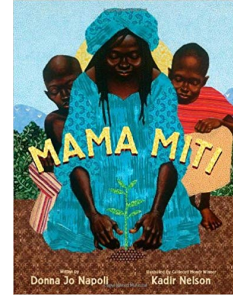


Unit 1: Building Strong Communities

WEEK 5 Day 3



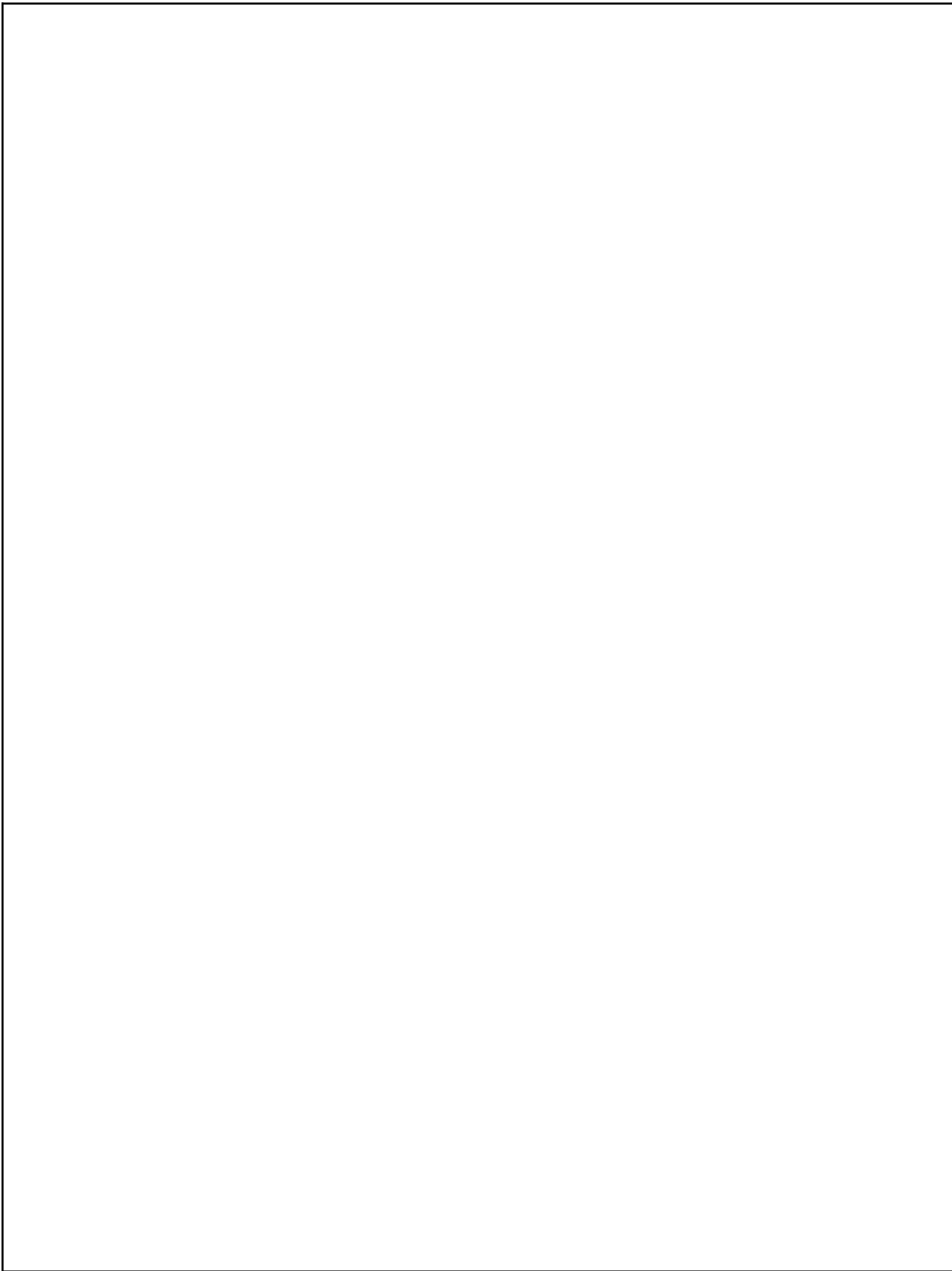
**Text Talk**  
***Mama Miti***  
 Read 3 of 3

