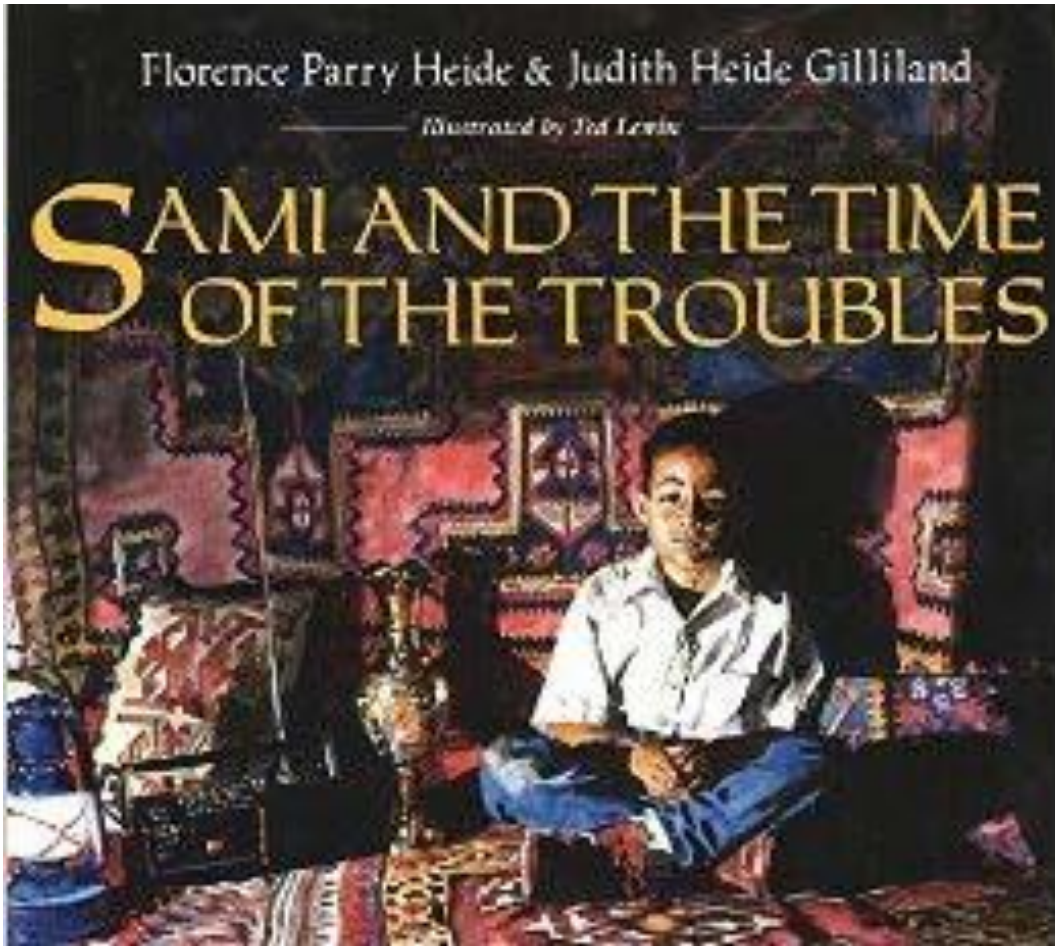


**Global Literacy Invitation:
Sami and the Time of Troubles**

Written by Florence Parry Heide and Judith Heide Gilliland
Illustrated by Ted Lewin



Submitted by Mary Wiggins

University Elementary School, 3rd Grade

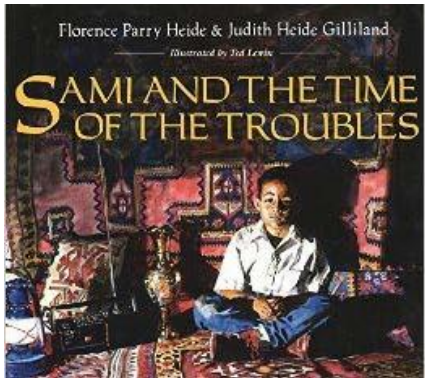
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Mary Wiggins
Grade 3
University Elementary School

Sami and the Time of Troubles

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Summary

Meet Sami. He is a ten year old boy who likes to build forts and play war with his friend Amir. He seems like any other energetic and playful boy, except for one thing. He lives in troubled times. A time of war. Sami is forced to live in his uncle's basement along with his mother, sister, and grandfather. Sami finds comfort from the nightly shelling and erratic gunfire by reminiscing of his long walks through the peach orchard with his father. Fortunately, not all days are filled with the sound of war. On some mornings Sami and his family are able to emerge from the dark crowded basement and escape to the sunny seashore for a spontaneous lunch on the beach. How many mornings will Sami awake to the sounds of peace? Only time can tell.

