
NCSS Notable Trade Book Lesson Plan

One Green Apple

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One Green Apple, by Eve Bunting, challenges students to compare and contrast their feelings about fitting in and peer pressure, against those of Farah's, the book's main character. This lesson involves students in working in small groups to reflect on a time when they didn't fit in or were the new person in a situation. Students also work to activate their prior knowledge of cultural similarities and differences that aid in forming friendships. Internet research is used to investigate similarities and differences between a student's own and other ethnic cultures. Students are encouraged to consider how educating oneself about another's culture aids in understanding the actions and feelings of others and minimizing bullying. This lesson also serves as a segue into teaching students words from other languages associated with cultures and ethnicities from other countries.

Book Title	<p><i>One Green Apple</i> (2006). By Eve Bunting (author) and Ted Lewin (illustrator). New York, NY: Clarion Books. Ages 8-10 ISBN: 978-0-618-43477-0. Recommended for grades 3-4. This lesson plan length is 30-45 minutes daily over the span of 2-3 days.</p>
Book Summary	<p>On the second day at her new school in the United States, Farah, a Muslim immigrant, goes on a field trip to an apple orchard. She knows very little English but watches her classmates and teacher for cues on what to do. While on this trip, the students ride a wagon full of hay to the apple trees and select one apple of their choice. All the students pick a red apple, but Farah chooses a green one. After picking their apples, the students are instructed to put them all in a grinding machine that makes cider and they excitedly wait to turn the handle on the grinder to taste the cider. Against the other students' wishes, Farah drop her green apple in with the red ones. When the cider is ready for tasting, Farah thinks her special apple can be tasted, thus showing the other students that being or doing something different is sometimes a positive choice.</p>

NCSS Standards	<ul style="list-style-type: none"> • Culture and Cultural Diversity • Time, Continuity, and Change • Individual Development and Identity • Individuals, Groups, & Institutions • Global Connections
Materials	<ul style="list-style-type: none"> • A copy of <i>One Green Apple</i> • Chart paper and markers • Notebook paper and pencils • Computers with internet access • SmartBoard access (if possible) • Individual journals (one per student) • Old magazines • Scissors • Glue • Cloth and sewing materials for costumes students create
Objectives	<ol style="list-style-type: none"> 1. Students will describe how they identify with Farah’s struggle to belong to, or fit into, a new culture. 2. Students will compare and contrast their own feelings when trying to assimilate into new situations with the feelings of Farah, the text’s main character. 3. Students will identify differences and similarities between their personal ethnic culture and Farah’s ethnic culture, from Pakistan. 4. Students will choose another ethnic culture to research and compare and contrast to their own personal culture, via student presentations. 5. Students will analyze how comparing and contrasting one’s own culture with another could aid in developing friendships and reducing bullying.
Procedures Exploration	<ol style="list-style-type: none"> 1. Have students work in groups of four to reflect on examples describing when they were the “different” or “new” person in a situation. 2. Have students’ record their responses on their group’s piece of chart