<b>Big Ideas</b>	<p>Leaders help guide and support their communities.</p> <p>When people in communities talk, work, play, and learn together, they can create positive change.</p>
<b>Weekly Question</b>	What are the qualities of a good leader?
<b>Content Objectives</b>	<p>I can use key details in the text to describe how the actions of women affected the environment. (SL.3.1.b, R.6.1.a)</p> <p>I can use key details from the text to describe Wangari Maathai’s leadership. (R.4.1.a, R.6.1.a, Civics and Government 2)</p>
<b>Language Objective</b>	With both pictures and words, I can describe a good leader. (SL.3.1.b)
<b>Vocabulary</b>	<p><b>movement:</b> an organized activity where many people join together</p> <p><b>environment:</b> the nature that surrounds us</p> <p><b>respect:</b> appreciate and honor</p> <p><b>roots:</b> in this instance, where someone is from</p> <p><b>seedlings:</b> baby plants or trees</p> <p><b>firewood:</b> wood to burn for heat and cooking</p> <p><b>starving:</b> not having enough to eat</p> <p><b>shelter:</b> protection from the elements like sun, wind, or snow</p> <p><b>cattle:</b> herd of farm animals like cows</p>

<p><b>Materials and Preparation</b></p>	<ul style="list-style-type: none"> <li>● <i>Mama Miti</i>, Donna Jo Napoli</li> <li>● drawing and writing tools</li> <li>● <i>Mama Miti</i> reading response sheet, one copy for each child</li> </ul> <p>On the whiteboard, write:</p> <p>How do actions of the women change the environment, or the natural surroundings, in the villages in Kenya?</p> <p>How does Wangari’s leadership affect both people and nature?</p>
<p><b>Opening</b> 3 minutes</p>	<p><i>Today we are going to read Mama Miti again. We will read some information about Wangari Maathai in the back of the book; then we will read parts of the main text. Finally, we will have time to draw and write in response to the book.</i></p> <p>Read the fourth paragraph in the afterward that begins, “In 1976, Wangari Maathai...”</p> <p><i>What kinds of things does the Green Belt Movement do? Who does this work, and why is that important?</i></p> <p><i>What rights and responsibilities do the women, and people, have in regard to nature?</i></p> <p>Set a purpose for reading.</p> <p><i>As we read today, we will note in particular the role of women in relationship to the land and in relationship to their communities. We will think about how Wangari Maathai’s leadership affected the women she spoke with, the people of Kenya, and nature.</i></p>
<p><b>Text and Discussion</b> 10 minutes page 7</p>	<p>Page through the book, displaying illustrations. Stop and read page 7. Check for understanding.</p> <p><i>What do the women and her children do? What happens to the land and their community because of this?</i></p>
<p>pages 10-14</p>	<p>Page through the book, displaying illustrations. Stop and read pages 10-14.</p> <p><i>How do the actions of the woman and her daughters reflect the leadership of Wangari Maathai?</i></p>
<p>pages 21-24</p>	<p>Page through the book, displaying illustrations. Stop and read pages 21-24.</p> <p>Think, Pair, Share.</p> <p><i>How do actions of the women change the <b>environment</b>, or the natural surroundings, in the villages in Kenya?</i></p>
<p><b>Reading Response</b> 10 minutes</p>	<p><i>Today we are going to do some drawing and writing in response to the book Mama Miti.</i></p>

	<p><i>First, what are some things that Wangari Maathai does that demonstrate she is good leader? For example, I might say that Wangari listens to people, and that is something that good leaders do. What other things does Wangari do as a good leader?</i></p> <p>Elicit several responses.</p> <p>Think, Pair, Share.</p> <p><i>A lot of Wangari’s actions affected both people and the environment. How does Wangari’s leadership affect both people and nature?</i></p> <p><i>Today, with a combination of drawing and writing, answer these questions: How does Wangari Maathai’s leadership impact her environment? How does Wangari Maathai’s leadership impact people?</i></p> <p>As children write and sketch, circulate to support their understandings. Select the work of 2-3 children whose work would be relevant to the whole group to share.</p>
<p><b>Closing</b> 2 minutes</p>	<p>Have selected students share and explain their drawing, writing, and decisions.</p>
<p><b>Standards</b></p>	<p><b>R.4.1.a</b> Ask and answer questions about who, what, when, where, and how.</p> <p><b>R.6.1.a</b> Describe characters, settings, and major events in a story, including details about who, what, when, where, and how.</p> <p><b>SL.3.1.b</b> Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p> <p><b>Civics &amp; Government 2:</b> Students understand the concepts of rights, duties, responsibilities, and participation by explaining the purpose of school/classroom rules and state laws encountered in daily experiences to promote the common good and the peaceful resolution of conflict.</p>
<p><b>Ongoing assessment</b></p>	<p>Listen to children’s responses during whole group time and Think, Pair, Share. Use written responses as another formative assessment.</p> <p>How do children describe the way women changed the environment in Kenya?</p> <p>How do children demonstrate their understanding of Wangari’s effect on both people and nature?</p> <p>How do children demonstrate an understanding of Wangari Maathai as a leader?</p>

**Notes**



Name: \_\_\_\_\_ Date: \_\_\_\_\_

How does Wangari Maathai's leadership impact her environment?

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Text Talk U1 W5 D3

How does Wangari Maathai's leadership impact people?

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