Teacher's Note

Authors Heide and Heide-Gilliland tell the story of war from the point of view of a child, Sami. The readers are not told what country is at war. The reader only discover the location of the story by reading the fine print on the publisher's page. By choosing not to disclose the name of the country at war, readers are able to gain a deeper understanding of the effects of war on children. War, no matter the cause or location is an equal opportunity destroyer of children's lives.

Learning Invitations

Children of War

Troubled Times

The Children's March

You're on the Air

Launching the Invitations

It is suggested that teachers begin this invitation with a provocation, such as the illustration of the bombed car and rubble at the beginning of the book. Ask students the following questions:

- What do you notice about this picture?
- What do you think this book is about?

After students have had time to discuss, read the book, *Sami and the Time of the Troubles*. Pause often and ask questions for understanding and reflection. Next, pose the following question:

- What causes war?

Have students brainstorm ideas as you write down the students' responses and discuss. Last, ask the following question:

- Why do you think the author chose not tell us what country is at war?

Write down the students' responses and save it for later. Share with the students that this unit will focus on the subject of war through the eyes of a child. We will use *Sami and the Time of the Troubles* as a launching pad into various subjects. Teachers will need to establish proper protocol for working at the invitation station. After protocols have been established, begin with investigation *Children of War: Engagement 1*.

Materials Needed for Invitations:

Children of War

Engagement 1: iPad or computer

Engagement 2: iPad, notebook paper, pencil

Engagement 3: iPad, map or atlas, notebook paper, pencil

Troubled Times

Engagement 1: notebook paper, pencil

Engagements 2-4: *Troubled Times* worksheet, *Calming* Worksheet

Engagement 5: *Lullaby or Poem for Leila* worksheet

The Children's March

Engagement 1: iPad or computer

Engagement 2: iPad or computer, *Time Magazine's Top 10 Nonviolent Actions* worksheet

Engagement 3: iPad or computer, *The Protest* worksheet

Engagement 4: construction paper and various craft items.

You're on the Air

Engagement 1: The book, *Sami and the Time of the Trouble*, *Radio Waves* worksheet

Engagement 3: iPad or computer, notebook paper, pencil

Engagement 4: Various leveled reading passages

Children of War

“My name is Sami, and I live in the time of the troubles. It is a time of guns and bombs, it is a time that has lasted all my life, and I am ten years old.” P. 1



Engagement 1: We learned that the main character, Sami, lives in a war-torn country. Take a look at the short video clip. What did you notice about the girl over a period of time? What are some of the similarities of war with the girl in the video and with Sami? How are they different? Have a three minute discussion with your partner.

Most Shocking Second a Day: <https://www.youtube.com/watch?v=RBQ-loHfimQ&t=2s>



Engagement 2: Watch the video again. This time look for clues that you didn't see before. Think about how the war had an effect on her physically and emotionally. What did you notice about her environment? Have a two minute discussion with your partner. Next, on a sheet of notebook paper write the events in chronological order. Note how the girls physically and emotionally changes through time.



Engagement 3: Sami and the little girl in the video are two characters that are experiencing war in an unknown country. In reality, there are wars taking place in various parts of the world. Below is a list of some countries that are experiencing war. Using the world map/atlas, you and your partner will correctly locate each country.

Countries at War

Afghanistan Congo Nigeria Pakistan Syria Ukraine

Once you have located the countries, watch the short video clip to learn more about why these countries are at war.

What Countries are at War?: <https://www.youtube.com/watch?v=ALDyfZMJOMa>



Engagement 4: Pick one of the countries at war from the list in Engagement 3. You and your partner will work together to answer the following questions:

<ol style="list-style-type: none">1. Your country of war is located on which continent?2. What countries border your country or war?3. What direction is your country of war in relation to the United States?	<ol style="list-style-type: none">4. Compare the size of your country of war to the United States? Which is larger? Smaller?5. Would your country of war fit inside the United States? If so, estimate how many would fit.6. What is the nearest body of water?
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Engagement 5: You and your partner are going to plan an escape route from one of the war-torn countries. First, pick one of the countries from Engagement 3. Then, using an atlas, map, or globe, create a passage to the Indiana. Write down the name of the countries you pass through and any land features you see on your way to safety. You can only travel by foot, car, or boat. Safe travels!

