you was hurt? Did someone comfort you or them...how? • What is your opinion (thoughts/feelings) of the last line of the book, “Because there is no nation so powerful it cannot be wounded, nor a people so small they cannot offer mighty comfort.” What text in the story supports your opinion (thoughts/feelings)? • What are some lessons we can take away from this story? What specifically from the text supports those lessons (examples)?
	<p><i>Other ideas for lessons/activities with the story:</i></p> <ol style="list-style-type: none"> 1. After reading & discussing the book, read it again and focus on the illustrations. What information do the illustrations add to the reader’s understanding? 2. After reading & discussing the book, write a book review. Use textual evidence from the book to support your views. 3. After reading & discussing the book, write a journal entry based on the prompt, “When have you given someone a gift of compassion, like the gift the Maasai gave to the United States?” 4. Extension activity – The 14 Cows have decided they want to visit New York City. They’ve hired you to be their travel agent – how can you get them to NY City? What should they do when they arrive? What challenges do you need to anticipate? How much will the trip cost? Should these “American” cows stay in NY or America or travel back to Enoosaen?