#1. Heading:

Title of Novel: *The Greatest Generation*


Title of Strategy: Using A Children's Book to Teach a Concept

#2. Context:

This activity will take place on the first day of the unit in order to engage students in the question of perspective. By starting with an out-of-the-ordinary text that is simple but informative, students will be able to gain the groundwork that they need in order to progress effectively though the unit.

#3. Statement of Purpose:

Children's books demonstrate concepts in a simple but engaging manner. Using these books with seniors in high school will be especially effective but it is something that is different and thus will catch their interest while teaching them an important lesson about perspective. Also, children's books are more accessible for many students, so using these books to begin a unit will ease students into learning something new/different; in other words, it wouldn't push students too far out of their Zone of Proximal Development.

#4. Directions:

**Time:** Mini-lesson to last for a bit more than a 50-minute class period (approx. 35 minutes).

**Materials Needed:** 6 copies of “Leaving the Nest” by Mordicai Gerstein

STEP 1: Begin by saying that students will be learning about perspective and how it influences your perception of events. Before reading “Leaving the Nest,” explain the set up/organization of the book (i.e.: using speech or thought bubbles, single scene with many perspectives, etc). (3 minutes)

STEP 2: Read “Leaving the Nest” to students using different voices for the various characters. (5 minutes)

STEP 3: Divide students into six groups and assign each group one character to analyze. Give each group a copy of the book and instruct them to reread the book, this time paying special attention to the experiences/thoughts/feelings of their assigned character. (10 minutes)

STEP 4: A spokesman from each group will briefly tell the story of “Leaving the Nest” solely from the point of view of their character (12)

STEP 5: Wrap up with a brief discussion on how perspective can influence one’s interpretation of events. State that students will soon be reading a book that describes many different perspectives on a single large event: World War II. (5 minutes)
#5. Assessment:
Students will be orally and verbally assessed: the teacher should walk around during the group reading/discussion period and monitor students’ analysis and assist any group that may be struggling to summarize their character’s view of events. The teacher will also assess the groups’ work based on the spokesmen’s retelling of the story. Finally, assessment and any re-teaching will also take place during the wrap-up discussion.