Troubled Times

“Suddenly there is a loud, hard crash that shakes the walls and makes the carpets tremble. I am afraid.” p. 10



Engagement 1: Sami is being raised in the time of war; a troubling time. We don't have the same troubles Sami has, but what are some troubles that you face as a child or troubles children face in our country? Discuss with your partner and write down your thoughts on the worksheet provided.



Engagement 2: Now that you have listed troubles that children face in our country, what are some solutions? Look over your notes from engagement 1. Make a list of suggestions/solutions as to how you can solve your troubles or children's problems troubles in our country. Use your worksheet from Engagement 1.



Engagement 3: Read page 13 from *Sam and the Time of the Troubles*. Sami thinks back to a happier time to cope with the stress of war. What things do you think of to help you in a stressful time? Draw a picture. Use your worksheet from Engagement 1.



Engagement 4: Living in a war-torn environment takes a toll on you physically and mentally. How do you find relief from the stress? Look at the calming chart. Try them all and share which one you found the most relaxing. Which relaxation technique would you recommend Sami try? Use your worksheet from Engagement 1.



Engagement 5: Being sleep deprived is very common for children of war.

Sami and his little sister, Leila, are no different. Write a lullaby or poem to comfort Leila who is having trouble sleeping.

Name _____ Student # _____ Date _____

Engagement 1: List troubles children face in our country?

Engagement 2: Pick one trouble children face in our country from your list from Engagement 1. Write a solution to that trouble.

Engagement 3: Draw a picture and write a brief sentence of what helps you in a stressful time. Use the space below.

Engagement 4: Relaxation chart

Which one did you find the most relaxing? Which one would you suggest for Sami?

Quick ways to CALM down!

Sea Life Sensory Solutions.



Puffer Fish Puff

Puff your
cheeks like a
puffer fish!

Fill your
cheeks with air
and hold for 5
seconds.



Clam Cuddle

Cuddle
yourself like a
clam.

Place your
hands on the
opposite
shoulders and
squeeze.



Turtle Tongue

Poke your
tongue out like
a turtle pokes
out its neck.

Stick your
tongue out and
quickly hide it
again.



Starfish Stretch

Stretch out like a
starfish.

Place your arms
up over your
head and stretch
out wide. Stretch
your legs out
wide too.



The Children's March

"Without warning, children appeared in the streets. Hundreds and hundreds of children started to march. They carried banners and flags, they carried signs, and the words written on them said: Stop. Stop the fighting." p. 26



Engagement 1: In our story Sami and Amir talk about the time when children took to the streets to protest the war. Think about the various books we have read. Also think about global and historical events where people have expressed their distain of war and/or unfair laws. How were they similar or different to the protest in *Sami in the Time of the Troubles*? Have a three minute discussion with your partner.



Where have you read or learned of events where people have protested?



Engagement 2: As a third grader your world has been influenced by the outcome of nonviolent actions from the past. These actions have helped change and mold our society and the world at large. Take a look at the slide show from Time Magazines' Top 10 Nonviolent Actions in History. Name the protester(s), their method of protest, and reason. Learn how brave people made a stand that helped shape a nation. To complete the worksheet for this engagement, you will pick 2 slides and identify their protest method.

http://content.time.com/time/photogallery/0,29307,1887394_1861256,00.html



Engagement 3: People protest for many different reasons, i.e., environment, political, religious, gender, etc. They also use various methods of protesting to get their point across. Think of an issue that you feel strongly about. What would you protest? What method of protest would you use and why? Look over Gene Sharp's List of 138 Nonviolent Action for ideas. Pick one and complete

the worksheet.

https://nvdatabase.swarthmore.edu/browse_methods



Engagement 4: Nonviolent protesters use a variety of props to draw attention to their cause. Below are some props nonviolent protesters have used. Using the art materials provided, pick one prop idea from the list below and design a prop for your cause. Be creative!

- Sign
- Banner
- Flag
- Song
- Chant
- Symbol
- Have a different idea? Share your idea with the teacher before you begin.

Name _____ Student # _____ Date _____

Time Magazine's Top 10 Nonviolent Actions

Slide 1

Who was protesting? _____

What was the method of their protest?

What was the reason for their protest?

What was the impact of their actions?

Slide 2

Who was protesting?

What was the method of their protest?

What was the reason for their protest?

What was the impact of their actions?

Name _____ Student# _____ Date _____

Name _____ Student# _____ Date _____

The Protest

Think of a local or global issue that you and your partner feel strongly about.

