

Title: The Great Migration

Author/School: Selena Cunningham/Franklin D. Roosevelt

Course: Reading

Grade Level: 6th grade

Standards Met: E.L.A. Standard #3: Students apply a wide range of strategies to comprehend, Interpret evaluates and appreciate texts. They draw on their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

E.L.A. Standard #7: Students conduct research on issues and interests by generating ideas and questions and by posing problems. They gather, evaluate and synthesize data from a variety of sources (e.g., print and nonprint text, artifacts, and people) to communicate their discoveries in ways that suit their purpose and audience.

E.L.A. Standard # 8: Students use a variety of technological and informational resources (e.g., libraries, databases computer networks, video) to gather and synthesize information and to create and communicate knowledge.

Number of class periods: 6 40-minute classes.

Overarching unit Goals & Objectives: Students will read the book orally. Then discuss how these plants can still be used today.

Keywords: Herbal Plants.

My lesson plan:

Day 1: Pre activity: Give Students vocabulary words that pertain to the structure of plants, then discuss words. Hand students a picture of a plant have them label and color the picture. (Approximately 5 min). Students will read pages 5 to 15 of the book called Pharmacy in the Forest, by Fred Powledge.

Day 2: Students will give a brief oral summary about the pages that they have read and tell me what they have learned. Then they will read pages 16 to 26. View video on plant structure. (Approximately 15 min).

Day 3: Students will answer written questions approximately 10 min about what they have read and seen on the video. Go on to read pages 27 to 37.

Day 4: Students will finish reading Pharmacy in the Forest, and then we will exam the different plants and their use, and where they are located. Then we will discuss vocabulary related to text. (Present project to students).

Day 5: We will discuss project and what is expected of each student. Students will receive a timeline for daily activity .The Project will be to find where the plants are from, and match them to the correct location on the map. The students will construct a book with pictures of the different plants with their common and scientific names, and use. Each student will present and oral report on their book to the class.

Project

Students will trace the origin of a plant and examine its use. Students will locate the plants habitant and match it to a location on a world map. Pupils will find pictures of different plants and write their common and scientific names and their use. Students will explain what each plant is used for, and make a book and present it orally to their peers.

Materials

Book: Pharmacy in the Forest by Fred Powledge, Dictionary, and Internet, construction paper, markers, staples & world map.

Daily Goals & Objectives

Students and teacher will read this book orally. The discussion will center on how these plants can still be used today.

Learning Activities

The students will use their reading, comprehension and recognize skills to identify and name plants that can be used for healing as a natural medicine. The length of each class is 40min.

Teaching Strategies & Methods

The Students will read orally and, if they need help comprehending the material, I will work with them individually. I will also help them apply different strategies to strengthen their reading skills.

For this lesson we will read and discuss the book about herbs and how they are used in the world today. I chose this topic because I found it interesting that the Africans used all sorts of herbs to heal their body of all kinds of sickness. The Africans were poor, so they had to come up with ways to heal their family. So, by trial and error, they would mix different herbs together and see which ones worked and which ones didn't. "Failure does not invalidate a practice nor shake the belief on which it is based. A remedy is tried, and if it works no surprise evinced, since that is what was expected. If it does not work, the failure is rationalized and something else tried"(Saunders 1959: 191).

The book the students will be reading is Pharmacy in the Forest by Fred Powlledge. The book mentions where herbs are found, and how they are used today. When the Africans were taken from their land they brought the

knowledge with them. Their owners thought that they were uneducated. The Africans had knowledge that the owners didn't know they had; the knowledge was in their head.

This lesson will help the students to understand the knowledge that their ancestors had possessed. They will read and comprehend this book and answer a variety of questions as well as complete a culminating project. They should also be able to ask their family members if they've ever used an herbal remedy and, if so, what did they use it for?

One of the plants that were mentioned in the book was the Rosy Periwinkle, which is a flowering plant and is a lifesaver on top of it. The Rosy Periwinkle is used by the people from Madagascar which lies off the southeast coast of Africa in the Indian Ocean. The people of Madagascar used this plant to treat diabetes, which is a disease of people whose bodies don't produce an adequate amount of a substance called insulin. An American based pharmaceutical firm heard of the plant's reputation and conducted tests and found that extracts taken from the plant weren't very effective against diabetes but they did notice that the chemicals lowered the number of white cells in the blood.

In addition, the students will learn that some of the people who made the medicine were called healers, shamans. They didn't just heal a person's body but sometimes they also treated a person's soul. Usually the people who did the healing were the religious leaders. I plan to teach the students not only

reading but also how to access the Internet to find information that will help them with a project or a research paper. They will be able to tell me where some of the plants are located and find it on the map.

For the culminating activity the students will look on the Internet to see where a certain plant came from; then they have to go to a world map and pinpoint where it belongs. They will identify the plants and explain how the plant is used. For example: Aloe Vera is used to treat burns. As a class project the students will prepare a paper using some of the plants that they've read about in the book.

By the time the pupils are done with the book, they will have been able to make use of the Internet & world map. The students will also possess the ability to learn where some of the medicine that they have taken in the past came from. The plants that were used by the student's ancestors will help to reveal the simple healing properties of herbs in their ancestor's time. That the students can connect this book to the history of the slaves. The end result will be to take the information from the book that they've read, and to go to the Internet and see what information they can attain and pinpoint the exact location on a world map. Then give a brief presentation to their peers on the plants that they have researched.

References

Pharmacy in the Forest: by Fred Powledge

Lemon Swamp: by Mamie Garvin Fields with Karen Fields

Black Folk Medicine: by Wilbur H. Watson