<p>Development</p>	<p>paper.</p> <ol style="list-style-type: none"> 3. Next, have students list all types of physical differences in people they can think of on a piece of notebook paper. 4. Have students discuss these differences as a whole class to arrive at a consensus of understanding of people’s differences and what different means. <p>Assessment: Assess students’ prior knowledge by asking them to define culture, bullying, and “fitting in” in a new environment. Write student definitions for each word or phrase on its own piece of chart paper for reference during the lesson.</p> <ol style="list-style-type: none"> 1. Tell students, “We are going to read a story about a girl who struggled with being different and knowing what to do in a new situation.” 2. Read <i>One Green Apple</i> by Eve Bunting. 3. Discuss Farah’s feelings about being different as depicted in the text. 4. Write the feelings identified for Farah on chart paper. 5. Have students compare and contrast Farah’s feelings with those they previously listed in the exploration phase. 6. Draw a Venn Diagram on chart paper and, as a whole class, have students identify feelings they have felt in new or different situations similar to, and different from, Farah’s. 7. Have students discuss why their feelings might arise and why Farah might have felt as she did in this new place. 8. Assist students in understanding the differences and similarities between their own ethnic cultures and that of Farah’s Pakistani culture by having them create posters with pictures that identify their own cultures. 9. Have students present these posters to the class. 10. Have a class discussion about the posters as well as similarities and differences between their own ethnic cultures and Farah’s ethnic culture; discuss how understanding differences can aid in friendship making and reduce bullying among people of different ethnic cultures. 11. Have the class discuss how Farah’s and her classmates’ feelings towards one another changed after they got to know each other better. Point out specific examples from the text such as: a student waving for Farah to stand beside her, another student making a space for her beside him to turn the handle on the apple machine, and another student introducing himself to Farah at the end of the field trip . 12. Record the class responses on a piece(s) of chart paper for later reference. 13. Closure. Review how getting to know each student’s ethnic culture and finding similarities and differences in ethnic cultures better assists in understanding each other’s actions and feelings and aids in developing friendships among students who are different from each other in a
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<p><u>Expansion</u></p>	<p>classroom. For example, both Anna and Farah understand laughter and working together to push the handle in making the cider. Review with students how understanding similarities and differences in ethnic cultures reduce likelihood of bullying. For example, Farah explains her dupatta to Anna and then the students are more comfortable with it.</p> <ol style="list-style-type: none"> 1. Use this text as a means for reminding students to work to create a caring classroom and school community by embracing differences and celebrating uniqueness. 2. Have students work in pairs to choose another ethnic culture and research it to find three similarities and three differences between the chosen culture and their own related to dress, holidays, and sports. 3. Have students will present their research findings to the class via oral presentations centered around the theme, “Did You Know?” 4. Lesson Summary. Ask students to describe how their researching and presenting on the chosen ethnic culture helped them in understanding the culture and befriending someone from that culture.
<p>Assessment</p>	<ol style="list-style-type: none"> 1. Have students work in groups of four to role-play a scenario in which students from two different ethnic cultures meet and find commonalities on which to build a friendship, despite differences in the cultures. Students can create costumes from cloth and sewing materials, research and utilize language differences, and identify other cultural differences of choice. 2. The teacher and the students in the audience will use the rubric in Appendix A to assess each scenario and try to identify and write down feelings presented in the scenarios as well as what commonalities and differences exist between the cultures demonstrated. Students individually will complete a rubric for each scenario except for the one in which he or she is participating. Review the rubrics to see if students accurately grasp the feelings being portrayed, and what commonalities and differences they identify as existing between the two ethnic cultures.
<p>Extension Activities</p>	<p>Have students practice words in another language as a method for better relating to students from other nations. Have students research words from languages associated with chosen cultures from the assessment. The words will be identified and students will learn to pronounce them, understand their meanings, and use them in written format via a story, journal entry, or poem of their choice. Involve native speakers as possible. Consider using websites that have pronunciations for words from various languages.</p>
<p>Additional References</p>	<ol style="list-style-type: none"> 1. Boelts, M (2007). <i>Those shoes</i>. Somerville, Massachusetts: Candlewick Press. 2. Choi, Y (2001). <i>The name jar</i>. New York, New York: Dragonfly Books, Inc. 3. Dismondy, M (2008). <i>Spaghetti in a hot dog bun</i>. Dearborn,

	<p style="text-align: center;">Michigan: Making Spirits Bright.</p> <p>4. Recorvits, H (2003). <i>My name is Yoon</i>. United States: Berryville Graphics.</p> <p>5. Sornson, B (2013). <i>Stand in my shoes: Kids learning about empathy</i>. Northville, Michigan: Nelson Publishing.</p> <p>6. Woodson, J (2001). <i>The other side</i>. New York, New York: Penguin Putnam Books.</p>
<p>Digital Resources</p>	<p>1. How to celebrate differences. Retrieved from How to Celebrate Difference eHow.com.</p> <p>2. Diversity Game. Retrieved from http://mije.org/diversitygame?gclid=CPb0t6u7rrMCFRGqnQod3QkA2A</p> <p>3. Difference Between. Retrieved from http://www.differencebetween.net/science/nature/difference-between-ethnicity-and-race/</p> <p>4. Colori`ncolorado! Retrieved from http://www.colorincolorado.org/article/c37/</p> <p>5. Every Culture. Retrieved from http://www.everyculture.com/index.html</p> <p>6. Scholastic. Retrieved from http://www.scholastic.com/home/</p>
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Appendix A

Rubric for Assessment of Student Scenarios

Feelings Expressed	Commonalities in Cultures	Differences in Cultures	Do you think this scenario shows building of friendship?
1.	1.	1.	Yes and why?
2.	2.	2.	No and why?
3.	3.	3.	Unsure and why?

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