Write it on the lines below.

Explain why this issue is important and needs to be addressed?

What method(s) of nonviolent protest will best champion your cause? And why?

Refer to the Global Nonviolent Action Data Base website

Name _____ Student# _____ Date _____


Name _____ Student# _____ Date _____


Where will this nonviolent protest take place?


What is the desired outcome?


You're on the Air

"In a moment he and my mother join my uncle around the radio on the other side of the room. They hope to learn something, they hope to hear good news." P. 10

 **Engagement 1:** Throughout the story Sami notices the sounds of his environment. On page 18 Sami says, "The day is noisy with the safe sounds of hammers and saws, of carpet being beaten and cleaned, of car horns honking, people calling." On the provided worksheet, write down the sounds Sami hears or when either Sami or his family is listening.

 **Engagement 2:** Sami's family rely heavily on the radio to learn about the outside world while they are hiding and living in the basement. What does your family use to learn information about the world? Have a two minute discussion with your partner.

 **Engagement 3:** Receiving radio broadcasts is important to Sami's survival. How does the radio receive signals? Learn more about radios and radio waves by viewing the short video clip, *How Radio Waves Work*. Share two pieces of information that you learned from the video with your partner.

 **Engagement 4:** Reporting the news is an important responsibility to the public. Radio programs can be informative as well as entertaining. Persons reading the news need to read fluently, have good pacing, and expression. Pretend you and your partner are given a time slot on a radio station that reaches homes thousands of miles away, including the village where Sami and his family live. Select one of the news stories to read and record.

Resources:

1. How Radios/ Radio Waves

Work: <https://www.youtube.com/watch?v=gLMC5R5Me9c>

2. Radio Waves explained by Bill

Nye: <https://www.youtube.com/watch?v=pMldzILycTY>

3. History of Radio: <https://www.youtube.com/watch?v=qgkepUUED7k>

4. Transmission of Sound: <https://www.youtube.com/watch?v=GkNJvZINSEY>

5. Crash Course in Physics: <https://www.youtube.com/watch?v=qV4IR9EWGIY>

Name _____ Student# _____ Date _____

Radio Waves

Directions Part 1: On the curved lines below, write when a sound is mentioned in the story and/or where a character(s) is listening to a sound.



Directions Part 2: Pick 2 sounds and write the location where the sound is heard and the emotion associated with the sound.

Sound Location: _____	Sound Location: _____
Emotion: _____	Emotion: _____

MCCSC Standards

English/Language Arts

3.RF.5 Orally read grade-level appropriate or higher texts smoothly and accurately, with expression.

3.RL.2.1 Ask and answer questions to demonstrate understanding of a text.

3.RL.2.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.

3.RL.4.2 Compare and contrast the themes, settings, and plots of stories.

3.RN.3.1 Apply knowledge of text features to locate information and gain meaning from a text (e.g., maps, illustrations, charts, font/format).

3.W.3.1 Persuasive

3.W.3.3 Narrative

3.W.4 Apply the writing process to generate a draft.

3.SL.3.1 Retell, paraphrase, and explain the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively (e.g., charts and graphs), and orally.

3.SL.2.1 Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

3.SL.2.2 Explore ideas under discussion by drawing on readings and other information.

Geography Standards*

Standard 1 History

Standard 2 Civics and Government

Standard 3 Geography

* Indiana State Standards focuses primarily on Indiana. The geography skills used to learn about Indiana are transferable to this unit.

3.3.1 Use labels and symbols to locate and identify physical and political features on maps and/or globes.

Health Standards

3.1.2 Give examples of physical and emotional health.

3.2.2 Observe the influence of culture on health practices.

3.4.3 Suggest nonviolent strategies to manage conflict.

3.7.2 Identify a healthy practice to maintain personal health and wellness.

Mary Wiggins

Grade 3

University Elementary School

Science

3.PS.4 Investigate and recognize properties of sound

International Baccalaureate/ Primary Years Programme Learner Profile

Inquirers: They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable: They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers: They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators: They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Open-minded: They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Reflective: They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

International Baccalaureate/ Primary Years Programme Attitudes

Tolerance Being sensitive about differences and diversity in the world and being responsive to the needs of others.

Empathy Imagining themselves in another's situation in order to understand his or her reasoning and emotions, so as to be open-minded and reflective about the perspectives of others.

Creativity Being creative and imaginative in their thinking and in their approach to problems and dilemmas.

Respect Respecting themselves, others and the world around them.