

Teacher's Guide: EMBRACE THE CHICKEN by Mahtab Narsimhan 2019

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Top 3 Core Competencies: Identified as intellectual, personal, and social and emotional proficiencies that all students need to develop in order to engage in deep learning and life-long learning.

1. Communication
2. Thinking: Critical and Creative
3. Personal and Social: Personal and Social competency is the set of abilities that relate to students' identity in the world, both as individuals and as members of their community and society.
 - Positive personal and cultural identity
 - Personal awareness and Responsibility
 - Social responsibility.

Language Arts

Big Idea: Exploring stories and other texts helps us understand ourselves and make connections to others and to the world.

Curricular Competencies (students should be able to....)

Comprehend and connect:

- Think critically, creatively, and reflectively to explore ideas within, between and beyond texts
- Recognize and identify the role of personal, social, and cultural contexts, values and perspectives in texts
- Recognize how language constructs personal, social, and cultural identity
- Construct meaningful personal connections between self, text and world

Create and communicate (writing, speaking, representing):

- Exchange ideas and viewpoints to build shared understanding and extend thinking
- Use writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts for a variety of purposes and audiences.

Content (students expected to know)

Story/text

- Form, function and genres of text
- Literary elements
- Literary devices

Strategies and processes

- Reading strategies
- Metacognitive strategies

I would recommend group discussions and then individual or small group reflective responses after each discussion. The responses can be presented orally, in writing, with a video clip (that they make), or pictures (drawings/ images from magazines or internet).

Consider focusing on it as 10 individual lessons addressing each of the bullets above and adding to them as you progress through the book.

Begin with the “Content”

Have students read in small groups and then provide guiding questions.

Reading strategies:

- Focus on descriptive vocabulary and make a list as you read of “triple scoop words”. These are words that help you create an image/ emotion of what is going on.
- Venn diagram: begin by identifying what is different from your own culture – to understanding what “your culture” IS.
- Noticing where the tension arises in the story – what devices has the author used to create the tension? How do you feel? Can you recall your own instance where you have felt worried about how your parents or family members might embarrass you? Talk about your experience.
- What measures did you take to try to avoid this? How did you cope? (Making personal connections to the text)

Curricular Competencies (After reading the book or as you go):

Comprehend and connect:

- Recognize and identify the role of personal, social, and cultural contexts, values and perspectives in texts ***This is a great jumping in point for discussion after individuals have completed their Venn diagram. Have students meet in groups of three to share what they have found.
- Recognize how language constructs personal, social, and cultural identity
- Construct meaningful personal connections between self, text, and world

All of the above could be assigned as a group project/ powerpoint, video, or poster presentation.

Other Options:

Hang 5-6 large pieces of paper around the room, and break the class into groups. Choose 5 questions for them to respond to, putting 1 question on each piece of paper. Have the groups rotate through the stations, and then when they return to the first paper, choose one person to share the “class” information.

OR

Post these around the room and invite students to add their ideas as they read using sticky notes.

Social Studies

Big Idea: Increasingly complex societies require new systems of laws and government

Curricular competencies:

Use Social Studies inquiry processes and skills to — ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions

Key Skills:

- Select a relevant problem or issue for inquiry
- Use comparison, classification, inference, imagination, verification, and analogy to clarify and define a problem or issue
- Demonstrate an ability to interpret scales and legends in graphs, tables, and maps (e.g. climograph, topographical map, pie chart).
- Represent information fairly and cite sources consistently
- Select appropriate forms of presentation suitable for the purpose and audience (e.g. multimedia, oral presentation, song, dramatic performance, written presentation)
- Demonstrate debating skills, including identifying, discussing, defining, and clarifying a problem, issue, or inquiry.
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Challenge:

Address the above using EMBRACE THE CHICKEN as a prompt for your inquiry project. What problem or issues do you think are addressed in the book? Make a list as a class. With a partner select one problem/ issue to investigate. Research and share your findings on the topic. The goal is to go deeper and find out how much of a concern or issue this is and what other issues may arise because of it.

For example:

- Assumptions of what other people think. Problems (local/ global).
- Understanding Identity and culture – misunderstandings.
- What is culture?
- Racism – what causes it – what continues to perpetuate it?
- Fear.
- Consider adding data in the form of graphs/ charts (tie in to math curriculum)

Applied Design, Skills, and Technologies

Big Idea: Complex tasks require the acquisition of additional skills

Curricular Competencies: Applied technologies

- Select, and as needed learn about, appropriate tools and technologies to extend their capability to complete a task.
- Identify the personal, social and environmental impacts, including unintended negative consequences, of the choices they make about technology use.
- Identify how the land, natural resources, and culture influence the development and use of tools and technologies.

Content: Food Studies

- Basic food handling and simple preparation techniques and equipment
- Factors in ingredient use, including balanced eating/nutrition, function, and dietary restrictions
- Factors that influence food choices, including cost, availability and family and cultural influences

As students read the book, food is a topic that arises frequently and, at the end, results in a positive solution to the problems that have arisen. As this is such a strong part of culture, it leads itself well, to this ADST strand. At the end of the book are two recipes. Use these as a jumping in point for an at-home assignment.

Challenge:

With the help of a parent or guardian, inquire about how to make a dish that your family enjoys or explore making one of the recipes in the book. You must determine whether or not you have the ingredients in your house, or if your family can acquire them easily. Learn about where they originate from. Do you need to purchase them from a specialty store? Are they considered expensive to your family? Discuss what it means to have dietary restrictions. Is your family interested in trying one of these recipes? Why or why not?

Make/ Bake a dish. Plan it as a multicultural potluck “lunch” event where the students bring their food to share.

Use the content and competencies points above to drive a class discussion about the different students’ experiences and questions.

** Having students do a photo story/ journal / PPT of their cooking process at home also addresses use of media for communicating (ADST and non-fiction writing)